

Attachment A: Enrollment Plan



Attachment B - Description, citations, or copies of data sources justifying Enrollment Plan

## **Attachment D - Description, citations, or copies of data sources justifying Enrollment Plan**

We base our analysis on publicly available reports and statistics published by U.S. Census Bureau, Departments of State of Hawaii, Hawaii State Superintendent, Hawaii Public Charter Schools Commission, colleges and foundations based in Hawaii. Please see our bibliography for individual resources. For a specific list of resources, please the following list:

1- 2015 Superintendent's Annual Report on Hawaii Public Education (latest available)  
[http://arch.k12.hi.us/PDFs/state/superintendent\\_report/2015/2015SuptRptFinal.pdf](http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf)

2- Hawaii Public Schools Strive HI 2017 Master Data File  
<http://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2017/MasterDataFile201617.xls>

3- Hawaii DOE Enrollment Data 2017-18  
<http://www.hawaiipublicschools.org/DOE%20Forms/Enrollment/DOEnrollment2017-18.xlsx>

4- Report By OFFICE OF HAWAIIAN AFFAIRS RESEARCH DIVISION: A Native Hawaiian Focus on the Hawai'i Public School System, SY2015  
<https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/ANative-Hawaiian-Focus-on-the-Hawaii-Public-School-System.pdf>

5- Census Bureau Statistics  
<https://www.census.gov/quickfacts/fact/table/HI/INC110216>

6- Report by Pew Research Center

<http://www.pewresearch.org/fact-tank/2015/06/17/hawaii-is-home-to-the-nations-largestshareof-multiracial-americans/>

7- Economic Data Brief - Hawaii State Reports

[http://files.hawaii.gov/dbedt/economic/data\\_reports/briefs/Educational%20Attainment\\_Jan\\_2016.pdf](http://files.hawaii.gov/dbedt/economic/data_reports/briefs/Educational%20Attainment_Jan_2016.pdf)

8- Hawai'i P-20 College and Career Readiness Indicators Reports

<http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/>

9- Report by ACT on act.org: The Condition of College & Career Readiness 2017

<https://www.act.org/content/dam/act/unsecured/documents/cccr2017/Hawaii-CCCR-2017-Final.pdf>

10- The Nation's Report Card: 2015 Mathematics and Reading Assessments

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015136>

11- Overcrowding schools in Hawaii

<http://www.hawaiinewsnow.com/story/31953478/school-officials-say-campbell-hs-overcrowding-has-reached-emergency-status>

<http://www.hawaiinewsnow.com/story/34713245/overcrowded-campbell-high-tells-lawmakers-we-need-help-now>

Attachment C - Listing of DOE Complex Areas, Public,  
and Private Schools

# **Listing of DOE Complex Areas, Public, and Private Schools**

## **Target Area Complex Areas**

Waipahu

Pearl City

Aiea

Farrington

McKinley

Kapolei

Campbell

## **Public and Private Schools**

Please see the tables on the following pages for a listing of public and private schools in our target area.

**Public Schools that Kulia Academy Might Pull Students From**

Farrington
Aina Haina El
Dole Mid
Farrington High
Fern El
Hahaione El
Kaewai El
Kahala El
Kaimuki Mid
Kalakaua Mid
Kalani High
Kalihi El
Kalihi
Kalihi
Kalihi
Kapalama El
Koko Head El
Liholiho El
Linapuni El
Niu Valley Mid
Puuhale El
Waikiki El
Wilson El
Kaiser High
Kamiloiki El
HSDB

McKinley-Roosevelt
Ala Wai El
Aliiolani El
Anuenue
Central Mid
Hokulani El
Jarrett Mid
Jefferson El
Kaahumanu El
Kaimuki High
Kaiulani El
Kauluwela El
Kawananakoa Mid
Kuhio El
Lanakila El
Likelike El
Lincoln El
Lunalilo El
Maemae El
Manoa El
McKinley High
Noelani El
Nuuanu El
Palolo El
Pauoa El
Roosevelt High
Royal
Stevenson Mid
Washington Mid

Moanalua-Aiea-Radford
Aiea El
Aiea Inter
Aiea High
Aliamanu El
Aliamanu Mid
Hickam El
Makalapa El
Moanalua El
Moanalua High
Moanalua Mid
Mokulele El
Nimitz El
Pearl Harbor El
Pearl Harbor Kai El
Radford High
Red Hill El
Scott El
Shafter El
Waimalu El
Webling El
Salt Lake El
Pearl Ridge El

Campell-Kapolei
Barbers Point EI
Campbell High
Ewa EI
Ewa Beach EI
Iroquois Point EI
Makakilo EI
Pohakea EI
Ilima Inter
Holomua EI
Kaimiloa EI
Kapolei EI
Mauka Lani EI
Kapolei Mid
Kapolei High
Hookele EI
Keoneula EI
Ewa Makai Mid

Pearly City-Waipahu
August Ahrens EI
Highlands Inter
Manana EI
Palisades EI
Pearl City EI
Pearl City High
Pearl City Highlands EI
Lehua EI
Waipahu EI
Honowai EI
Waipahu High
Waipahu Inter
Kanoelani EI
Momilani EI
Kaleiopuu EI
Waiau EI
Waikele EI

## **Private Schools that Kulia Academy Might Pull Students From**

American Renaissance Academy Kapolei, HI

Assets School Honolulu, HI

Calvary Chapel Christian School Aiea, HI

The Children's House Pearl City, HI

Christian Academy Honolulu, HI

Damien Memorial School Honolulu, HI

Friendship Christian Schools Ewa, HI

Hawaii Baptist Academy Honolulu, HI

Hongwanji Mission School Honolulu, HI

Island Pacific Academy Kapolei, HI

Kaimuki Christian School Honolulu, HI

Kamehameha Schools Honolulu, HI

Lanakila Baptist Schools Waipahu , HI

Mary, Star of the Sea HONOLULU, HI

Mid-Pacific Honolulu, HI

Navy Hale Keiki School Honolulu, HI

New Hope Christian School Waipahu, HI

Our Savior Lutheran School Aiea, HI

Pacific Buddhist Academy Honolulu, HI

Pearl Harbor Christian Academy Waipahu, HI

Soto Academy Honolulu, HI

Waolani Judd Nazarene School Honolulu, HI

Attachment D - A School Day From the Perspective of a Student

## A School Day From the Perspective of a Student

I am a 6th grader at Kulia Academy. I go to school at around 8:00 am in the morning. I usually work on an assignment, sometimes with the help of an older student until the classes start. As it nears time for class to begin, 8:30 a.m., I head toward my classroom.

Our classes are different than other schools. In Math, our teacher introduces the topic and a problem but then it's a whole class discussion that leads to the solution of the problem presented. Today we had a very interesting word problem that involved traveling from city to city through different means of transportation. We had to come up with equations to express different ways of transportation.

In science class, the topic was boiling, expansion of liquids. We made our own thermometers using different liquids in different glass tubes and then placed them in hot liquids and measured how much each of them expanded under the same conditions. The question was why there was a difference? We discussed that as a whole class, a lot of ideas and explanations were made but eventually we agreed on one: the difference was at the particle, or more precisely molecule level.

In Coding/Robotics class, we continued working on programming our robot. It requires a lot of thinking but it's so much fun.

In English class, today's topic was "How do people formulate and use "rules" to improve their lives and communicate these "rules" to others?" We were supposed to consider these questions as we read a variety of texts. We began with *Bud, not Buddy*, analyzing character development and considering how figurative language contributes to tone and meaning. We then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, we were asked to establish a claim about how Bud uses his rules. Finally, more fun, we conducted a short research project related to our own "rules to live by" and then wrote an essay to inform about one important "rule to live by."

In social science class, today's topic is "Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies". As the lesson progressed, it became a whole class discussion. We were not done when the class ended, will continue tomorrow.

Then we had lunch. I brought a delicious sandwich that my mother prepared for me.

In the afternoon, we had a Physical Education and a Character Education class. We did stretch exercises in Physical Education and discussed Empathy in Character Education class. I realized during the discussion in Character Education class that everyone suffers from general lack of empathy in today's society. We discussed how to improve it. The first state, we agreed, would be to realize that we all lack empathy.

Then the bell rang at 3:28, it was a fast day, filled with discussions and a lot of brain-stretching.

Attachment E - A School Day From the Perspective of a  
Teacher

# **A School Day From the Perspective of a Teacher**

Hi,

My name is Jane Kittridge. I am a science teacher at Kulia Academy. I teach 6th and 7th grade science, total of 5 hours a day. I have two hours that I use as prep time for my classes next day.

At Kulia, we use a system called Foundational Approaches in Science Teaching (FAST), developed by the CRDG Group at University of Hawaii. In this wonderful system, students perform experiments and investigations 80% of the class time. Students absolutely love it. After they finish the experiment or investigation, we discuss possible explanations as the entire class.

Today in my 6th grade classes, students connected two syringes through a rubber tube. In the first part of the experiment, they just connected the syringes through the tube while they were filled with air. Then, they tried to squeeze the syringes and they observed that they would squeeze them almost all the way down. Next, they filled them with water and tried the same thing but they were able to squeeze just a little bit. After they were done with their experiment, we discussed why there was a difference between air and water and how it could be explained. They had science books on their desks so they could search them for an explanation. FAST requires an extremely democratic classroom environment. As required, I asked my students for explanations, I only wrote whatever they said on the board and then we voted. In all my three 6th grade classes student were able to come up with the right scientific explanation for what they have observed.

In my 7th grade science classes, students started building their weather stations today. They love the idea that they design and make their weather stations from scratch and that they will install them around the campus and observe the weather, record and report it on our website. They carefully designed their little gadgets including the reservoir to collect rain and carefully mark the levels on it.

In my prep periods, I prepare the materials (mostly everyday items) for our next day investigations.

My students and I went home after a day of fun filled science.

Attachment F - Staffing Chart

# 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.

Please see the following three pages for our staffing chart and explanations.

Title	Salary and FTE Per Position Per Year					
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2026
School Director	1 (84,000)	1 (85,000)	1 (86,000)	1 (87,000)	1 (88,000)	1 (90,000)
Assistant School Director	<b>1 (60,000)</b>	<b>3 (62,000)</b>	<b>3 (64,000)</b>	<b>3 (66,000)</b>	<b>3 (68,000)</b>	<b>3 (72,000)</b>
Add'l School Leadership Position 1 [Business Manager]	<b>1 (60,000)</b>	<b>1 (62,000)</b>	<b>1 (64,000)</b>	<b>1 (66,000)</b>	<b>1 (68,000)</b>	<b>1 (72,000)</b>
Add'l School Leadership Position 2 [Registrar]	<b>1 (50,000)</b>	<b>1 (52,000)</b>	<b>2 (52,000)</b>	<b>2 (54,000)</b>	<b>2 (56,000)</b>	<b>2 (60,000)</b>
Add'l School Leadership Position 3 [Guidance/College Counselor/Advisor]		<b>1 (60,000)</b>	<b>2 (62,000)</b>	<b>2 (64,000)</b>	<b>3 (66,000)</b>	<b>4 (68,000)</b>
Classroom Teachers (Core Subjects)	<b>9 (50,000)</b>	<b>14 (51,000)</b>	<b>19 (53,000)</b>	<b>24 (55,000)</b>	<b>28 (57,000)</b>	<b>33 (60,000)</b>
Classroom Teachers (Specials)	<b>3 (50,000)</b>	<b>5 (51,000)</b>	<b>9 (53,000)</b>	<b>13 (55,000)</b>	<b>15.5 (57,000)</b>	<b>19.5 (59,000)</b>
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [Office Manager]	<b>1 (40,000)</b>	<b>2 (40,000)</b>	<b>2 (42,000)</b>	<b>3 (43,000)</b>	<b>3 (44,000)</b>	<b>3 (45,000)</b>
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff	<b>1 (48,000)</b>	<b>1 (48,000)</b>	<b>1.5 (48,000)</b>	<b>2 (48,000)</b>	<b>2 (48,000)</b>	<b>2.5 (48,000)</b>
<b>Total FTEs</b>	<b>16.5</b>	<b>27</b>	<b>39.5</b>	<b>50</b>	<b>57.5</b>	<b>68</b>
<b>Total Salaries</b>	<b>\$912,000</b>	<b>\$1,482,000</b>	<b>\$2,210,000</b>	<b>\$2,847,000</b>	<b>\$3,377,500</b>	<b>\$4,037,500</b>

Title	Explanations					
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	Capacity 2026
Administration	The school principal will assume the role of the Dean of Academics as well	In addition to the principal, we will have a Dean of Academics/ Culture and a Dean of Students	In addition to the principal, we will have a Dean of Academics/ Culture and a Dean of Students	In addition to the principal, we will have a Dean of Academics/ Culture and a Dean of Students	In addition to the principal, we will have a Dean of Academics/ Culture and a Dean of Students	In addition to the principal, we will have a Dean of Academics/ Culture and a Dean of Students
Core Class Teachers	We will have 5 self-contained classroom teachers and 4 core class teachers.	We will have 8 self-contained classroom teachers and 6 FTE core class teachers.	We will have 11 self-contained classroom teachers and 8 FTE core class teachers.	We will have 14 self-contained classroom teachers and 10 FTE core class teachers.	We will have 16 self-contained classroom teachers and 12 FTE core class teachers.	We will have 18 self-contained classroom teachers and 15 FTE core class teachers.
Special Teachers	We will have 0.5 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 1.0 FTE Coding / Robotics teacher (K,1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/ robotics expertise, and we will have a 0.5 FTE art teacher and a 0.5 FTE character education teacher and a 0.5 FTE ELL teacher	We will have 0.5 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 2 FTE Coding / Robotics teacher (K,1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/robotics expertise, and we will have a 1.0 FTE art/ world language teacher and a 0.5 FTE character education teacher and a 1.0 FTE ELL teacher	We will have 1 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 3 FTE Coding / Robotics teacher (K,1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/ robotics expertise, and we will have a 2 FTE art/world language teacher and a 1 FTE character education teacher and a 2 FTE ELL teacher	We will have 2 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 3.5 FTE Coding / Robotics teacher (K,1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/ robotics expertise, and we will have a 3 FTE art/ world language teacher and a 1.5 FTE character education teacher and a 3 FTE ELL teachers	We will have 2.5 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 4 FTE Coding / Robotics teacher (K,1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/ robotics expertise, and we will have a 4 FTE art/world language teacher and a 1.5 FTE character education teacher and a 3.5 FTE ELL teachers	We will have 2.5 FTE Physical Education teacher who will take two classes (two groups, such as 6-A and 6-B) at the same time. We will need 6 FTE Coding / Robotics teacher (K, 1,2 teachers will handle coding / robotics themselves with the online tools which do not require any coding/ robotics expertise, and we will have a 5 FTE art/world language teacher and a 2 FTE character education teacher and a 4 FTE ELL teachers







## Attachment G - Leadership Evaluation Tool

# **Leadership Evaluation Tool**

The leadership evaluation tool has not yet been developed.

## Attachment H - Teacher Evaluation Tool

# **Teacher Evaluation Tool**

The teacher evaluation tool has not yet been developed.

Attachment I - Proposed First Year School Calendar

# Kulia Academy 2020/21 Calendar

2020

2021

July	August	September	October	November	December	January	February	March	April	May	June
1 We	1 Sa	1 Tu	1 Th	1 Su	1 Tu	1 Fr New Year's Day	1 Mo	1 Mo	1 Th	1 Sa	1 Tu
2 Th	2 Su	2 We	2 Fr	2 Mo	2 We	2 Sa Winter Break	2 Tu	2 Tu	2 Fr	2 Su	2 We
3 Fr Indep. Day (observed)	3 Mo	3 Th	3 Sa	3 Tu	3 Th	3 Su Winter Break	3 We	3 We	3 Sa	3 Mo	3 Th
4 Sa Indep. Day	4 Tu	4 Fr	4 Su	4 We	4 Fr	4 Mo PD and Planning for Staff	4 Th	4 Th	4 Su	4 Tu	4 Fr
5 Su	5 We	5 Sa	5 Mo	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa
6 Mo	6 Th	6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su
7 Tu	7 Fr	7 Mo Labor Day	7 We	7 Sa	7 Mo	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo
8 We	8 Sa	8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo	8 Th	8 Sa	8 Tu
9 Th	9 Su	9 We	9 Fr	9 Mo	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We
10 Fr	10 Mo Students' First Day	10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th
11 Sa	11 Tu	11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr
12 Su	12 We	12 Sa	12 Mo	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo	12 We	12 Sa
13 Mo	13 Th	13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su
14 Tu	14 Fr Statehood Day	14 Mo	14 We	14 Sa	14 Mo	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo
15 We	15 Sa	15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo	15 Th	15 Sa	15 Tu
16 Th	16 Su	16 We	16 Fr	16 Mo	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We
17 Fr	17 Mo	17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Fr	17 Mo	17 Th
18 Sa	18 Tu	18 Fr	18 Su	18 We	18 Fr	18 Mo Martin L. King Day	18 Th	18 Th	18 Su	18 Tu	18 Fr
19 Su	19 We	19 Sa	19 Mo	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa
20 Mo	20 Th	20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su
21 Tu	21 Fr	21 Mo	21 We	21 Sa	21 Mo	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo
22 We	22 Sa	22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo	22 Th	22 Sa	22 Tu
23 Th	23 Su	23 We	23 Fr	23 Mo	23 We	23 Th	23 Tu	23 Tu	23 Fr	23 Su	23 We
24 Fr	24 Mo	24 Th	24 Sa	24 Tu	24 Th	24 We	24 We	24 We	24 Sa	24 Mo	24 Th
25 Sa	25 Tu	25 Fr	25 Su	25 We	25 Fr	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr
26 Su	26 We	26 Sa	26 Mo	26 Th	26 Sa	26 Tu	26 Fr	26 Fr	26 Mo	26 We	26 Sa
27 Mo	27 Th	27 Su	27 Tu	27 We	27 Fr	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su
28 Tu	28 Fr	28 Mo	28 We	28 Sa	28 Mo	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo
29 We	29 Sa	29 Tu	29 Th	29 Su	29 Tu	29 Fr	29 We	29 Mo	29 Th	29 Sa	29 Tu
30 Th	30 Su	30 We	30 Fr	30 Mo	30 We	30 Sa	30 Fr	30 Tu	30 Fr	30 Su	30 We
31 Fr	31 Mo	31 Sa	31 Su	31 Tu	31 Th	31 Su	31 We	31 We	31 Fr	31 Mo Memorial Day	31 We

Q1: 42 Instructional Days

Q2: 43 Instructional Days

Q3: 47 Instructional Days

Q4: 48 Instructional Days

No school for students

Camdenprncipal

Attachment J - Sample Weekly Student Schedule

# Attachment J. Sample Weekly Student Schedule

A 6th Grade Student's weekly schedule

<b>Period</b>	<b>Time M-TH</b>	<b>Time Friday</b>	<b>M-Th</b>	<b>F</b>
<b>1st Period</b>	8:30 AM-9:22 AM	8:30 AM-9:15 AM	English Language Arts	English Language Arts (Quiz and/or Group Study)
<b>2nd Period</b>	9:26 AM-10:18 AM	9:18 AM-10:03 AM	Math	Math (Quiz and/or Group Study)
<b>3rd Period</b>	10:22 AM-11:14 AM	10:06 AM-10:51 AM	Social Science	Social Science (Quiz and/or Group Study)
<b>LUNCH</b>	11:14 AM-11:44 AM	10:51 AM-11:21 AM	LUNCH	LUNCH
<b>4th Period</b>	11:48 AM-12:40 PM	11:24 AM-12:09 PM	Science	Science (Quiz and/or Group Study)
<b>5th Period</b>	12:44 PM-1:36 PM	12:12 PM-12:57 PM	Coding / Robotics	Coding / Robotics (Project time, no instruction)
<b>6th Period</b>	1:36 PM-2:32 PM	1:00 PM-1:45 PM	P.E. / Arts / World Languages / Character Education	P.E. / Arts / World Languages / Character Education (Quiz and/or Group Study)
<b>7th Period</b>	2:36 PM-3:28 PM	-	P.E. / Arts / World Languages / Character Education	-

Attachment K - Sample Weekly Teacher Schedule

# Attachment K. Sample Weekly Teacher Schedule

Science Teacher Jane Kittridge's weekly schedule

Table 1

<b>Period</b>	<b>Time M-TH</b>	<b>Time Friday</b>	<b>M-Th</b>	<b>F</b>
<b>1st Period</b>	8:30 AM-9:22 AM	8:30 AM-9:15 AM	6th Grade Science (6-A)	6th Grade Science (6-A) (Quiz and/or Group Study)
<b>2nd Period</b>	9:26 AM-10:18 AM	9:18 AM-10:03 AM	6th Grade Science (6-B)	6th Grade Science (6-B) (Quiz and/or Group Study)
<b>3rd Period</b>	10:22 AM-11:14 AM	10:06 AM-10:51 AM	6th Grade Science (6-C)	6th Grade Science (6-C) (Quiz and/or Group Study)
<b>LUNCH</b>	11:14 AM-11:44 AM	10:51 AM-11:21 AM	LUNCH	LUNCH
<b>4th Period</b>	11:48 AM-12:40 PM	11:24 AM-12:09 PM	Prep Period	Prep Period
<b>5th Period</b>	12:44 PM-1:36 PM	12:12 PM-12:57 PM	7th Grade Science (7-A)	7th Grade Science (7-A) (Quiz and/or Group Study)
<b>6th Period</b>	1:36 PM-2:32 PM	1:00 PM-1:45 PM	7th Grade Science (7-B)	7th Grade Science (7-B) (Quiz and/or Group Study)
<b>7th Period</b>	2:36 PM-3:28 PM	-	Prep Period	-

Exhibit 3: Statement of Assurances Form

## Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- will comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

- will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
  - (1) will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

**Certification**

Name of Proposed School: Kulia Academy

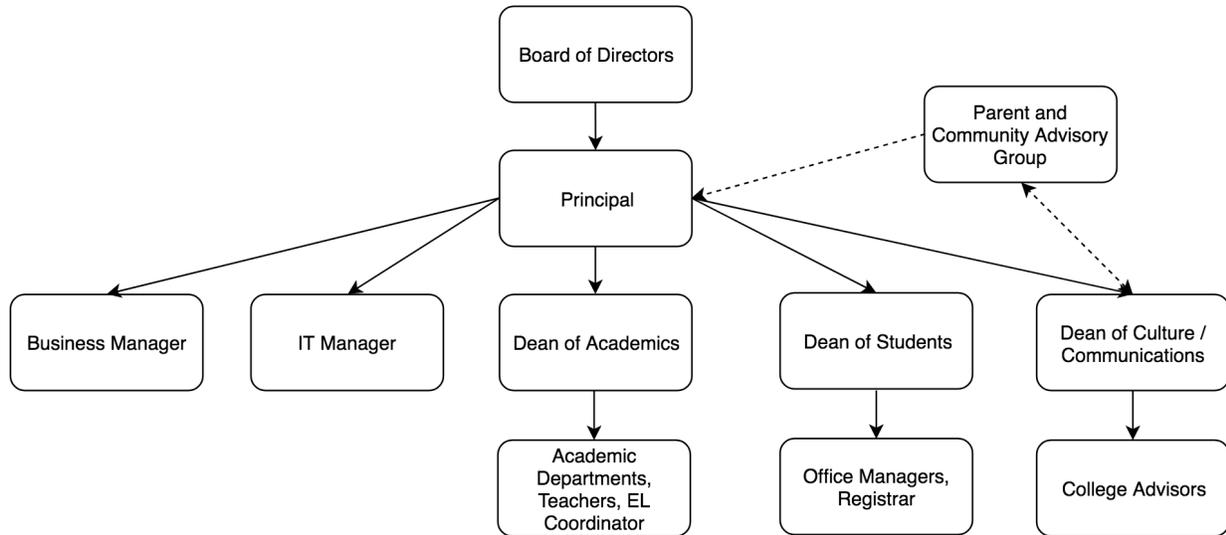
Name of Authorized Representative: Andy Omer Gokce

I, the undersigned, do hereby agree to the assurances contained above.

 05/11/2018  
 Signature of Authorized Representative Date

Attachment M - School Governance, Management, and  
Staffing Organizational Charts

# Kulia Academy Organizational Chart



Attachment N - Board Member Information Forms

# 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- describe your role and time commitment**

1. Name of charter school on whose governing board you intend to serve:  
Kulia Academy
2. Contact information:  
Name: Robert Bley-vroman  
Phone: [REDACTED]  
E-mail: vroman@hawaii.edu

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

Member and President of the board

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

Resumé and professional bio are attached to this form.

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.

Yes. Served as member and President, Board of Directors of the Honolulu Friends Meeting (Quakers).

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

The school will serve an important need in the community, not yet fully met in public, private, or public charter schools. My experience in teaching, and in especially in educational administration can contribute to the success of the school. I was the head of one of the larger colleges at the University of Hawai'i at Mānoa, the College of Languages, Linguistics, and Literature. Most recently, I served as Interim Chancellor

of the UH Mānoa, where, as CEO, I had responsibility for a large public institution of central importance to the State.

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

The board is ultimately responsible (to the authorizing authority, the State Public Charter School Commission) for all aspects of the school's operation as given in State law, as well as State and National policy and regulations. The Board ensures that the school is operated responsibly and in a manner consonant with its purpose. The Board has responsibility specifically in recruiting and evaluating the head. The Board must act strategically, and must focus not only on fiscal health and compliance, but also especially on student achievement.

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.

In addition to having served on and chaired a non-profit board myself, I have extensive experience with boards and with governance more generally. And, as a teacher myself, with about 40 years of experience, I have extensive knowledge of education and the role of

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

As Mānoa Chancellor, I frequently interacted with the UH Board of Regents, attended all Board meetings, and had opportunity to observe and to reflect on how a board operates most effectively. As also served as Chair of the Mānoa Faculty Senate, the academic governing body at Mānoa, and as Chair of the All-Campus Councils of Faculty Senates, the State System-wide academic body. I developed agendas, chaired meetings (often controversial), assigned matters to committees. I am an expert in parliamentary procedure and have served as parliamentarian in various deliberative bodies since high school. I headed the effort to develop the current Rules of Order for the Mānoa Senate.

### **School Mission and Plan**

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

The Kulia Academy will prepare a diverse population for success in college and beyond, especially in the interaction of science and the humanities. This entails, in my view, not only excellence in the STEM fields, but integration of this knowledge of experience and understanding in arts and humanities. Put negatively, Kulia will not neglect arts and humanities for the sake of STEM, but will see them as fundamentally interrelated and will provide opportunities for these areas to be mutually reinforcing for the students. Our focus on diverse population reflects our conviction that the kind of education we offer is not simply for an elite groups, but is available to all. We believe that diversity is educationally positive and enriching. We will work especially to recruit socioeconomically disadvantaged and minority students. We will emphasize site-based instruction, hands-on learning that is inspiring to our students.

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

The Academy intended to provide a comprehensive college-preparation program for all its students. The program is based on the Summit and BASIS models, which emphasize academic rigor, and personalized learning. The methodology we propose is project- and inquiry-based.

3. What do you believe to be the characteristics of a successful school?  
At the highest level, a successful school has three general characteristics: first, a commitment to high standards and to student success; second, a workplace that is congenial to and supportive of teachers; third, strong involvement of the community, especially of parents.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
The success of a school in its mission is known in the quality of the graduates. In the case of Kulia, this means specifically students who are highly competent and self-directed, who are contributors to the community, who are effective communicators, and who are of acknowledged high character.

#### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
The Board will focus on the big-picture academic direction of the school, the overall implementation of mission and vision, the evaluation of leadership, and the financial health of the institution. These are matters of governance, not of management. The Board must be careful not to over-manage the detailed operations of the school. It is said that an effective Board primarily manages the leader, and itself.
2. How will you know if the school is successful at the end of the first year of operation?  
The Board will review student outcomes against the specific outcomes of the curriculum. These outcomes are consistent with State outcomes. The Board will evaluate the financial health of the school with a view to determining longer-term viability, and the Board will evaluate the performance of leadership, employing, among other measures, 360-evaluations, including specifically measures of student, parent, and teacher satisfaction.
3. How will you know at the end of five years if the school is successful?  
After five years, we will evaluate, in addition to the specific areas mentioned in (2) above, the graduation rate, the college-going rate, and enrollment growth.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
In addition to the governance activities outlined above, it will be particularly important for the Board to be advocates for the school in the larger community. This will entail especially the Board's understanding and guiding the mission of the school in depth, and explaining the school to the larger community.
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?  
Members who act unethically or against the best interests of the school should not continue as members. The Board must police itself in the first instance, and the By-laws of the Board will provide a mechanism, but if behavior may be seen transgress external norms of ethical behavior, such behavior must be reported to the relevant external authorities.

### 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 am acquainted with Robert Littmann. He was a professional colleague of mine at the University of Hawai'i. My spouse and I know him and his wife socially.
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 am acquainted with Omer Andy Gokce. I met him and discussed the school, and it was he who suggested that I might wish to serve on the board.
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
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
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
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 contract with an education service provider or school management organization.  
I/we do not know any such persons
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. The school does not intend to contract with an education service provider.  
I/we have no such interest
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. The schools does not intend to contract with an education service provider.  
I/we or my family do not anticipate conducting any such business

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

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

#### **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

8 May 2018

Date

# 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- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:  
**Kulia Academy**
2. Contact information:  
Name: **Robert J Littman**  
Phone: **[REDACTED]**  
E-mail: **littman@hawaii.edu**

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

**Vice President**

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. **PhD in Classical Philology, Columbia University. Professor of Classics, University of Hawaii at Manoa 1971-present**

Resume and professional bio are attached to this form.

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. Names of other boards that you currently or have previously served: **Aloha United Way, American Friends of Hebrew University, Congregation Sof Ma'arav; Archaeological Institute of America**

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

**Betterment of education in Hawaii**

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

## **Set policy and oversee performance of professionals who will run the school**

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.

## **Participant and officer of many non-profits and experienced in education.**

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

## **Knowledge of education, administration and finance**

### **School Mission and Plan**

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

**To prepare a diverse student population for success in college and beyond, especially in the interaction of Science and Humanities. Our goal is to educate contributors to society, by offering a comprehensive learning experience designed to serve the needs of our students, through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. The school will particularly try to recruit and meet the needs of socioeconomically disadvantaged and minority students.**

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

**After an inquiry-based program in K-8, continuing with an AP Capstone Diploma Program with AP Seminar and AP Research will be the crown. The innovation class will turn into AP Seminar and AP Research in high school. AP CAPSTONE DIPLOMA AP Capstone**

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

**Leadership, high quality teachers, emphasis on performance**

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

**Standardized testing, college admissions, feedback from students and arents**

### **Governance**

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

**Set policy for academics, administration and finance**

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

**Standardized testing, parent and student satisfaction, financial stability..**

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

**Standardized testing, parent and student satisfaction, financial stability, reaction from the community.**

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

**Frequent monitoring and evaluation of the professionals running the school**

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?

**Removal of board member**

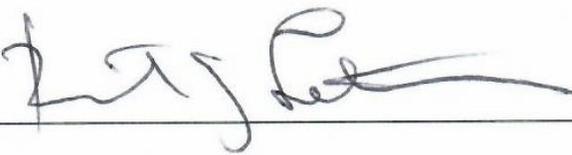
## Disclosures

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 **Robert Bley-Vroman-colleague at University of Hawaii. Other members through board meetings.**
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 contract 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. The school does not intend to contract with an education service provider.  
 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. The schools does not intend to contract with an education service provider.
- 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, 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.

  
\_\_\_\_\_  
Signature

5/8/18  
\_\_\_\_\_  
Date

## 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- describe your role and time commitment

1. Name of charter school on whose governing board you intend to serve:  
Karen Awana
2. Contact information:  
Name: Karen Awana  
Phone: [REDACTED]  
E-mail: karenawana@gmail.com

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

**Board Member**

Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. Click or tap here to enter text.

Resume and professional bio are attached to this form.

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. Names of other boards that you currently or have previously served: Enterprise Honolulu, Imi Ola Autism Services, Community Neighborhood Board, Kalaeloa Heritage and Legacy Foundation, Friends of the Nanakuli Public Library and Ko Olina Training Fund.

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

I believe education is a foundation from which communities thrive. The concepts and visions for this charter school nurtures the type of growth needed in Hawaii.

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

The role of a board member is to ensure student success by working in the background and making sure all support systems are in place to guarantee this outcome.

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.

In addition to the previous qualifications and experiences described, I was born and raised in Hawaii. I believe I can provide a cultural aspect and understanding necessary for positive results.

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

I have the experience of working at the policy level of all levels of government. I have decades of hands on experience working with various community sectors.

#### School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?  
Providing a nurturing environment for well-rounded student growth using STEM initiatives and activities that engage these students to participate as positive role models in the community.
2. What is your understanding of the school's proposed academic plan?  
I understand the academic plan will focus on STEM initiatives.
3. What do you believe to be the characteristics of a successful school?  
Successful schools nurture students to become good citizens and well equipped to move on to adulthood have the tools and skills needed to survive and thrive.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
My belief is that the success of a school is dependent upon the leaders to provide an environment where students are doing well, administrators and teachers are supported, school facilities are properly operating and required documentation is up to date.

#### Governance

1. Describe the role that the governing board will play in the school's operation.  
The governing board will seek funds to sustain the school and ensure the right administrator is selected.
2. How will you know if the school is successful at the end of the first year of operation?  
Students are thriving, teachers, administrators and staff are engaging, facilities are operating properly, paperwork is current, and the bills are being paid on time.
3. How will you know at the end of five years if the school is successful?  
Students are thriving, enrollment is increasing, teachers, administrators and staff are engaging, facilities are operating properly, the bills are being paid on time, paperwork current, and the community is willing to support the school.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
The board needs to select the right administrators, provide support to the school and monitor activities for student success.
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 degree of concern would dictate the level of attention to the issue. In either case, concerns must be discussed and addressed with the academy's best interest in mind.

#### 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.](#)
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 contract 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. The school does not intend to contract with an education service provider.  
 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. The schools does not intend to contract with an education service provider.
  - 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, 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.

Karen Awana  
Signature

5/10/18  
Date

# 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- describe your role and time commitment**

1. Name of charter school on whose governing board you intend to serve:  
Kulia Academy
2. Contact information:  
Name: Andy Omer Gokce  
Phone: [REDACTED]  
E-mail: [andygokce@gmail.com](mailto:andygokce@gmail.com)
1. Describe your role and indicate your position on the governing board.
2. Board Member
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached. **Click or tap here to enter text.**  
 Resume and professional bio are attached to this form.
4. 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
5.  Yes. Names of other boards that you currently or have previously served: **Click or tap here to enter text.**
6. Why do you wish to serve on the governing board of the proposed charter school?  
I would like to serve the community with a high quality public school option.

7. What is your understanding of the appropriate role of a public charter school governing board member?  
The board is the main authority making policies and major decisions.
8. 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 was the chief of staff at Magnolia Public Schools, a CMO in Los Angeles with 10 schools. One of my main duties was board meeting preparation, agendas, minutes and public announcements.
9. Describe the specific knowledge and experience that you would bring to the governing board.  
I have extensive experience in charter school academics, finance, operations, PR and HR.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission, in short, is to serve a diverse student population and prepare them for success in college and in their careers.
2. What is your understanding of the school's proposed academic plan?  
Our main focus is college prep with not only rigorous academics but also necessary support mechanisms. Our classes and instructional materials are designed on an inquiry-based model and coding/robotics courses for all students, which they need in today's society and business world no matter what their future careers might be.
3. What do you believe to be the characteristics of a successful school?  
High Expectations, individual attention, necessary support mechanisms.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
It will be ultimately measured by the number of college graduates especially in STEM majors we produce.

### **Governance**

1. Describe the role that the governing board will play in the school's operation.  
Policy making, overall supervision and major decisions. Tracking of student success and the satisfaction of all stakeholders.
2. How will you know if the school is successful at the end of the first year of operation?  
Meet or exceed Strive HI targets, healthy financials, met next year enrollment targets.
3. How will you know at the end of five years if the school is successful?  
We meet/exceed Strive HI targets, our students meet their college readiness targets
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?  
Constant and consistent monitoring of academic, financial and operational success.

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 bring it up to the board, demanding resignation.

### 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 all our board members, however no personal relationship other than serving on the same board and professional relationships.
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 I will be the school principal. I will recuse myself when a board agenda item comes up relating to my performance, pay rate or other details.
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 [None other than my salary.](#)

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 contract 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. The school does not intend to contract with an education service provider.
  - 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. The schools does not intend to contract with an education service provider.
  - 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

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

05/11/2018

Date

## Curriculum Vitæ

**Robert Bley-Vroman**

Department of Second Language Studies  
Moore Hall 570  
University of Hawai'i  
Honolulu HI 96822

Phone: [REDACTED]  
mailto:vroman@hawaii.edu  
<http://www.sls.hawaii.edu/bley-vroman/>

**Education**

1967 B.A. Pomona College. Cum laude with distinction in German  
1968 M.A. (Germanics) University of Washington  
1970 M.A. (Linguistics) University of Washington  
1972 Ph.D. (Linguistics) University of Washington

**Professional Experience**

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

2010–2014. Dean, College of Languages, Linguistics, and Literature, University of Hawai'i at Mānoa.

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

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

1990–1994. Director, Second Language Teaching and Curriculum Center and 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 Fubright 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, SNOBOL, Pascal, LISP, BASIC, emacs, Metafont; expertise in  
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 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

## 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 Drescher. 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. Drobnic (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. 9<sup>th</sup> 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 received 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 at Mānoa, he has served as Director of the Second Language Teaching and Curriculum Center and was the first Director of the National Foreign Language Resource Center. He was Chair of the Department of Second Language Studies from 1999–2003, Dean of the College of Languages, Linguistics, and Literature 2010–2014, and 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 integrate current trends in 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.

# KAREN AWANA

[KARENAWANA@GMAIL.COM](mailto:KARENAWANA@GMAIL.COM)

## 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.

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## **EDUCATION**

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

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## **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

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## **DOCUMENTS AND QUALIFICATIONS**

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

*References are available upon request.*

## **CURRICULUM VITAE**

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**Robert J. LITTMAN, M.Litt., Ph.D.**

**NAME:** LITTMAN, Robert J.

**ADDRESS:** Department of Languages and Literatures of Europe and the Americas, University of Hawaii Honolulu, Hi. 96822 [REDACTED]  
[REDACTED] e-mail littman@hawaii.edu

**EDUCATION:**

COLUMBIA UNIVERSITY	1966-1970	Ph.D. in Classical Philology
OXFORD UNIVERSITY	1964-1966	M.Litt. in Literae Humaniores (Ancient History) (1968)
BRITISH SCHOOL AT ATHENS	summer 1966	
COLUMBIA UNIVERSITY	1961-1964	B.A. in Classics

**TEACHING EXPERIENCE:**

UNIVERSITY OF HAWAII	Professor of Classics	1979-present
	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  
Tomb of Parenepher, Valley of the Nobles, Luxor summer 2002  
Tell er-ruba, Delta, Egypt summer 2003  
Tell Timai, Egypt, Director of Excavations 2007-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.

**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) Judah Magnes Gold Medal, American Friends of Hebrew University of

Jerusalem 1985.

- (6) 21 Travel awards from the U.H. Research Office to present papers in 1971-2005, Award from U.H. Foundation to present paper at international conference in 1988.
- (7) Research award summer 2001, U.H. Foundation, ORA for research on Codex Sinaiticus, The British Library, London
- (8) Research award summer 2002 (URC Ben Sirach) (Mummies of Baharia)
- (9) RTRF UH award 2003-2009 (Egyptian Mummy Project)
- (10) Research award URC summer 2004
- (11) Chancellor's Citation for Meritorious Teaching, U of Hawaii at Manoa, 2004
- (12) Research award URC summer 2005
- (13) UH Endowment for the Humanities research grant 2005-2006

## **PUBLICATIONS:**

### **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) *JEWISH HISTORY IN 100 NUTSHELLS* (with Naomi Pasachoff) (Aronson, New York 1994) paperback 1996
- (4) *A CONCISE HISTORY OF THE JEWS* (with Naomi Pasachoff) Rowman and Littlefield 2005.
- (5) *THE BOOK OF TOBIT* (introduction, translation and commentary) Brill, Leiden, Holland 2008 (in *Septuagint Commentary Series*)
- (6) *THE THEBAN PLAYS* (with Ruth Fainlight) Johns Hopkins University Press 2009.
- (7) *THE WISDOM OF BEN SIRACH* (introduction, translation and commentary) Brill, Leiden, Holland publication date 2020 (in *Septuagint Commentary Series*)

### **MONOGRAPHS:**

*The Terra Cotta Figurines from Tell Timai 2009-2013*, (with James Bennett, Jay Silverstein), *British Archaeology Review* (London) 2016.

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

- (1) Friends of Ancient History 1967- co-chairman 1971.
- (2) American Philological Association 1967-
- (3) Cambridge Philological Association 1968-1974
- (4) American Historical Association 1970-1978
- (5) Society for the Promotion of Roman 1967-1975

Studies	
(6) Society for the Promotion of Hellenic Studies	1967-
(7) Society for Ancient Medicine	1975 founder, chairman 1976
(8) Archaeological Institute of America National Council	1988-1995-6
Societies and Membership	2000-present
National Lecturer	2005-
(9) Archaeological Institute of America Hawaii Society	1995 (founder)
President	1995-present
(10) British School of Archaeology at Athens	1995

#### MISCELLANEOUS:

Listed in	<i>Who's Who in America in Religion</i>	(1976)
	<i>Men of Achievement</i>	(1977)
	<i>Writers Directors</i>	(1977)
	<i>Directory of American Scholars</i>	(1968-present)
	<i>Who's Who in the World 2000</i>	(2000)

#### BUSINESS BACKGROUND

Various experience in real estate and finance, including being an Investment Advisor registered with the Securities and Exchange Commission

#### CHARITABLE BOARDS

##### COMMUNITY

1. Board of Directors, Aloha United Way, Hawaii 1990-1993
2. Congregation Sof Ma'arav Treasurer 2000-present

##### NATIONAL

1. Council of Trustees,, American Friends of Hebrew University 1982- 2005
2. Member United Jewish Appeal National Young Leadership Cabinet 1981-1983
3. Board, American Friends of Oxford Centre for Postgraduate Hebrew Studies 1985

## **CURRICULUM VITAE**

QIANQIU LIU

### **CONTACT INFORMATION**

Shidler College of Business  
University of Hawaii at Manoa  
2404 Maile Way, E-602f  
Honolulu, HI 96822  
E-mail: qianqiu@hawaii.edu

  
Fax: 808-956-9887

### **CURRENT POSITION**

August 2017-present: Director of the Ph.D. Program, Shidler College of Business, University of Hawaii at Manoa  
June 2015-present: Professor of Finance, University of Hawaii at Manoa  
September 2011-December 2011, Visiting Associate Professor of Finance, Kellogg School of Management, Northwestern University  
July 2011-May 2015: Associate Professor of Finance, University of Hawaii at Manoa  
August 2003-June 2011: Assistant Professor of Finance, University of Hawaii at Manoa

### **EDUCATION**

Ph.D. in Finance, Kellogg School of Management, Northwestern University, 2003  
M.S. in Statistics, Wuhan University, China, 1996  
B.S. in Mathematics, Wuhan University, China, 1993

### **FIELDS OF SPECIALIZATION**

Empirical Asset Pricing, Financial Econometrics, Market Microstructure, International Finance, and Personal Financial Planning

### **TEACHING EXPERIENCE**

Assistant/Associate/Full Professor, Department of Financial Economics and Institutions, Shidler College of Business, University of Hawaii at Manoa. Courses:

BUS 314, Business Finance (Undergraduate), 2003 – 2014  
FIN 311, Investments (Undergraduate), 2006, 2007, 2010, 2012 – 2017  
FIN 634, Investment Analysis and Management (MBA), 2007, 2008, 2012, 2014, 2015; Distance Learning Executive MBA (DLEMBA), 2017; Executive MBA Vietnam (VEMBA), Hanoi, 2005, 2007, Ho Chi Minh, 2009.  
FIN 655, Financial Forecasting (Master of Financial Engineering Program), 2010 – 2013.  
FIN 701, Theory of Finance (Ph.D. Seminar), 2004, 2006, 2008, 2013, 2015 – 2017.

Teaching Assistant/Instructor, Kellogg School of Management, Northwestern University, Fall 1999-Spring 2002. Courses: Foundations of Corporate Finance, Finance I, Futures and Options, International Finance, Investments, Money Markets, MBA Math Review.

Lecturer, Institute of Advanced Economic Studies, Wuhan University, 1996-1998. Courses: Introductory Econometrics, Advanced Econometrics, Asset Pricing Theory, Empirical Finance.

## **FELLOWSHIPS AND AWARDS**

Shidler Distinguished Professorship, 2017-2022

The CFA Institute Asia Pacific Capital Markets Research Best Paper Award at the 2014 Financial Management Association (FMA) Asian Annual Meeting, May 2014

Shidler Distinguished Associate Professorship, 2014-2017

Professor of the Semester Teaching Award in the Master of Financial Engineering (MFE) program, Shidler College of Business, University of Hawaii, 2013

Shidler Faculty Fellowship, 2012-2014

The Mega Holdings Best Paper Award at the 2012 Asian Finance Association (AsianFA) Annual Meeting, July 2012

Professor of the Semester Teaching Award in the Master of Financial Engineering (MFE) program, Shidler College of Business, University of Hawaii, 2012

The InFRE Best Paper Award at the Academy of Financial Services (AFS) Annual Meeting, October 2010

Semifinalist for the Best Paper in Investments at the 2010 Financial Management Association (FMA) Annual Meeting, October 2010

Professor of the Semester Teaching Award in the Master of Financial Engineering (MFE) program, Shidler College of Business, University of Hawaii, 2010

Shirley M. Lee Research Award, Shidler College of Business, University of Hawaii, 2009

The CFP Board of Standards Best Paper Award at the Academy of Financial Services (AFS) Annual Meeting, October 2008

Research and Travel Grant from “Econometric Forecasting and High-Frequency Data Analysis” program, Institute for Mathematical Sciences, National University of Singapore, May 2004

Kellogg School of Management Fellowship, 1998-2001

Graduate Scholarship, Wuhan University, 1993-1996

Outstanding Student Scholarship, Wuhan University, 1989-1993

## **PRIOR RESEARCH FUNDING**

Faculty Research Grant, Shidler College of Business, University of Hawai'i at Manoa, 2005 – 2017.

Research Relations Fund Award, University Research Council, University of Hawai'i at Manoa, 2004, 2005, 2006, and 2009.

Research and Travel Grant from “Econometric Forecasting and High-Frequency Data Analysis” program, Institute for Mathematical Sciences, National University of Singapore, May 2004

## PUBLICATIONS

15. Monthly Beta Forecasting with Low, Medium and High Frequency Stock Returns, joint with Tolga Cenesizoglu, Jonathan Reeves, and Haifeng Wu, *Journal of Forecasting* 35, 2016, 528-541.

14. Momentum is Really Short-term Momentum, joint with Qiang Gong, and Ming Liu, *Journal of Banking and Finance*, Vol. 50, 2015, 169-182.

(This paper won the CFA Institute Asia Pacific Capital Markets Research Best Paper Award at the 2014 Financial Management Association (FMA) Asian Annual Meeting)

13. Saving for Retirement While Having More Nights with Peaceful Sleep: Comparison of Lifecycle and Lifestyle Strategies from Expected Utility Perspective, joint with Rosita Chang, David Hunter, and Helen Saar, *Financial Services Review*, Vol. 23, No. 2, 2014, 169-188.

12. A Closer Look at the Short-term Return Reversal, joint with Zhi Da, and Ernst Schaumburg, *Management Science*, Vol. 60, No. 3, 2014, 658-674.

(Semifinalist for the Best Paper in Investments at the 2010 Financial Management Association (FMA) Annual Meeting)

11. The Cost of Guaranteed Income: Demystifying the Value Proposition of Variable Annuities with Guaranteed Lifetime Withdrawal Benefit Riders, joint with Rosita Chang, Jack De Jong, John Robinson, and Jack Suyderhoud, *Retirement Management Journal*, Vol. 4, No. 1, 2014, 55-69.

10. Extreme Downside Risk and Expected Stock Returns, joint with Victor Huang, Ghon Rhee, and Feng Wu, *Journal of Banking and Finance*, Vol. 36, No. 5, 2012, 1492-1502.

9. Another Look at Idiosyncratic Volatility and Expected Returns, joint with Victor Huang, Ghon Rhee, and Liang Zhang, *Journal of Investment Management*, Vol. 9, No. 4, 2011, 26-51.

8. Are Lifecycle Funds Getting a Bum Rap? A Comprehensive Comparison of Lifecycle versus Lifestyle Retirement Strategies from Accumulation through Withdrawal, joint with Rosita Chang, Jack De Jong, and John Robinson, *Journal of Wealth Management*, Vol. 14, No. 2, 2011, 68-84.

(This paper won 2010 Academy of Financial Services (AFS) Best Paper Award sponsored by InFRE.)

7. The 52-Week High Momentum Strategy in International Stock Markets, joint with Ming Liu and Tongshu Ma, *Journal of International Money and Finance*, Vol. 30, No. 1, 2011, 180-204.

6. Return Reversals, Idiosyncratic Risk, and Expected Returns, joint with Victor Huang, Ghon Rhee, and Liang Zhang, *Review of Financial Studies*, Vol. 23, No. 1, 2010, 147-168.

5. On Portfolio Optimization: How and When Do We Benefit from High-Frequency Data, *Journal of Applied Econometrics*, Vol. 24, No. 4, 2009, 560-582.

4. Reality Check: The Implications of Applying Sustainable Withdrawal Rate Analysis to Real World Portfolios, joint with Rosita Chang, Jack De Jong, and John Robinson, *Financial Services Review*, Vol. 18, No. 2, 2009, 123-139.

(This paper won 2008 Academy of Financial Services (AFS) Best Paper Award sponsored by Certified Financial Planner (CFP) Board of Standards, Inc.)

3. An Analysis of the Magnet Effect under Price Limits, joint with Yan Du and Ghon Rhee, *International Review of Finance*, Vol. 9, No. 1/2, 2009, 83-110.

2. Realized Daily Variance of S&P 500 Cash Index: A Reevaluation of Stylized Facts, joint with Shirley Huang and Jun Yu, *Annals of Economics and Finance*, Vol. 8, No. 1, 2007, 33-56.

1. The Stock Market's Reaction to Unemployment News, Stock-Bond Return Correlations, and the State of the Economy, joint with John H. Boyd and Ravi Jagannathan, *Journal of Investment Management*, Vol. 4, No. 4, 2006, 73-90.

#### **BOOKS AND BOOK CHAPTERS**

1. Essays on Using High-frequency Data in Empirical Asset Pricing Models, 2009, VDM Publishing House Ltd.

2. Glidepath Strategies for Retirement Funds: Boon or boondoggle, joint with Rosita Chang, Jack De Jong, and John Robinson, 2009 Academy of Financial Services (AFS) Proceedings.

#### **WORKING PAPERS**

1. Estimating Betas from High-Frequency Data, joint with John Lee, and Jonathan Reeves.

2. Institutional Investors and Short-Term Return Reversals, joint with Ghon Rhee, and Hong Vo.

(This paper won the Mega Holdings Best Paper Award at the 2012 Asian Finance Association (AsianFA) Annual Meeting)

3. Too Good to Ignore? A Primer on Listed Penny Stocks, joint with Ghon Rhee, and Liang Zhang.

4. Industry Concentration, Industry Classification, and Expected Stock Returns, joint with Scott Li.

#### **CONFERENCES AND PRESENTATIONS**

2017: American Finance Association (AFA) Annual Meeting, Chicago, Illinois, January; Zhongnan University of Economics and Law, China, June.

2016: American Finance Association (AFA) Annual Meeting, San Francisco, California, January; Korea Advanced Institute of Science and Technology (KAIST), May; Wuhan University, China,

June; Wuhan University of Technology, China, June; FMA Annual Meeting, Las Vegas, Nevada, October.

2015: American Finance Association (AFA) Annual Meeting, Boston, Massachusetts, January; AsianFA International Conference, Changsha, China, July.

2014: American Finance Association (AFA) Annual Meeting, Philadelphia, Pennsylvania, January; International University of Japan, May; FMA Asian Annual Meeting, Tokyo, Japan, May; Hunan University, China, May; Western Finance Association Annual Meeting, Monterey Bay, California, June; Huazhong University of Science and Technology, China, July; China International Conference in Finance (CICF), Chengdu, China, July.

2013: American Finance Association (AFA) Annual Meeting, San Diego, California, January; Deakin University, Australia, January; Western Finance Association Annual Meeting, Lake Tahoe, Nevada, June; Academy of Financial Services (AFS) Annual Meeting, Chicago, Illinois, October, coauthor presented.

2012: AsianFA International Conference, Taiwan, July; Shanghai University of Finance and Economics, July; Academy of Financial Services (AFS) Annual Meeting, San Antonio, Texas, October, coauthor presented; FMA Annual Meeting, Atlanta, Georgia, October.

2011: China International Conference in Finance (CICF), Wuhan, China, July; AsianFA International Conference, Macau, China, July; FMA Annual Meeting, Denver, Colorado, October; Wilfrid Laurier University, Canada, November; Northwestern University, November.

2010: University of Hawaii at Manoa, Department of Economics, April; China International Conference in Finance (CICF), Beijing, China, July; Academy of Financial Services (AFS) Annual Meeting, Denver, Colorado, October, coauthor presented; FMA Annual Meeting, New York City, October; Financial Research Association (FRA) Conference, Las Vegas, Nevada, December.

2009: Tsinghua University, March, coauthor presented; University of Melbourne, May; University of New South Wales, May; University of Sydney, May; University of Technology at Sydney, May; Hong Kong Polytechnic University, July; Western Finance Association Annual Meeting, San Diego, California, June; China International Conference in Finance (CICF), Guangzhou, China, July; Academy of Financial Services (AFS) Annual Meeting, Anaheim, California, October, coauthor presented; FMA Annual Meeting, Reno, Nevada, October.

2008: Peking University, June, coauthor presented; China International Conference in Finance (CICF), Dalian, China, July; AsianFA-NFA International Conference, Yokohama, Japan, July; Western Finance Association Annual Meeting, Waikoloa, Hawaii, June; Academy of Financial Services (AFS) Annual Meeting, Boston, Massachusetts, October, coauthor presented; FMA Annual Meeting, Dallas, Texas, October.

2007: University of New South Wales, Australia, March, coauthor presented; Sun Yat-sen University, China, May; European FMA Annual Meeting, Barcelona, Spain, June, coauthor

presented; China International Conference in Finance (CICF), Chengdu, China, July, coauthor presented; FMA Annual Meeting, Orlando, Florida, October, coauthor presented.

2006: University of Sydney, February, coauthor presented; Wilfrid Laurier University, Canada, June, coauthor presented; University of Tokyo, October, coauthor presented; FMA Annual Meeting, Salt Lake City, Utah, October; Xia'men University, China, November, coauthor presented.

2005: Korea Stock Exchange (KRX), April, coauthor presented; China International Conference in Finance (CICF), Kunming, China, July, coauthor presented.

2004: University of Hawaii at Manoa, April; Nanyang Technological University, Singapore, May; Econometric Forecasting and High-Frequency Data Analysis program, jointly sponsored by National University of Singapore and Singapore Management University, May; Western Finance Association Annual Meeting, Vancouver, Canada, June; FMA Annual Meeting, New Orleans, Louisiana, October.

2003: American Finance Association (AFA) Annual Meeting, Washington, DC, January; City University of New York at Baruch, March; University of Hawaii at Manoa, March; North American Econometric Society Meeting, Evanston, Illinois, June.

2002: Midwest Economics Association Annual Meeting, Chicago, Illinois, March; FMA Annual Meeting, San Antonio, Texas, October.

2000: SFS Conference on Market Frictions and Behavioral Finance, Northwestern University, April

1999: NBER Asset Pricing Meeting, University of Chicago, November.

## **OTHER CONFERENCE ACTIVITIES**

Member:

WFA Annual Meeting Program Committee, 2012, 2013, 2014, 2015.

EFA Annual Meeting Program Committee, 2013, 2014, 2015.

NFA Annual Meeting Program Committee, 2012.

FMA Annual Meeting Program Committee, 2008, 2009, 2010, 2011, 2012, 2014, 2016, 2017.

MFA Annual Meeting Program Committee, 2015.

Session Chair:

2007 FMA Annual Meeting in Orlando, Florida: 1. session 193: Valuation; 2. session 304: Portfolio Management;

2009 FMA Annual Meeting in Reno, Nevada: session 184: Under and Overreaction and Financial Distress.

2010 FMA Annual Meeting in New York City, New York: session 120: Anomalies and Risk.

2011 FMA Annual Meeting in Denver, Colorado: session 073: Momentum

2012 FMA Annual Meeting in Atlanta, Georgia: session 252: Liquidity and Returns

2014 FMA Annual Meeting in Nashville, Tennessee: session 156: Cross-section of Returns

Discussant:

“Foreign Ownership, Legal System, and Stock Market Liquidity” by Chung and Lee, at the AsianFA International Conference, Changsha, China, July 2015.

“Are Empirical Regularities Explained by Macroeconomic Risk? Evidence from Australia” by Docherty, Chan, and Easton, at the AsianFA International Conference, Taiwan, July 2012.

“Aggregate Short Selling, Commonality, and Stock Market Returns” by Yu, Lynch, Nikolic, and Yan, at the FMA Annual Meeting, Denver, Colorado, October 2011.

“When Does Idiosyncratic Risk Really Matter?” by Ruan, Sun, and Xu, at the AsianFA International Conference, Macau, China, July 2011.

“Predicting Stock Returns with Variance Risk Premia: Statistical Inference and International Evidence” by Bollerslev, Marrone, Xu, and Zhou, at the China International Conference in Finance (CICF), Wuhan, China, July 2011.

“When Does Investor Sentiment Predict Stock Returns?” by Chung, Hung, and Yeh, at the FMA Annual Meeting, New York City, New York, October 2010.

“What Explains the Asset Growth Effect in Stock Returns?” by Lipson, Mortal, and Schill, at the FMA Annual Meeting, Reno, Nevada, October 2009.

“Analyzing Duration Dependence in Bull and Bear Stock Markets” by Zhou, at the FMA Annual Meeting, Dallas, Texas, October 2008.

“Speed of Convergence to Market Efficiency for NYSE-listed Foreign Stocks” by Visaltanachoti and Yang, at the AsianFA-NFA International Conference, Yokohama, Japan, July 2008.

“World Market Risk, Country-Specific Risk and Expected Returns in International Stock Markets” by Bali and Cakici, at the China International Conference in Finance (CICF), Dalian, China, July 2008.

## **PROFESSIONAL MEMBERSHIPS**

American Finance Association, Western Finance Association, Financial Management Association.

## **EXTERNAL REVIEWER**

The External Examiner of the PhD Examination, University of Hong Kong (June 2017)  
Hong Kong Research Grants Council (March 2012, April 2016, May 2016)  
Tenure and Promotion, Daniels College of Business, University of Denver (November 2012)

## **REFeree**

Annals of Applied Statistics, Annals of Economics and Finance, Asia-Pacific Journal of Financial Studies, Emerging Markets Finance and Trade, European Financial Management, European Journal of Finance, Management, Financial Review, International Review of Economics and Finance, International Review of Finance, Journal of Applied Econometrics, Journal of Banking and Finance, Journal of Economic Dynamics and Control, Journal of Economics and Business, Journal of Empirical Finance, Journal of Finance, Journal of Financial Econometrics, Journal of International Money and Finance, Journal of Macroeconomics, Journal of Operational Research Society, Management Science, Managerial Finance, McGraw-Hill/Irwin Publisher, Pacific Basin Finance Journal, Pearson/Prentice Hall Publisher, Quarterly Review of Economics and Finance, Review of Financial Studies, Studies in Nonlinear Dynamics & Econometrics, The University of Chicago Press

## **DOCTORAL COMMITTEE MEMBER**

Rui Wang, Economics, University of Hawaii, 2005  
Crystal Chen, Finance, University of Hawaii, 2006  
Yan Du, Finance, University of Hawaii, 2006  
Jack De Jong, Finance, University of Hawaii, 2007  
Liang Zhang, Finance, University of Hawaii, 2008  
Iris Zuo, Finance, University of Hawaii, 2008  
Feng Wu, Finance, University of Hawaii, 2009  
Ming Liu, Finance, State University of New York, Binghamton, 2010  
Eric Wen, Accounting, University of Hawaii, 2012  
Taeko Yasutake, Finance, University of Hawaii, 2012  
Hao Zhang, Economics, University of Hawaii, 2012  
Helen Saar, Finance, University of Hawaii, 2012 (Co-Chair)  
Trang Phan Tu, Finance, University of Hawaii, 2014  
Hong Vo, Finance, University of Hawaii, 2015 (Co-Chair)  
Scott Li, Finance, University of Hawaii, 2017 (Chair)  
Lining Han, Economics, University of Hawaii, 2017  
Tram Nguyen, Finance, University of Hawaii, 2017 (Chair)

## **MASTER THESIS COMMITTEE MEMBER**

Hari Pant, MBA, University of Hawaii, 2007 (Chair)

Lei Liu, Mathematics, University of Hawaii, 2017

## **DEPARTMENT/COLLEGE/UNIVERSITY SERVICE**

Director of the college Ph.D. Program, 2017-present

FEI representative to the college Ph.D. Program Committee, 2011-2017

FEI Faculty recruiting committee chair: 2012-2013, 2014-2015, 2016-2017

FEI Faculty recruiting committee member: 2004, 2006, 2007

FEI Ph.D. student admission committee: 2005-present

Doctoral committee member: 2005-present

College research data committee: 2006-present

Faculty Senate Executive Committee (FSEC): 2008

MFE (Master of Financial Engineering) admission committee: 2009, 2010, 2011, 2012

General Scholarship selection committee for undergraduate students: 2009

General Scholarship selection committee for graduate students: 2009

Faculty committee to review faculty research proposals: 2010, 2011

Faculty fellowship/professorship review committee: 2014, 2016

University Tenure and Promotion Review Committee (TPRC): 2015-2016

# Andy Gokce

## EMPLOYMENT

2016 - present

### **DIRECTOR OF ONLINE COURSES** – Star League, Inc.

- + Plans and coordinates online courses
- + Oversees new branch openings nationwide

2014 - 2016

### **CHIEF OF STAFF** – Magnolia Public Schools

- + Oversaw organizational effectiveness/integrity
- + Supervised Home Office departments including Academics, Business, HR, IT and Marketing. Additional projects included
  - o Student recruitment efforts including TV and radio ads, direct mailing, flyer distribution at retailers, churches and libraries, door hangers and community meetings
  - o Grant and tax-exempt bond applications
  - o New website designs, social media, SEO Optimization
  - o Media relations, press conferences and press releases
- + Oversaw legal matters, charter applications and renewals and board meetings.
  - o Tracked legislation and ensured compliance with new and updated laws and regulations
  - o Supervised implementation of organization-wide textbook adoption and blended learning projects.

2012 - 2014

### **FOUNDER AND CEO** – Star League, Inc.

- + Started the after-school programs and camps company from ground-zero. The company flourished to have three branches in California, serving approximately 500 students with a gross revenue of over \$1m in one year, employing 9 full-time and 15 part-time teachers.

2011 – 2012

### **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

2007 – 2009

- + 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

**CHIEF DEVELOPMENT OFFICER** – Accord Institute of Education Research

- + 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

2004 – 2007

**CHIEF ADMINISTRATIVE OFFICER** – Magnolia Foundation

- + Led development of the strategic and business planning
- + 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 grant applications for the state and Walton Family Foundation grants for new schools
- + Built community support and industry connections and organized parent support meetings for new schools

2003 – 2004

**VICE PRINCIPAL** – Magnolia Science Academy

- + Determined the scope of educational program offerings, and prepared course schedules and descriptions
- + Collaborated with teachers to develop and maintain curriculum standards, and set performance goals and objectives
- + Coordinated and directed after-school activities

2002 – 2003

**TEACHER** – Magnolia Science Academy

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

EDUCATION

2002

**COURSEWORK IN PHD** – State University Of New York - Buffalo

- + 17 credits in Physics PhD Program

1999

**BACHELOR OF SCIENCE** – Bogazici University

+ B.S. in Teaching Physics

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## REFERENCES

---

**CAPRICE YOUNG**

**CEO**, Magnolia Public Schools

██████████

+ [capricelosangeles@gmail.com](mailto:capricelosangeles@gmail.com)

**MICHELLE CRUMPTON**

**FORMER CHIEF ACADEMIC OFFICER**, Magnolia Public Schools

██████████

+ [MichelleHurstCrumpton@Gmail.com](mailto:MichelleHurstCrumpton@Gmail.com)

**DAVID YILMAZ**

**CHIEF ACCOUNTABILITY OFFICER**, Magnolia Public Schools

██████████

+ [EcevitYilmaz@Gmail.com](mailto:EcevitYilmaz@Gmail.com)

Attachment O - Admission and Enrollment Policy

## **Admission Procedure and Preferences**

Kūlia Academy will specifically target high-need students including students with disabilities, English Learners and other educationally disadvantaged students. An open application period will be publicly announced each year. The school will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. Kūlia Academy will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with approved charter. Parents/guardians will be encouraged, but not required, to either attend Kūlia Academy workshops or meet with a designated Kūlia Academy staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how parents will participate in the activities of subcommittees that help operate the school.

Kūlia Academy is committed to serving all students, including academically low-achieving, economically disadvantaged students. Specific activities that will be employed by Kūlia Academy include: use of English and Spanish and Native Hawaiian collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations. The school will work to accommodate students with special needs throughout the enrollment process to ensure all students have an equal opportunity to apply for admission.

Kūlia Academy does not have any enrollment preferences and is open to all students. However, we have enrollment priorities to ensure staff with children and families with multiple children are able to attend the same school. The enrollment priorities are highlighted below.

- Current students
- Children of Kūlia Academy's staff and Board Members;
- Siblings of currently enrolled students;
- Siblings of newly admitted students;
- All other Hawai'i students

### **Lottery Procedures and Preferences**

#### **Informing Parents about the Enrollment Lottery**

Kūlia Academy shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the school exceeds the school's capacity, except for existing pupils of the school, shall be determined by a public random drawing. The school will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. The school's office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

### **Lottery Procedure**

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period will be added to the end of the waiting list in the order they applied. Kūlia Academy will maintain auditable records of the above activities. Kūlia Academy will invite state (SEA and LEA) representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the school will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the school through the lottery.

### **Notifications of Admission Status**

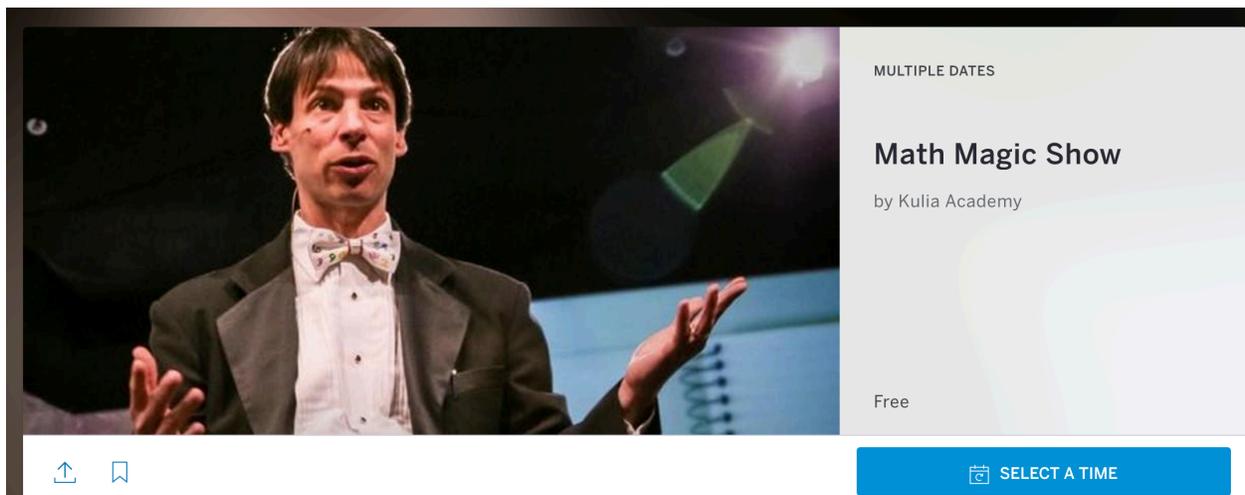
Notifications of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. In addition, the School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not returning the enrollment packets within the 10-day period forfeit their right to enroll their student in the School for that school year, and an admission notice will be mailed to the next student on the waiting list.

Attachment P - Evidence of Community Support

## Evidence of Community Support

After designing brochures and setting up its website and Facebook page, Kulia Academy started its outreach activities with the following activities:

- A campaign on Facebook with graphics and a whiteboard video specifically targeted to our target areas. Three Facebook engineers made an in-kind donation allowing us to use their monthly free advertisement rights , which is \$250 per engineer. We will be advertising on Facebook using their rights for at least 4 months. In the first 6 days of our campaign, 7 students signed up on our website to enroll their children in Kulia Academy. Additionally, 14 parents filled out Facebook form as a lead to contact them and indicated that they would like to enroll their children as well.
- Kulia Academy is organizing two Math Magic shows with famous Dr. Arthur Benjamin of Hurvey Mudd College on June 2nd; one in Honolulu downtown and one in Pearl City area. The event is free to families with children aged 4-9 and will be used to promote Kulia Academy. In 10 days, 138 people signed up for the events.



## Student Pre-Application List

Parent Name	Student Name	Student Grade Level In 2020	E-mail Address	Phone Number
Jaisa Cummings	Gracie Cummings	1	jaisacummings@gmail.com	8086397592
Kristen Kulukulualani	Kolby Kulukulualani	2	kulukulualanis9238@yahoo.com	8083425167
Kristen Kulukulualani	Kassidy Kulukulualani	K	kulukulualanis9238@yahoo.com	8083425167
Jade Gabbard	Malu Gabbard	2	youjamcats@gmail.com	8083898419
Jade Gabbard	Shyama Gabbard	K	youjamcats@gmail.com	8083898419
Alexis Buchholz	Soheil Buchholz	7	abuchholz@gmail.com	8084281111
Lizzy Kauwalu		K	kaimana96@hotmail.com	

## Facebook Leads

Would you enroll your kids in kuli a academy? (grades_k, 1,2, 6_or_7_in_2020)	Email	Zip_code
yes	robinsonb2659@yahoo.com	z:96786
yes	paikau@yahoo.com	z:96782
yes	cfumie@gmail.com	z:96797
yes	mekuuipo@yahoo.com	z:96789
yes	Kamuela035@gmail.com	z:96782
yes	gdiama808@gmail.com	z:96789
yes	staceybaptista@yahoo.com	z:96797
yes	jaydemorley8@yahoo.com.au	z:96706
yes	kulukulualanis9238@yahoo.com	z:96797
yes	delacruzdayne@gmail.com	z:96797
yes	ruthgermaine@yahoo.com	z:96706
yes	sma_emilio7@yahoo.com	z:96797
yes	Simplyhawaiian@gmail.com	z:96817
yes	robin.er.rn@gmail.com	z:96701

Attachment Q - Start-up Project Management Plan

# Start-up Project Management Plan

Kulia Academy has developed a management plan with timelines for this project, which is driven by our goal to open our high school in August 2020 and remain on target to meet our project's performance measures.

The Board will discharge its power and responsibility by functioning primarily as a policymaking body and delegating day-to-day administration to the Principal.

The Board of Directors is scheduled to meet six times a year during the planning years and will meet at least quarterly to engage in the activities of the governance and oversight of the school once operational.

## Responsible Person(s) for Startup Activities

As described above, our school principal and office manager will be employed starting April 2020. Their prospective salaries (\$6,000/month for the principal and his benefits at 20% and \$2,000 for the part-time office manager have been included in our Year 0 budget). Our school principal will perform necessary actions and duties for a healthy start up on a voluntary basis as an unpaid position as he has already been doing for 7 months.

## Student Marketing and Recruitment

Kulia Academy has already developed initial print and online marketing materials and started reaching out to potential students.

## Initial Outreach Activities

**STEM Activities:** As a part of our mission, we aim to raise interest in STEM among our prospective students and families and use that as a marketing tool to advertise our school. We will start with the following activities:

The MathMagician, Professor Arthur Benjamin of Harvey Mudd College, will perform two shows on June 2, 2018: One in Honolulu downtown and the other in Pearl City - Waipahu area. Each of these shows will be free to 300-500 attendees comprised of students of ages 4-9 and their families. A donor has pledged to compensate the fees for the shows, room rental and liability insurance costs and travel and lodging expenses for Dr. Benjamin.

**Social Media Advertisement:** Facebook lets its engineers do free advertisement on the social network worth \$250 every month for the causes and events they like. Three Facebook engineers have pledged to let Kulia Academy use their free advertisement rights for at least 4 months as an in-kind donation. We have started reaching out to our prospective students and families to advertise our school and events through Facebook targeting our specific audience which is future students and parents.

We will also offer a free three-hour coding and game design session to interested students aged 4-9 in the following months. The same donor has pledged to compensate the expenses for this activity as well.

Other future planned outreach activities: Please see section I.C.3 for other planned outreach activities during Year 0.

Our school principal, Andy Gokce will be the responsible person, managing Kulia's student marketing and recruitment activities.

### **Staff and Faculty Hiring**

- In order to recruit new teachers, the Principal will start advertising on frequently visited websites such as [www.craigslist.org](http://www.craigslist.org), and the SPCSC's website by the beginning of January 2020.

- The principal and when available the Dean of Academics/Dean of Culture (identified in our Charter Proposal, will join in these interviews on an unpaid voluntary basis) will conduct interviews during the months of February through June to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

**Background Checks:** Before employment, Kulia will process background checks through LiveScan, administered by the Department of Justice. All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to Department of Justice check.
- Documents establishing legal citizenship and work status, current copies of all teacher certificates

For professional development and summer PD sessions, please see our Charter Proposal.

### **School Facility**

Kulia's admin team located three potential facilities within our target area, contacted the real estate agents listed for the properties, however, our initial search didn't yield any results because one of the properties were leased to another interested party who was planning to occupy it immediately and the landlords for the other two locations didn't want to engage in any conversations or negotiations especially this far out of our potential move in date.

We have a detailed plan and timeline for our facility search and lease which can be summarized as follows:

Step 1: February 2018 - January 2019: Facility search

Step 2: February 2019 - April 2019: Negotiations on Price, Tenant Improvements and Other Details

Step 3: May 2019 - February 2020: Conditional Use Permit with the City (if needed)

Step 4: March 2020 - May 2020: Tenant Improvements

Step 5: June 2020: Move in

The facility we are searching for can be summarized as follows:

- 10,000-20,000 sqf
- \$1.5-\$2.5/sqf/month
- Indoor or outdoor space for sports
- Indoor or outdoor space for lunch service

We will utilize the following means to search a suitable facility:

- We will search online on [www.loopnet.com](http://www.loopnet.com)
- We will work with an experienced area real estate agent.

**Facility Costs:** As described above, we intend to occupy the school building by June 2020. We will negotiate to include our tenant improvement costs and to start our rent after we successfully get the permits from the city and complete our tenant improvements. As we intend to occupy the facility for a long time, landlords often agree to pay for the tenant improvement costs and offset it over a long period of time by raising the rent by a reasonable amount. The lease payments for June and July 2020 have been added to our Year 0 budget. As an alternative, we will seek a low cost solution by renting a land and placing DSA-approved portable classrooms to reduce the rent amount.

### **Financial Plan**

Before the school opens, our school principal, Andy Gokce, will manage fiscal management, compliance and reporting under the guidance of our board. Once the school is open, Kulia Academy's business manager will work directly with the Principal to develop to manage fiscal operations of the school.

Kulia Academy will follow Generally Accepted Accounting Principles (GAAP) and Hawaii State's Budget and Accounting Policies as it relates to all transaction regulations, guidelines and filing procedures. The school will use a state-of-the-art system for all financial, accounting, and purchasing transactions. The Payroll Human Resource Statewide Technology system will be used for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-

related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Hawaii Department of Education (HI DOE). All personnel involved in executing these processes will be properly trained in accordance with state requirements.

Internal controls will be established, monitored, and modified as needed. Internal controls will include, but not be limited to, the approval of the annual school budget by the Board, monthly reconciliation with expenditure reports, quarterly disclosure to the Board of expenditures, authorized approval documentation on appropriate financial transactions, and employment of a system of checks and balances in processing financial transactions. Complete and accurate documentation will be regularly available for inspection.

**Administrative Duties:** Dean of Academics and Dean of Culture will be the same person in the initial years of the school. It will eventually evolve into two administrators when the school's number of students increase. The school will have only one Dean in its initial year of operation, Dean of Academics and Dean of Culture. The principal will also handle the duties of Dean of Students.

**Dean of Academics:** The Dean of Academics coordinates all academic activities, leads professional development, and oversees curriculum, instruction, and assessment at the Charter School. This person will be responsible to ensure and maximize learning for students and staff; hire, coach, and lead all teachers in their development; develop strong educational programming and curriculum; and work with all others to support student and staff learning. The school's instructional and instructional support staff will be accountable to the schools leadership team and the Hawaii Charter Schools Commission (chartering authority) through the Dean of Academics. At Kulia Academy, a major responsibility of the Dean of Academics will be leading the Director of Technology to ensure that all matters related to technology, including infrastructure, hardware, software are designed in a highly coherent, logical, and collaborative manner; that we are good stewards of public education allocations and not make costly mistakes with technology acquisition; and to assure that our technology systems will support our educational model so that the model can be fully implemented.

**Dean of Students:** The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system. The Dean of Students leads all that has to do with admissions, and manages the school database. S/he will coordinate, and finalize all school schedules and student rosters; manage and process all transcripts; be responsible for maintaining all aspects of school database. S/he must ensure the physical and emotional safety of students and staff; hire, coach, and lead all others in providing that safety; ensure all facets of the Code of Conduct are met fairly and with compassion; and keep the physical plant safe, strong, and clean so that all are proud.

**Dean of Culture:** The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture. S/he must: oversee all aspects of the admissions process; lead, manage, and develop a college counseling program that will help students move forward in getting into and succeeding in college; create, oversee, and maintain sustainable after school programs and clubs; coordinate and supervise college counseling; and be responsible for alumni relations.

The management structure that we have developed will enable Kulia Academy to successfully navigate this project, especially to the successful opening in fall 2020. We believe that clearly defined responsibilities will lead to the successful operation of the school.

**Management Plan to Achieve the Objective of the Project:** The following page outlines the general plan for achieving the project objective on time and within budget, including clearly defined responsibilities, timelines and milestones for completing the project activities and tasks. The principal will handle all of the listed steps below:

- first on a voluntary, unpaid position until April 2020
- then, as a paid position starting April 2020.

Please see next page for detailed tasks and timeline.

## Implementation Plan

Year	2017			2018					2019					2020																
Month	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Form an initial strong board	■																													
Identify potential sources of support	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Charter Application Process	■	■	■	■																										
Charter Approval				■																										
Develop Materials (flyer, application, etc.)				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Community/Youth/Family Outreach				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Recruit and Enroll Students				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Secure and Set-up Facility				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Facility Search		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Negotiations											■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Conditional Use Permit (if needed)												■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Tenant Improvements																									■	■	■	■	■	■
Move In																														■
Staff Recruitment																								■	■	■	■	■	■	■
Advertising for Teachers and Admin																								■	■	■	■	■	■	■
Interviews																								■	■	■	■	■	■	■
Faculty selection																								■	■	■	■	■	■	■
Office Manager hired																									■	■	■	■	■	■
Year 1 Annual Planning																														■
Staff orientation: Vision and Mission																														■
Staff Planning/Team Building																														■
Staff / Board Startup Retreat																														■
Initial Professional Training																														■
Master schedule																														■
Lesson plans for the first 2 months																														■
Assessment plan and materials																														■
School Principal Hired																										■	■	■	■	■
Contact Parents/Students already identified																									■	■	■	■	■	■
Public drawing if needed																										■	■	■	■	■
Student Handbook finalized																														■
Student and Family orientation																														■
Setup Financial and Admin. Systems																														■
Prepare the Safety Plan																														■
Student Attendance Reporting Setup																														■
Office Services Setup																														■
Accounting System Setup																														■
SIS, MAP Testing, DnA Systems Setup																														■
Update budget and financial plan																														■
Employee Handbook finalized																														■
Establish the PCAG																														■

Attachment T - Evidence of Commitment of Funds

HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION  
1111 Bishop Street, Suite 516,  
Honolulu, Hawaii 96813  
10.05.18

Dear Commission Members,

This letter is to confirm my commitment to donate below listed amounts and to provide the support detailed.

I am a businessman residing in Palo Alto, CA. Our family group companies are involved in every aspect of renewable energy from manufacturing of solar panels in different countries to investment in renewable energy projects worldwide. Having more than 600+ employees, our total turnover is 190 Million USD in 2017.

I was fortunate enough to learn about Kulia Academy in the last one year and it was my pleasure to meet with Kulia Academy's board members and future principal during my last trip to Hawaii in March, 2018. I value education, especially when high quality education is provided to low income families free of charge. I am pleased to confirm my commitment as listed below to Kulia Academy, recognizing that Kulia Academy's Board of Directors and administration will rely upon my pledge when making expenditures, entering into contracts, and engaging in other activities.

1- I will donate \$100,000 (one hundred thousand US dollars) to Kulia Academy over the course of Kulia Academy's pre-opening phase. As the first step of this donation, I will donate \$5,000 by May 18, 2018 to cover the expenses for Dr. Arthur Benjamin's Math Magic shows in Honolulu and Pearl City, an outreach activity organized by the school administrators.

2- I understand that Kulia Academy might receive \$75,000 in grants from federal or private sources. In case, if Kulia Academy cannot secure these funds, I will donate \$75,000 (seventy five thousand US Dollars) in addition to the above mentioned amount.

3- I was briefed on Kulia Academy's pre-opening budget and startup plan. The school plans to finance its initial equipment including computers, servers, student and teacher desks. In case if the school needs a co-signer or guarantor to secure financing for its equipment needs, I will happily be the co-signer or the guarantor.

I can provide proof of availability of funds upon request.

Please do not hesitate to contact me with any questions/concerns,

1.650.885.8200

egemen.seymen@arcor.energy

Egemen SEYMEN

Board Member, Seoul Holding Inc.



Attachment U - Evidence of Support from Essential  
Planning and Implementation Partners

## **Evidence of Support from Essential Planning and Implementation Partners**

Kulia Academy doesn't have any essential planning and implementation partners.

# Andy Gokce

## EMPLOYMENT

2016 - present

### **DIRECTOR OF ONLINE COURSES** – Star League, Inc.

- + Plans and coordinates online courses
- + Oversees new branch openings nationwide

2014 - 2016

### **CHIEF OF STAFF** – Magnolia Public Schools

- + Oversaw organizational effectiveness/integrity
- + Supervised Home Office departments including Academics, Business, HR, IT and Marketing. Additional projects included
  - o Student recruitment efforts including TV and radio ads, direct mailing, flyer distribution at retailers, churches and libraries, door hangers and community meetings
  - o Grant and tax-exempt bond applications
  - o New website designs, social media, SEO Optimization
  - o Media relations, press conferences and press releases
- + Oversaw legal matters, charter applications and renewals and board meetings.
  - o Tracked legislation and ensured compliance with new and updated laws and regulations
  - o Supervised implementation of organization-wide textbook adoption and blended learning projects.

2012 - 2014

### **FOUNDER AND CEO** – Star League, Inc.

- + Started the after-school programs and camps company from ground-zero. The company flourished to have three branches in California, serving approximately 500 students with a gross revenue of over \$1m in one year, employing 9 full-time and 15 part-time teachers.

2011 – 2012

### **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 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

2004 – 2007

**CHIEF ADMINISTRATIVE OFFICER** – Magnolia Foundation

- + Led development of the strategic and business planning
- + 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 grant applications for the state and Walton Family Foundation grants for new schools
- + Built community support and industry connections and organized parent support meetings for new schools

2003 – 2004

**VICE PRINCIPAL** – Magnolia Science Academy

- + Determined the scope of educational program offerings, and prepared course schedules and descriptions
- + Collaborated with teachers to develop and maintain curriculum standards, and set performance goals and objectives
- + Coordinated and directed after-school activities

2002 – 2003

**TEACHER** – Magnolia Science Academy

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

EDUCATION

---

2002

**COURSEWORK IN PHD** – State University Of New York - Buffalo

- + 17 credits in Physics PhD Program

1999

(408) 752 4364 | andygokce@gmail.com

**BACHELOR OF SCIENCE** – Bogazici University

+ B.S. in Teaching Physics

## REFERENCES

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**CAPRICE YOUNG**

**CEO**, Magnolia Public Schools

+ (818) 317 1829

+ [capricelosangeles@gmail.com](mailto:capricelosangeles@gmail.com)

**MICHELLE CRUMPTON**

**FORMER CHIEF ACADEMIC OFFICER**, Magnolia Public Schools

+ (818) 299 0642

+ [MichelleHurstCrumpton@Gmail.com](mailto:MichelleHurstCrumpton@Gmail.com)

**DAVID YILMAZ**

**CHIEF ACCOUNTABILITY OFFICER**, Magnolia Public Schools

+ (714) 488 1476,

+ [EcevitYilmaz@Gmail.com](mailto:EcevitYilmaz@Gmail.com)

Attachment W - Job Description for the School Principal

## **Job Description for the School Principal**

The Principal is the senior authority at Kulia Academy, and is responsible for the day-to-day operation of the school. The Principal is the educational and instructional and operational leader of the school. The principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services. The Board ensures that the principal is evaluated formally at least once annually.

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences)
- Experience in teaching science and/or technology and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

- Provide the leadership, vision, and strategic direction for the school;
- Structure the school to achieve the vision, philosophy and mission;
- Oversee all operations of the school and report to the Board of Directors on its progress;
- Assist the Board in the development of governance policies for review and approval; and
- Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board;
- Oversee all aspects of the school including personnel, financial matters, the academic program, facilities, and operations;

- Work with the President of the Board of Directors to draw up the agenda for all Board meetings;
- Recommend an annual budget including federally funded programs to the Board as required by state guidelines;
- Perform or oversee hiring, supervision, professional development, evaluation and dismissal of all personnel at the school;
- Oversee the allocation of resources and school model decisions to drive the best balance between financial, operational, and academic concerns;
- Build a high performing, consistent data-driven culture at the school at all levels of its operations;
- Drive increased performance and further definition of the academic model;
- Determine the scope and sequence of educational programs according to the charter objectives;
- Implement well-researched, creative ways to educate the students in the school(s);
- Serve as primary contact for the HPCSC; Communicate with the chartering agency and attend necessary meetings; Report to the chartering agency when required.
- Follow all legal mandates from the U. S. Department of Education, the State of Hawaii and the HPCSC in all aspects related to funding, reporting and regulations associated with charter schools;
- Assist the Board in seeking donors of time, funds and resources in support of the schools;
- Manage any required facility acquisition, maintenance and renovation efforts;
- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and Kulia policy, including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.

- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Perform other duties and responsibilities as necessary

Attachment X - School Leadership and Management  
Team's Resumes

# Andy Gokce

## EMPLOYMENT

2016 - present

### **DIRECTOR OF ONLINE COURSES** – Star League, Inc.

- + Plans and coordinates online courses
- + Oversees new branch openings nationwide

2014 - 2016

### **CHIEF OF STAFF** – Magnolia Public Schools

- + Oversaw organizational effectiveness/integrity
- + Supervised Home Office departments including Academics, Business, HR, IT and Marketing. Additional projects included
  - o Student recruitment efforts including TV and radio ads, direct mailing, flyer distribution at retailers, churches and libraries, door hangers and community meetings
  - o Grant and tax-exempt bond applications
  - o New website designs, social media, SEO Optimization
  - o Media relations, press conferences and press releases
- + Oversaw legal matters, charter applications and renewals and board meetings.
  - o Tracked legislation and ensured compliance with new and updated laws and regulations
  - o Supervised implementation of organization-wide textbook adoption and blended learning projects.

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- + Determined course schedules, and coordinated teaching assignments
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- + 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

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**CHIEF DEVELOPMENT OFFICER** – Accord Institute of Education Research

- + 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

2004 – 2007

**CHIEF ADMINISTRATIVE OFFICER** – Magnolia Foundation

- + Led development of the strategic and business planning
- + 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 grant applications for the state and Walton Family Foundation grants for new schools
- + Built community support and industry connections and organized parent support meetings for new schools

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**VICE PRINCIPAL** – Magnolia Science Academy

- + Determined the scope of educational program offerings, and prepared course schedules and descriptions
- + Collaborated with teachers to develop and maintain curriculum standards, and set performance goals and objectives
- + Coordinated and directed after-school activities

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**TEACHER** – Magnolia Science Academy

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

EDUCATION

---

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**COURSEWORK IN PHD** – State University Of New York - Buffalo

- + 17 credits in Physics PhD Program

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**BACHELOR OF SCIENCE** – Bogazici University

+ B.S. in Teaching Physics

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**DAVID YILMAZ**

**CHIEF ACCOUNTABILITY OFFICER**, Magnolia Public Schools

+ (714) 488 1476,

+ [EcevitYilmaz@Gmail.com](mailto:EcevitYilmaz@Gmail.com)

# Ike Yasar Eroglu

8031 Canby Ave. Apt 3, Reseda, CA 91335 | yasarer29@gmail.com

## **OBJECTIVES**

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To build a long-term career as an educator and to obtain a position at your institution where I will utilize my strong dedication to students' educational needs, together with skills and experience that will enable me to make a significant difference.

## **PROFESSIONAL EXPERIENCE**

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**Magnolia Science Academy-2, Van Nuys, CA** 7/2017-current

Dean of Academics

- Oversaw curriculum, lesson plans and instruction
- Designed master schedule, after-school schedule and PD schedule
- Supervised teachers, conducted observations and made evaluations
- Prepared district required reports and assisted the principal with school improvement plans
- Continued to assume all responsibilities of Title-I Coordinator / Data, Assessment, and Online Programs Coordinator (see below)

**Magnolia Science Academy-2, Van Nuys, CA** 1/2016-6/2018

Title-I Coordinator / Data, Assessment, and Online Programs Coordinator

- Coordinated all schoolwide assessments, including SBAC, CELDT/ELPAC, IAB, ICA, GATE, NWEA MAP
- Oversaw RTI and intervention classes/programs, including credit recovery classes, after-school and Saturday tutoring, and small-group interventions
- Implemented data analysis cycles and provided all staff with student performance data (state tests, interim assessments, data from academic support software)
- Supervised online programs and academic software: ConnectED, StudySync, ALEKS, myON, AR, FuelEd, APEX, MobyMax
- Organized school events, field trips, CAP (college advisory program), home visits and other school activities

**Bogazici Danismanlik (Bosphorous Consulting), Istanbul, Turkey** 8/2014-6/2015

Educational Consultant

- Provided educational consultancy on post-secondary education options in the U.S.

**Magnolia Science Academy-7, Reseda, CA** 8/2013-6/2014

Academic Coordinator

- Oversaw curriculum, lesson plans and instruction
- Designed master schedule, after-school schedule and PD schedule
- Coordinated state standardized testing
- Supervised teachers, conducted observations and made evaluations
- Organized school events, field trips, home visits and other school activities
- Prepared district required reports and assisted the principal with school improvement plans
- Oversaw after-school tutoring, clubs, and activities

**Magnolia Science Academy-7, Reseda, CA**

P.E. Teacher & Afterschool Coordinator

1/2010-7/2013

- Taught PE classes to elementary school students in grades K-5
- Assisted the principal with student intervention and discipline
- Organized school events, field trips, home visits and other school activities
- Coordinated after-school tutoring, clubs, after-school activities and Saturday school as part of the ASES grant

**Selcuk Anafen Schools, Izmir, Turkey**

8/2004-7/2006

Social Studies Teacher, 2004-2006

- Taught Social Studies classes to elementary/middle school students in grades K-8

**EDUCATION**

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A.A., History, Orange Coast College, Costa Mesa, CA

8/2008-6/2010

M.Ed, Education, Celal Bayar University, Turkey

8/2003-6/2005

B.A., History, Ege University, Turkey

8/1999-6/2003

**TRAINING & CERTIFICATIONS**

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- California Preliminary Single Subject Teaching Credential in Social Studies, Document #130193052
- Special Education Summit 2013, Education to the Whole Child: Mind, Body and Character by Los Angeles Unified School District
- CAASPP and Smarter Balanced Training by Los Angeles Unified School District
- ELPAC Coordinator Training by the CDE
- Measures of Academic Progress Training by NWEA

- Work Smarter, Not Harder: Time Management for Personal & Professional Productivity (Coursera)
- Project Management: The Basics for Success (Coursera)
- High-Impact Business Writing (Coursera)
- Time and Task Management for Busy People by SkillPath Seminars
- Counselor Education/School Counseling and Guidance Services by Zirve University
- Applying to U.S. Universities (Coursera) by University of Pennsylvania
- Sports & Physical Education Liability/Life Skills by Accord Institute for Education Research
- Character Education/Positive Learning Environment/Classroom Management by Accord Institute for Education Research

## **SKILLS & INTERESTS**

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- Computer skills: Microsoft Office, internet, social media, academic software for K-12 education, smart board
- Language skills: English (fluent), Turkish (native), Spanish (beginner)
- Other: Soccer, history, cooking, volunteer community service

## **REFERENCES**

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Available upon request

Attachment Y - School Leadership and Management  
Team's Job Descriptions or Qualifications

# **Job Description for School Administrators**

## **Principal**

Skills and Qualifications for the Principal:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences)
- Experience in teaching science and/or technology and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings on school handbooks and school website
- Evaluate course credits for all incoming high school students
- Responsible for developing and changes of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all field trip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to administrative meetings weekly

Student Performance

- Help students prepare a four year plan
- Conference with students/parents on academic issues

- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in Student Information System
- Report weekly at administration meeting any teachers who are not using Student Information System properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

#### School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

#### Personnel Management

- Hold teacher evaluation conferences based on records of performance evaluation
- Oversee school operations in principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules

#### Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

# Dean of Students

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences)
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Dean of Students' Responsibilities and Duties:

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences in regard to student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement
- Accurately monitor and analyze daily student attendance; create new systems and structures to proactively address school's areas of need
- Oversee student attendance records and assist the office manager on truancy issues

Supervision

- Supervise at transition periods, lunch, before and after school
- Aid in safety drill practices and inspections.

## Discipline

- Oversee discipline issues for teachers in Student Information System

## Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

# **Dean of Culture**

## Skills and Qualifications for the Dean of Culture:

- Bachelor's degree required (preferably in Education, Engineering, or Natural Sciences)
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

## Dean of Culture's Responsibilities and Duties:

### School Culture/Improvement

- Foster a school climate that supports the Charter School's vision and mission
- Own the Charter School's Second Step (Character Education) and Congressional Award programs and ensure it builds and reinforces positive self-identity and necessary character strengths
- Build effective relationships among teachers, parents, and the community to improve school culture
- Promote respect and appreciation for all students, staff, and parents
- Support teachers in building meaningful relationships with students and families

- Monitor progress of self, school, and staff as it relates to school culture
- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Responsible for scheduling and coordination of afterschool activities
- Coordinate teacher and student involvement of after school program

#### Parental/Community Involvement

- Partner with parents and families to build an authentic school-wide community
- Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; Parent and Community Advisory Group (PCAG) activities; corporate community volunteer opportunities; student performances; and events of a special nature
- Organize and lead parent workshops to educate parents in accordance with the Second Step curriculum on topics, including but not limited to, self-discipline, conflict resolution, and making responsible choices.

## **Business Manager**

#### Skills and Qualifications for the Dean of Culture:

- Bachelor's degree required (preferably in Finance, Accounting or Business Administration)
- Experience in business/financial management. Prior charter school background preferred.
- Up-to-date computer and technology knowledge
- Knowledge of business accounting policies, procedures, practices and software programs
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

### Business Manager's Responsibilities and Duties:

- Manage daily financial activities, including budget preparation and control, accounting, payroll, purchasing, and business planning and management.
- Manage cash, cash-related receipts, accounts receivable and credit and collection functions, ensuring a timely processing of billings, payments and collections.
- Ensure that the accounting procedures within the school system meet all federal, state, and local requirements.
- Develop and manage contracts with vendors and contractors.
- Maintain all required (non-benefit) insurance policies; keep school in compliance with all (non-benefit) insurance policy requirements; procure certificates of insurance as needed.
- Manage grant requirements.
- Manage Human Resources.
- Manage all fundraising events for the school.
- Responsible for reporting financial status to the board.
- Perform other duties as assigned by Principal/School Leader.

## **Registrar**

### Skills and Qualifications for the Registrar:

- AA or Bachelor's degree
- Up-to-date computer and technology knowledge
- Ability to interpret policy, procedures, and data
- Organizational, communication, public relations, and interpersonal skills.
- Minimum one-year experience, preferably in an educational setting
- Strong organizational and coordination skills
- Strong self-starter; able to work with limited direction
- Excellent interpersonal skills, conflict management skills, problem solving skills and demonstrated leadership abilities

- Excellent verbal and written communication skills are required
- Resourceful in generating creative solutions to problems

#### Registrar's Responsibilities and Duties:

- Maintain student files and mailings; generate reports as requested
- Maintain Student Information System data for new/current/withdrawn students, open enrollment, address changes, etc.
- Update course description books for secondary
- Request records for new students from the schools they are transferring from or from parents for Kindergarten students
- Forward cumulative and health records for students who transfer from Kulia Academy to another school
- Support student recruitment in conjunction with the office staff and administrators
- Support teachers in entering and posting student grades in Student Information System
- Produce and post report cards for all students
- Produce and post progress reports for all students
- Conduct schedule changes for all students and teachers under the guidance of school principal and administrators
- Produce student transcripts
- Prepare cumulative records, grades, credits, GPA, Cum Laude information etc.
- Prepare end of year and annual student count reports for the state reporting
- Prepare class rosters for each teacher and course
- Circulate student withdrawal forms and follow up with teachers for final grades
- Assist in development of master schedule
- Attend administrative meetings as requested
- Track, verify and report students' progress towards graduation
- Assign and train all student aides each semester
- Other duties as assigned

# IT Manager

Note: The School will outsource its IT management until Year 4.

Skills and Qualifications for the IT Manager:

- Bachelor's degree required (preferably in Computer Science, MIS or similar field)
- Proven working experience as an IT manager or relevant experience.
- Up-to-date computer and technology knowledge
- Ability to interpret policy, procedures, and data

IT Manager's Responsibilities and Duties:

- Manage and control all technical aspects of the installation, configuration, operation, maintenance, and development of the School's hardware, software and network infrastructure including:

- o Servers (curriculum, administration, print & intranet)
- o Internet access, cache, filter and router
- o Wired and wireless network devices
- o Network and data security
- o System performance
- o Network infrastructure, DHCP, DNS, subnets, VPNs
- o Mobile devices
- o Software
- o Networked printing devices
- o Interactive whiteboards and projectors
- o Email system

- Develop and implement an effective backup and disaster recovery strategy to ensure against loss of data through error, abuse, malfunction or disaster.

Attachment Z: Final Review Checklist

Attachment AA - Academic performance data for each charter school client of Service Provider

# **Academic performance data for each charter school client of Service Provider**

Kulia Academy will not use a service provider.

Attachment BB - List of charter schools operated or managed by Service Provider

## **List of charter schools operated or managed by Service Provider**

Kulia Academy will not use a service provider.

Attachment CC - Accreditation report from one school  
operated or managed by Service Provider

## **Accreditation report from one school operated or managed by Service Provider**

Kulia Academy will not use a service provider.

Attachment DD - Proposed Service Provider agreement

# **Proposed Service Provider agreement**

Kulia Academy will not use a service provider.

# Final Review Checklist

Initial each item to indicate that it has been completed.

- A copy of the application and all of its attachments has been saved for your records. A.G.
- All required attachments have been submitted. A.G.
- The application adheres to all applicable page and word limits. A.G.
- All elements of the application have been converted to proper format for submission. A.G.
- Application does not contain handwritten parts (other than signatures). A.G.
- Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer. A.G.