



Goals and Objectives

Goal 1—Research and Development

(Develop research-based knowledge and alternative learning methods and advance their use.)

- 1.1 Research and develop methods for ensuring that educational planning and capacity development are culturally and linguistically appropriate.
- 1.2 Research and develop best practices for capacity development with particular emphasis on the Pacific region.
- 1.3 Research, develop, and provide standards-based reform to improve accountability for learning outcomes.
- 1.4 Research, develop, and provide planning and evaluation services and training to develop client and program capacity.

Goal 2—Capacity Development

(Increase the capacity of educators and other service providers in culturally and linguistically appropriate ways.)

- 2.1 Partner with education and community agencies to improve learning outcomes.
- 2.2 Collaborate with institutions of higher education to improve the preparation of teachers and others.
- 2.3 Provide alternative professional development to increase the number of highly qualified teachers and other service providers.
- 2.4 Provide effective technology solutions to enable educational systems to better serve the needs of all learners.

Goal 3—Organizational Development

(Continue to increase PREL's capacity to assist the region and beyond.)

- 3.1 Secure funding and other resources (e.g., partnerships) to maintain or expand current levels of service.
- 3.2 Strengthen PREL staffing to provide depth in core competencies, cultural and contextual expertise, and a basis for effective succession.
- 3.3 Work collaboratively with PREL's Board of Directors to enhance the effectiveness of the Board.
- 3.4 Develop communications strategies that enhance PREL's reputation as a leader in the knowledge industry.



Goals, Objectives, Activities, Success Indicators	Narrative
<p><u>Goal 1—Research and Development</u></p> <p>Develop research-based knowledge and alternative learning methods and advance their use.</p>	<p>Goal 1 acknowledges and deepens PREL’s role as a key player in the knowledge industry. Education, like any field, must develop and use new knowledge in order to grow, to thrive, and to meet the needs of students growing up in a fast-evolving world. One of the major goals of the U.S. Department of Education’s Strategic Plan, for example, is to “transform education into an evidence-based field.” This means conducting research that is carefully and rigorously designed and carried out. That is the only way to ensure that the evidence gathered is sound and that we are not simply continuing to provide educational services that do not work. The objectives under Goal 1 highlight those areas in which PREL specializes.</p> <p>One definition of research and development is “discovering new knowledge about products, processes, and services, and then applying that knowledge to create new and improved products, processes, and services that fill market needs.” So, our primary areas of focus for R&D include appropriately using what we know about the region to plan and deliver services, using technology to provide and extend services, and building quality systems of assessment and accountability. We do this through research and program evaluation.</p> <p>We will advance research-based knowledge using multiple methods—qualitative as well as quantitative, innovative as well as time-honored.</p>



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<p><u>Goal 1—Research and Development</u></p> <p>Objective 1.1—Research and develop methods for ensuring that educational planning and capacity development are culturally and linguistically appropriate.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Understand the role of culture and language in educational planning and professional development in the Pacific region. 2. Establish partnerships with schools, districts, state education agencies (SEAs), community agencies, and other relevant groups for the study of planning and professional development. 3. Identify or create, then implement and evaluate research-based practices that improve teaching and learning. 4. Evaluate Objective 1.1 by reviewing quality assurance processes for evidence of cultural appropriateness. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 1.1:</i> Educational plans and professional development activities demonstrate integration of culture and language.</p> </div>	<p>The first objective under Goal 1 charges us with furthering our knowledge of those factors that make the Pacific region unique—its languages and cultures—and with using that knowledge to improve educational programming. We shall uphold the principle that no educational venture can succeed without taking culture and language into account.</p> <p>We will follow the guidance of the Pacific Way in research and development activities. This means, among many things, to involve elders, parents, and traditional leaders in all studies and planning.</p>



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<p><u>Goal 1—Research and Development</u></p> <p>Objective 1.2—Research and develop best practices for capacity development with particular emphasis on the Pacific region.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Conduct research studies that identify best practice in the delivery of educational support services. 2. Evaluate past professional development activities provided by PREL and determine possible expansion opportunities for these. 3. Evaluate Objective 1.2 by determining if studies and evaluations have identified successful elements of capacity development. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 1.2:</i> Key factors of effective educational support are found through research studies and evaluations of professional development activities.</p> </div>	<p>The second objective relates closely to the second Strategic Plan goal: capacity development. For professional development services to be most effective, they should be solidly researched and evaluated. This calls upon us to ensure that the services we provide have an evidentiary base.</p> <p>This means we need to build into our proposals and program plans the means to undertake evaluation of our own products and services.</p>



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<p><u>Goal 1—Research and Development</u></p> <p>Objective 1.3—Research, develop, and provide standards-based reform to improve accountability for learning outcomes.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Provide technical assistance with standards definition and implementation. 2. Develop assessment and accountability systems to meet client standards. 3. Build capacity on assessment and accountability practices. 4. Provide technical assistance for design and implementation of services locally. 5. Design and implement dynamic databases for retrieval and storage of data to meet data management needs. 6. Evaluate Objective 1.3 by determining increased capacity in standards-based reform systems. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 1.3:</i> Increased capacity of clients assisted and trained in standards, assessment, accountability, and data management systems.</p> </div>	<p>The final two objectives in Goal 1 strengthen certain PREL core competencies, including assessment and accountability and program evaluation. Both of these areas are in high demand because of the need to have solid evidence of effectiveness. Educational systems must use valid and reliable measures of student outcomes. These should be standards-based and enable systems to make course corrections, as well as to impose rewards and sanctions as appropriate.</p> <p>Both assessment and evaluation use research methods while providing service. Providing this kind of service means using the methods and approaches that are the basic tools of research and development.</p>



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<p><u>Goal 1—Research and Development</u></p> <p>Objective 1.4—Research, develop, and provide planning and evaluation services and training to develop client and program capacity.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Conduct planning and evaluation training as requested by clients. 2. Facilitate organizational planning. 3. Design and monitor experimental and quasi-experimental research. 4. Conduct evaluations and produce evaluation reports and recommendations. 5. Evaluate Objective 1.4 by determining increased capacity of clients receiving planning and evaluation services and training. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 1.4:</i> Increased capacity of clients receiving planning and evaluation services and training.</p> </div>	<p>There are very few programs that do not require some form of program evaluation. Valuable to both funding agencies and programs themselves, good evaluations answer the questions, <i>Did the program do what it said it would do?</i> and <i>Did the program achieve the outcomes it desired?</i> This objective covers both evaluation services that PREL offers to “external” clients as well as the internal evaluation of PREL programs.</p> <p>Again, research methods are an integral part of how evaluation services are provided.</p>



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<p><u>Goal 2—Capacity Development</u></p> <p>Increase the capacity of educators and other service providers in culturally and linguistically appropriate ways.</p>	<p>Goal 2 focuses squarely on the mission of PREL: <i>Building Capacity Through Education</i>. The need behind this goal has long been identified and substantiated. Goal 2 aims to improve the levels of training and skills of teachers and other professionals. It acknowledges that to build capacity, PREL must work in partnership with others, particularly schools and educational systems, communities, and institutions of higher education (IHEs). PREL’s efforts toward this goal will be based upon the best available research and will result in measurable changes in teaching and learning within the target populations.</p> <p>The logic of Goal 2 is that high-quality professional development, in the context of collaborative educational system and community partnerships, will raise the overall quality of teachers and other professionals. This, in turn, will lead to improved student outcomes, our ultimate quest.</p> <p>Capacity building is not a 1-way street, it goes both ways. Professional development is teaching AND learning, reciprocal and collaborative.</p>



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<p><u>Goal 2—Capacity Development</u></p> <p>Objective 2.1—Partner with education and community agencies to improve learning outcomes.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Identify, create, implement, and evaluate research-based, contextualized practices that lead to positive changes in teaching and learning. 2. Increase the number of teachers, administrators, health field workers, and others who have received technical assistance and/or professional development for Pacific contexts (e.g., increase the number of professional development opportunities such as trainings of trainers, school-level training, internship programs, Pacific Educational Conference [PEC]). 3. Evaluate Objective 2.1 by determining the quality and impact of PREL products and services. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 2.1:</i> Increased teacher effectiveness and student achievement in program-specific outcome areas (e.g., reading, mathematics, science).</p> </div>	<p>The first objective under Goal 2 emphasizes and builds upon PREL’s work with individual educational sites and systems to extend the reach of PREL’s professional development activities to more educators. The main focus of PREL’s work at sites is professional development. A primary target audience is the K–12 education community. It is also expected that certain segments of the health field can and should benefit from the kinds of professional development offered by PREL. For example, health educators, such as drug and alcohol abuse prevention professionals, work closely with schools and their work directly promotes positive student outcomes.</p> <p>The type of professional development may vary according to the needs of the providers. It may be the training of trainers and leverage model, but not always. It could be facilitating, mentoring, or coaching a group of teachers over time, curriculum development, designing test items, or working with SEA staff toward minimum national standards.</p>



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<p><u>Goal 2—Capacity Development</u></p> <p>Objective 2.2—Collaborate with institutions of higher education to improve the preparation of teachers and others.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Increase the number of professionals (teachers, administrators, and others) who have a degree or certification (e.g., codevelop and teach credit courses/programs with IHEs, offer distance education credit courses and/or professional development opportunities at the associate’s degree and certificate levels for allied educational and health fields). 2. Develop cooperative work plans. 3. Collaborate with individual IHE instructors as appropriate. 4. Coauthor proposals with IHEs. 5. Evaluate Objective 2.2 by documenting the number of certified and degreed teachers and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 2.2:</i> Increased numbers of teachers, administrators, and allied education and health professionals with certificates and degrees.</p> </div>	<p>The second objective emphasizes increased collaboration with IHEs and enabling more professionals to achieve degrees or certification in their field. PREL recognizes that it is the community colleges and universities in the region that are the primary providers of preservice teacher training as well as being the granters of undergraduate and graduate degrees and certification. PREL will collaborate with and facilitate the involvement of these IHEs primarily through their colleges of education or teacher training departments.</p>



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<p><u>Goal 2—Capacity Development</u></p> <p>Objective 2.3—Provide alternative professional development to increase the number of highly qualified teachers and other service providers.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Develop and implement nontraditional teacher certification methods. 2. Codevelop and teach courses and workshops with appropriate IHE staff to increase locally accessible “for credit” certification opportunities. 3. Develop and offer specialized, advanced credit-granting programs—undergraduate and graduate. 4. Create professional development opportunities at the associate’s degree and certificate levels for allied educational and health fields. 5. Evaluate Objective 2.3 by seeking evidence of increased knowledge and skills among teachers, administrators, and others. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 2.3:</i> Increased knowledge and skills exhibited by teachers, administrators, and others.</p> </div>	<p>Objective 2.3 supports Goal 2’s thrust to improve teacher quality through increasing the numbers of professionals who receive high-quality professional development. In this case, the idea is to use innovative means, including distance education, to accomplish this. Although this objective is similar to Objective 2.2, the emphasis here is on innovative, possibly distance learning-based, nontraditional methods.</p>



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<p><u>Goal 2—Capacity Development</u></p> <p>Objective 2.4 Provide effective technology solutions to enable educational systems to better serve the needs of all learners.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Develop online distance learning and hybrid learning resources. 2. Develop learning software. 3. Develop online curricula. 4. Develop multimedia learning and teaching materials and assets including print, video, Web, software, and so forth. 5. Codevelop and offer distance and hybrid education credit courses and workshops with appropriate IHE staff. 6. Disseminate information on trends in distance learning. 7. Increase the region’s capacity to originate distance learning programming. 8. Improve the use of technology in school systems and institutions in the Pacific region. 9. Evaluate Objective 2.4 by documenting increased access and effective use of technology. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 2.4:</i> Increased access to technology and the understanding and ability to utilize technology in educational settings as a result of resources and technical assistance provided by PREL.</p> </div>	<p>Objective 2.4 calls for further development of the kinds of powerful educational tools and cutting edge technologies that PREL has pioneered, such as learning software and online curricula. The objective covers both resources (Activities 1–4) and coursework (Activity 5). The objective also covers improving the technological infrastructure in the region (Activities 7–8).</p>



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<p><u>Goal 3—Organizational Development</u></p> <p>Continue to increase PREL’s capacity to assist the region and beyond.</p>	<p>This is the only goal in the Strategic Plan that focuses on PREL, the organization itself. In order to continue to provide the very best services to the Pacific region and beyond, a certain proportion of time and energy must be spent on the organization, building inner capacity while remaining attuned to the external environment. The four objectives under this goal strengthen the capacity of the organization in four prime areas: funding, staffing, Board effectiveness, and communications.</p> <p>Organizational development (OD) can mean many things. It may or may not necessarily mean more incoming dollars. At PREL three points are important:</p> <ol style="list-style-type: none"> 1. Increasing our leverage—getting more products/services into the mission for every dollar we bring in (whether or not that is actually more dollars). This means finding solutions that can be reproduced in orders of magnitude (e.g., building client capacity in significant ways, replicating solutions that work, speeding up processes via technology, making leaps of knowledge through research that can be applied quickly and effectively). 2. Making business development a core function but also a shared responsibility across all parts of the organization. 3. Increasing our institutional viability and resilience—that means solid core funding, bench strength, flexibility in staffing expenses, maintaining a staff-friendly workplace, and stellar compliance/image.



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<p><u>Goal 3—Organizational Development</u></p> <p>Objective 3.1—Secure funding and other resources (e.g., partnerships) to maintain or expand current levels of service.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Develop and implement a business development/growth plan for PREL. 2. Evaluate Objective 3.1 by determining diversification of proposals and awards. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 3.1:</i> Increased diversification of proposals and awards.</p> </div>	<p>The first objective under Goal 3 addresses the essential organizational function of fiscal development and growth. Objective 1 calls for the development of a growth plan for PREL that will guide us into the future that we have envisioned in a systematic and controlled fashion. The growth plan must take into account the needs of our service region, as well as needs beyond the region, and match these with available and foreseen resources. The growth plan will complement and parallel the Strategic Plan.</p> <p>Of course, all of PREL’s work must fit our mission and our nonprofit purpose. ”Growth” can mean many different things. In this case, growth means funding, but it can also mean diversity of funding, number of types of programs, staffing, offices, and so on. The development of the growth plan will ensure that this does not happen in a haphazard way.</p>



Goals, Objectives, Activities, Success Indicators	Narrative
<p><u>Goal 3—Organizational Development</u></p> <p>Objective 3.2—Strengthen PREL staffing to provide depth in core competencies, cultural and contextual expertise, and a basis for effective succession.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Evaluate and review PREL’s management and organizational structure. 2. Keep abreast of research-based best practices for organizational structure. 3. Develop and implement activities to instill project management competencies, leadership, cultural and contextual expertise, emotional intelligence, and other concepts aligned with key concepts and values of PREL. 4. Provide a foundational training program that promotes PREL concepts, values, and competencies throughout staff. 5. Develop an organizational culture that promotes informal learning opportunities and interaction among staff at all levels. 6. Evaluate Objective 3.2 by documenting PREL organizational structure and by determining outcomes of professional development opportunities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 3.2:</i> Strengthened PREL staffing, organizational structure, and positive outcomes of professional development opportunities.</p> </div>	<p>The emphasis in Objective 3.2 is building the capabilities of PREL through attracting, maintaining, and growing a strong and deep staff. One way to do this is to ensure, through training, that managers and supervisors have strong leadership skills. A key factor is researching the best practices that support very effective organizations. The kinds of training we provide our own staff should have research-based evidence of effectiveness.</p> <p>When we make decisions on personnel, technology, or organizational structure, we will make those decisions based on evidence and best practices. In providing staff training, for example, we need to take into account not only what the staff members feel they need, but what will make for a stronger organization. We will start with our core competencies (listed separately in the Strategic Plan), constantly asking ourselves if they are the right ones.</p>



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<p><u>Goal 3—Organizational Development</u></p> <p>Objective 3.3—Work collaboratively with PREL’s Board of Directors to enhance the effectiveness of the Board.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Develop and implement an annual Board professional development plan. 2. Assist the Board in developing and monitoring strategic plans. 3. Recruit and cultivate new Board members. 4. Annually survey Board for perspectives on Board functions. 5. Support the work of Board committees and interface regularly with the Board Chair and committee chairs. 6. Facilitate an annual Board retreat to focus on PREL’s work and future work. 7. Facilitate Board participation in proposal development/ fundraising. 8. Participate in national organizations that support PREL’s mission, such as NEKIA. 9. Review bylaws and policies. 10. Build capacity of Board regarding their role. 11. Evaluate Objective 3.3 by determining Board ratings of effectiveness of each activity. <p><i>Success Indicator for Objective 3.3:</i> Documented effectiveness of each activity as rated by PREL Board.</p>	<p>The third objective under Goal 3 emphasizes the crucial role of the PREL Board. Many activities can and should be carried out to ensure that the Board is well-equipped to provide guidance, oversight, and leadership to the organization. These range from recruiting and orienting new Board members to facilitating Board participation in proposal development and fundraising to participating in national organizations that support PREL’s mission, such as the National Education Knowledge Industry Association (NEKIA).</p> <p>We will seek and use examples of Board guidance, oversight, and leadership. We will show how these promote organizational performance, development, and effectiveness to strategic change and growth.</p> <p>Expectations of Board members need to be clear to all. This is another good area in which to look for solid research-based evidence of effective practices.</p>



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<p><u>Goal 3—Organizational Development</u></p> <p>Objective 3.4—Develop communications strategies to enhance PREL’s reputation as a leader in the knowledge industry.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Communicate and collaborate with key partners. 2. Research and establish key agency partnerships to advance PREL’s mission. 3. Participate in national organizations/conferences/meetings that support PREL’s mission. 4. Develop a marketing plan for PREL. 5. Research and establish an Information Management System (IMS) to capture and institutionalize knowledge. 6. Evaluate Objective 3.4 by determining numbers of products disseminated, website hits, and downloads of PREL products. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Success Indicator for Objective 3.4:</i> Increased numbers of products disseminated, website hits, and downloads of PREL products.</p> </div>	<p>The last objective under Goal 3 emphasizes the all-important factor of communications, both internal and external. As PREL moves ahead, grows, and evolves under our Strategic Plan, how we communicate with each other, as well as how we communicate with others, becomes more and more important.</p> <p>At the core of this objective, we want to be sure that teachers, students, educational leaders, and others know who we are, what we have accomplished, and what we can do.</p>