



'AHA HO'ONA'AUAO 'ŌIWI HAWAI'I
NATIVE HAWAIIAN EDUCATION COUNCIL

2012-2013
A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS



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NU'UKIA - VISION



*I lāhui na'auao Hawai'i pono,
I lāhui Hawai'i pono na'auao.*



There will be a culturally enlightened Hawaiian nation,
There will be a Hawaiian nation enlightened.

ALA NU'UKIA - MISSION



*Ma ka 'uhane aloha o ke Akua e koi 'ia ka 'Aha Ho'ona'auao
'Ōiwi Hawai'i e ho'olauka'i, e ana loilo, e hō'ike mana'o a e
ho'omau i ka 'ike po'okela o ka ho'ona'auao 'ōiwi Hawai'i.*



In the spirit of Aloha Ke Akua, the Native Hawaiian Education Council will coordinate, assess and make recommendations to perpetuate excellence in Native Hawaiian education.

NĀ MANA'O ALAKA'I - GUIDING PRINCIPLES



*E aloha Akua, aloha 'āina
Aloha 'ohana, aloha 'ōlelo
Aloha kanaka i na'auao kākou
Ma ka paepae 'ike mo'omeheu Hawai'i.*



Our enlightened will come
Grounded in our cultural wisdom
through our spirituality, love of homeland, family, language and community.

NĀ PAHUHOPU - GOALS

To enable Native Hawaiians to reach the Native Hawaiian Education and National Education goals, the Native Hawaiian Education Council shall:

- Coordinate resources
- Assess educational needs, practices and models
- Provide recommendations for the improvement of education for Native Hawaiians
- Achieve and demonstrate organizational excellence

‘AHA HO‘ONA‘AUAO ‘ŌIWI HAWAI‘I - WHO WE ARE

The Native Hawaiian Education Council (**NHEC**) as formed by the Native Hawaiian Education Act (**NHEA**) is tasked to:

- Coordinate the educational services and programs available to Native Hawaiians, including the programs funded through the NHEA.
- Assess the extent to which such services and programs meet the needs of Native Hawaiians and collect data on the status of Native Hawaiian education.
- Provide direction and guidance, through the issuance of reports and recommendations, to appropriate federal, state and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serve, where appropriate in an advisory capacity.
- Make direct grants, if such grants enable the Education council to carry out the duties of said Council.
- Provide administrative support and financial assistance to the established Native Hawaiian Education Island Councils ('Island Councils' hereafter), supporting the distinct needs of each island community through programs funded by the NHEA and addressing identified priorities and authorized activities.

NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

THE EDUCATION COUNCIL

Michelle Balutski

Chairperson
O'ahu Island Council

Maggie Hanohano

Vice Chairperson
Retired, Hawai'i Department of Education

T. Kamuela Chun

Secretary
Achieving the Dream, University of Hawai'i

Dr. Lisa Watkins-Victorino

Treasurer
Office of Hawaiian Affairs

M. Nāmaka Rawlins

Past Chairperson
'Aha Pūnana Leo

Malia Davidson

Maui Island Council

Paula De Morales

Kahua/PDM & Co.

Martha Evans

Lāna'i Island Council

Sherlyn Franklin Goo

The Institute for Native Pacific Education and Culture
(INPEACE)

Betty Jenkins

Nā Kupuna

Manu Ka'iana

Kaulele Project, University of Hawai'i at Mānoa

Dr. Shawn Kana'iaupuni

Public School Educational Support,
Kamehameha Schools

Dr. Keiki Kawai'ae'a

Kahuawaiola Teacher Education Program,
University of Hawai'i at Hilo

Flame Makahanaloa

Moloka'i Island Council

Wendy Mow-Taira

Educational Talent Search,
Windward Community College

V. Ka'iulani Pahi'ō

Hawai'i Island Council

Sabra Kauka

Kaua'i Island Council

NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

NHEC EXECUTIVE COMMITTEE



Michelle Balutski
Chairperson

Michelle is the chairperson of the Native Hawaiian Education Council and current Chair of the O'ahu Island Council (OIC). She joined the Council in 2002 as an 'opio member, and embraced her role as a representative of the youth's views on education policy. She is a full time electrician. As its new Chair, Michelle is optimistic about the direction the O'ahu Island Council is moving in and hopes that soon, it will be considered as the best resource for O'ahu programs seeking assistance in grant writing and securing funding.



Maggie Hanohano
Vice Chairperson

After earning a B.S. and M.Ed. from Utah State University, Maggie returned home to work in the Hawai'i Department of Education as a pre-K-12 special education teacher and district and state office resource teacher. She experienced a renewal of her cultural identity as a part of Hui 'Imi Na'auao o Hawai'i. Maggie was Heluhelu Coordinator for Pihana Nā Mamo: The Native Hawaiian Special Education Project, with the mission to deliver educational services to children and youth of Hawaiian ancestry with special needs. Maggie has been active on the Council since its beginning in 1997.



T. Kamuela Chun
Secretary

Kamuela serves as secretary for NHEC. He is the director of the Achieving the Dream program at the University of Hawai'i Community Colleges, a nationwide initiative aimed at helping more community college students to succeed. He is also on the advisory council of the Asian & Pacific Islander American Scholarship Fund. Kamuela is a renowned kumu hula and chanter, and is often called upon to provide protocol for cultural events. He was one of those originally appointed to the Native Hawaiian Education Council in 1997.



Dr. Lisa Watkins-Victorino
Treasurer

Dr. Lisa Watkins-Victorino represents the Office of Hawaiian Affairs (OHA) on the Native Hawaiian Education Council. She currently serves as OHA's director of research and brings impressive academic credentials to the Council. Previously she was an evaluation specialist with the state Department of Education.



M. Nāmaka Rawlins
Past Chairperson

Nāmaka Rawlins is the past chair of the Native Hawaiian Education Council. She is the former Executive Director of 'Aha Pūnana Leo, serving nearly 20 years in that capacity, and is now the director of strategic collaborations and serves on the senior leadership team. Throughout her career, Nāmaka has been at the forefront of the language revitalization movement on many levels; teaching, coordinating programs on five islands, and advocating for public policy that supports the preservation of indigenous languages. Nāmaka has been a member of the Native Hawaiian Education Council since 1997.



2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #1:

COORDINATION OF EDUCATIONAL
EFFORTS AND RESOURCES

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

GRANTEE SYMPOSIA

NHEC conducted two symposia, one in November 2012 and another in January 2013 for grantees funded by the federal Native Hawaiian Education Program (**NHEP**). The purpose of the symposia was to facilitate the formation of relationships among grantees to identify common issues, challenges, best practices, and opportunities to collaborate and coordinate services. NHEC continues its efforts at these symposia to empower grantees toward sustainability.

54

grantees in attendance at the
November symposium

53

grantees in attendance at the
January symposium

**NETWORKING, KNOWLEDGE
OF OTHER PROGRAMS FOR
COLLABORATION, INFORMATION
PROVIDED ON WHAT'S
HAPPENING IN DC AND INFO
NECESSARY TO PROVIDE TO DC
FOR FUNDING**

KA 'AHA MOKUPUNI - ISLAND COUNCIL

MEMBERSHIP

NHEC hired a full time staff member to help reactivate Island Councils. Membership rosters and bylaws have been updated. Forms have been developed to facilitate the completion of required documentation of meetings and activities of the Island Councils, and plans are being developed to align Island Council activities with the NHEC Strategic Plan.

MEMBERSHIP BY ISLAND

15

Hawai'i

16

Maui

8

Lāna'i

13

Moloka'i

18

O'ahu

12

Kaua'i/Ni'ihau

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN CURRICULA

NHEC promoted **Ulukau**, a free Native Hawaiian electronic library resource, as a way to make Native Hawaiian curricula available to teachers, students and anyone interested in learning about Hawaiian language and/or culture. Robert Stauffer, Ulukau librarian, presented the new resource to the attendees at the January 2013 Grantee Symposium.

NHEC Executive Director, Wendy Roylo Hee, wrote an article for Ka Wai Ola, the Office of Hawaiian Affairs (**OHA**) monthly newspaper, to promote the availability and use of Native Hawaiian curricula.

RESOURCES INCLUDE:

LIBRARY OF BOOKS,
HAWAIIAN DICTIONARY,
ISLAND MUSIC SOURCE
BOOK, HAWAIIAN
CURRICULUM MATERIALS
(STUDENT WORKBOOKS
& STANDARDS-BASED
UNIT PLANS)

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KŪKŪKŪKŪ
COMMUNITY FORUM

kēkēmapa2012 17

Curriculum materials are a hidden treasure in Ulukau



By Wendy Roylo Hee

There is a wonderful resource on the Internet for Hawaiian students, teachers and anybody interested in Hawaiian language and/or the culture. Ulukau, the Hawaiian Electronic Library, is a wealth of information. It is a free resource for access to Hawaiian knowledge, presented and maintained as a community service by Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i-Hilo. Besides the extensive library of books that are accessible at Ulukau,

the website also contains a valuable "Special Features" section. My daughter uses the Hawaiian dictionary in that section to look up Hawaiian words. My son uses the "Island Music Source Book" under the MELE Project of that section to find Hawaiian songs.

An underappreciated treasure in that section of the Ulukau site is "Hawaiian Curriculum Materials." Here, educators can download teachers' guides and other materials, such as student workbooks and even standards-based unit plans. Subjects that are covered in the 27 curricula entered here run the gamut from biology to voyages and travels. All of them are Hawaiian-focused and introduce Hawaiian words; one is entirely in Hawaiian. They are written for various grade levels from preschool to 12th grade.

The information is accessible in four ways. One can search by word,



Find Ulukau online at ulukau.org. - Photo: John Matsuzaki

For example, if interested in sharks, a search by that word uncovered 18 curricula that mention sharks somewhere in their materials. The curricula can also be accessed by title, author or subject matter.

Many of the curricula were written by Pacific American Foundation,

and an overwhelming majority of the curricula were funded by grants from the Native Hawaiian Education Act. The Native Hawaiian Education Council was instrumental in getting these curricula on the website by funding the demonstration project that developed

the protocol used as a template for all subsequent additions. Once the template was developed, the Office of Hawaiian Affairs financed the inclusion of the remainder of the curricula that are available today on the Ulukau website.

Support from others, including Alu Like Inc. and the copyright holders of these curricula, helped make this project possible. The curriculum materials on the Ulukau site is a terrific example of federal, state and private resources leveraged to create a valuable educational asset for the benefit of all in our community. Questions about this electronic library or requests for someone to present the library to you or your group can be sent to ulukau@hawaii.edu.

Wendy Roylo Hee is executive director of the Native Hawaiian Education Council.

MAINTAINED BY
KA HAKA 'ULA
O KE'ELIKŌLANI
COLLEGE OF
HAWAIIAN
LANGUAGE AT THE
UNIVERSITY OF
HAWAI'I-HILO



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

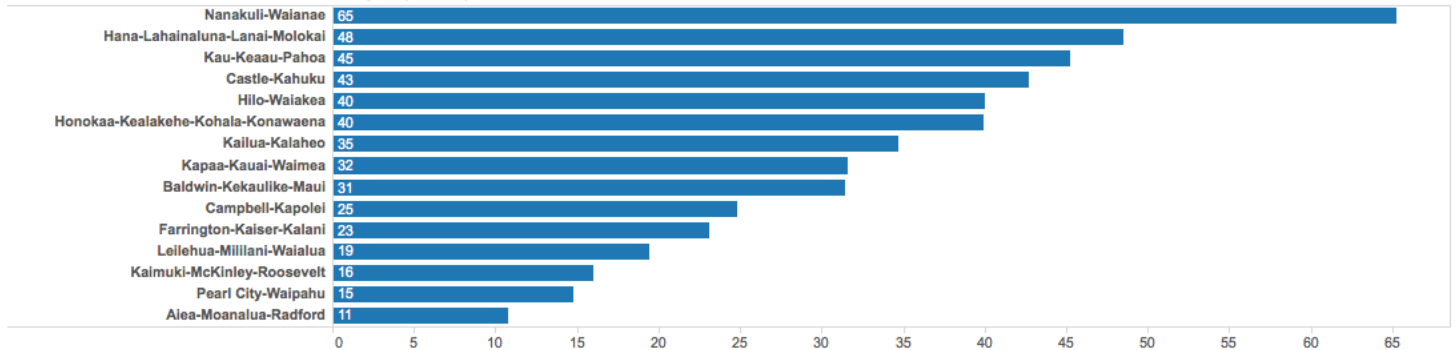
EDUCATION FORUM AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT (CNHA)

NHEC invited Lynn Finnegan, executive director of the Charter Schools Commission, to speak at its education forum at the CNHA Convention in October 2012. The timing of the presentation was critical because charter school legislation was being developed during this period. What started as an omnibus charter school bill became Act 159, which authorized the Charter School Commission to include facilities funding as part of its annual budget request. The inclusion of facilities funding is a major issue, particularly for Hawaiian-focused charter schools, many of which grow out of community action as opposed to conversion of Hawai'i DOE schools. In addition, the Native Hawaiian Education Outcomes Council (NHEOC) coordinator spoke about the group that was formed as part of the Hawai'i Department of Education's (DOE) efforts outlined in its "Race to the Top" application. NHEOC focuses on identifying relationships, strategies, and resources that seek to close the achievement gap for Native Hawaiians.



Photo: Council for Native Hawaiian Advancement

Native Hawaiian Enrollment Percentage by Complex Area



Source: Hawai'i DOE, Office of Strategic Reform

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION OUTCOMES COUNCIL

NHEC, an active member, contributed to the NHEOC coordination efforts by identifying grantees in the two "Race to the Top" Zones of Innovation: 1) Nānākuli and Wai'anae Complex Area on O'ahu, and 2) Ka'ū, Kea'au and Pāhoa Complex Area on Hawai'i Island. These two complex areas contain low performing schools and a large percentage of Native Hawaiian students.

Other members of NHEOC are: **Department of Hawaiian Home Lands, Harold Castle Foundation, Kamehameha Schools, OHA, Papa Ola Lokahi, Queen Lili'uokalani Children's Center, The Learning Coalition, and University of Hawai'i (UH) West O'ahu.**



HAROLD K.L. CASTLE
FOUNDATION



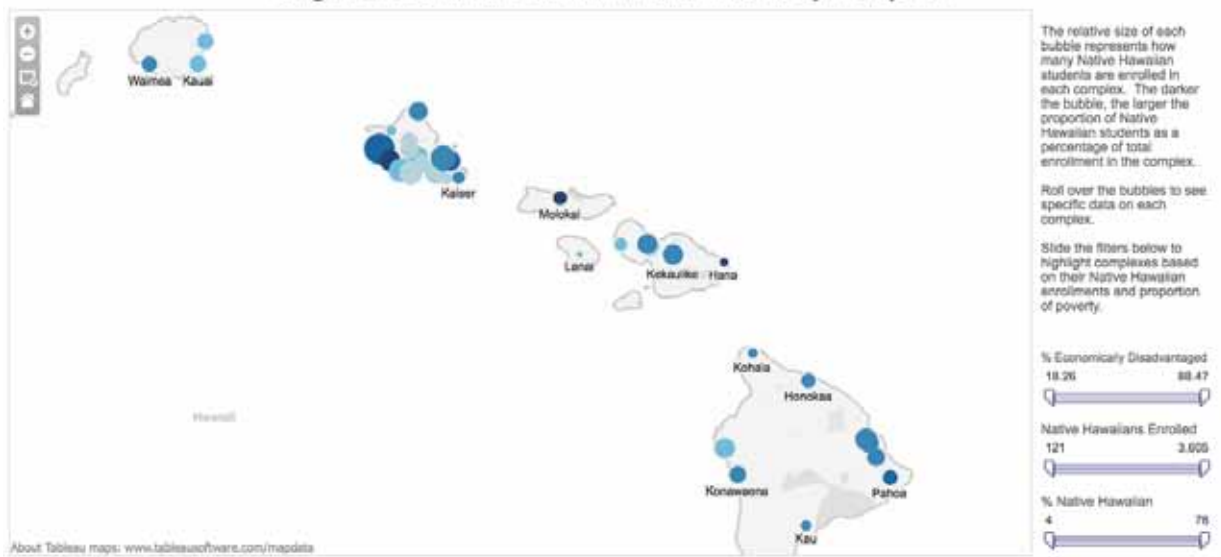
Papa Ola Lokahi
Nana I Ka Pono Na Ma



KAMEHAMEHA SCHOOLS



August 2013 Native Hawaiian Enrollment by Complex



Source: Hawai'i DOE, Office of Strategic Reform

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION SUMMIT

NHEC co-sponsored the July 2013 Summit with **OHA, Kamehameha Schools, UH Mānoa, UH Hilo, Hawaiian Legacy Foundation, INPEACE, Getzen Galleries, 'Imiloa Astronomy Center of Hawai'i, and Keiki O ka 'Āina**. One of the purposes of the Summit was to examine the national and local landscape of educational accountability and its impact on measuring student success. NHEC was able to further its discussion of common indicators. Other purposes of the Summit were to examine federal and local education policies and how they are formulated; and to identify gaps and needs in the Native Hawaiian education community.



KAMEHAMEHA SCHOOLS



Photos: Native Hawaiian Education Council



Photo: Kamehameha Schools



2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #2:

ASSESSING AND COLLECTING DATA

KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

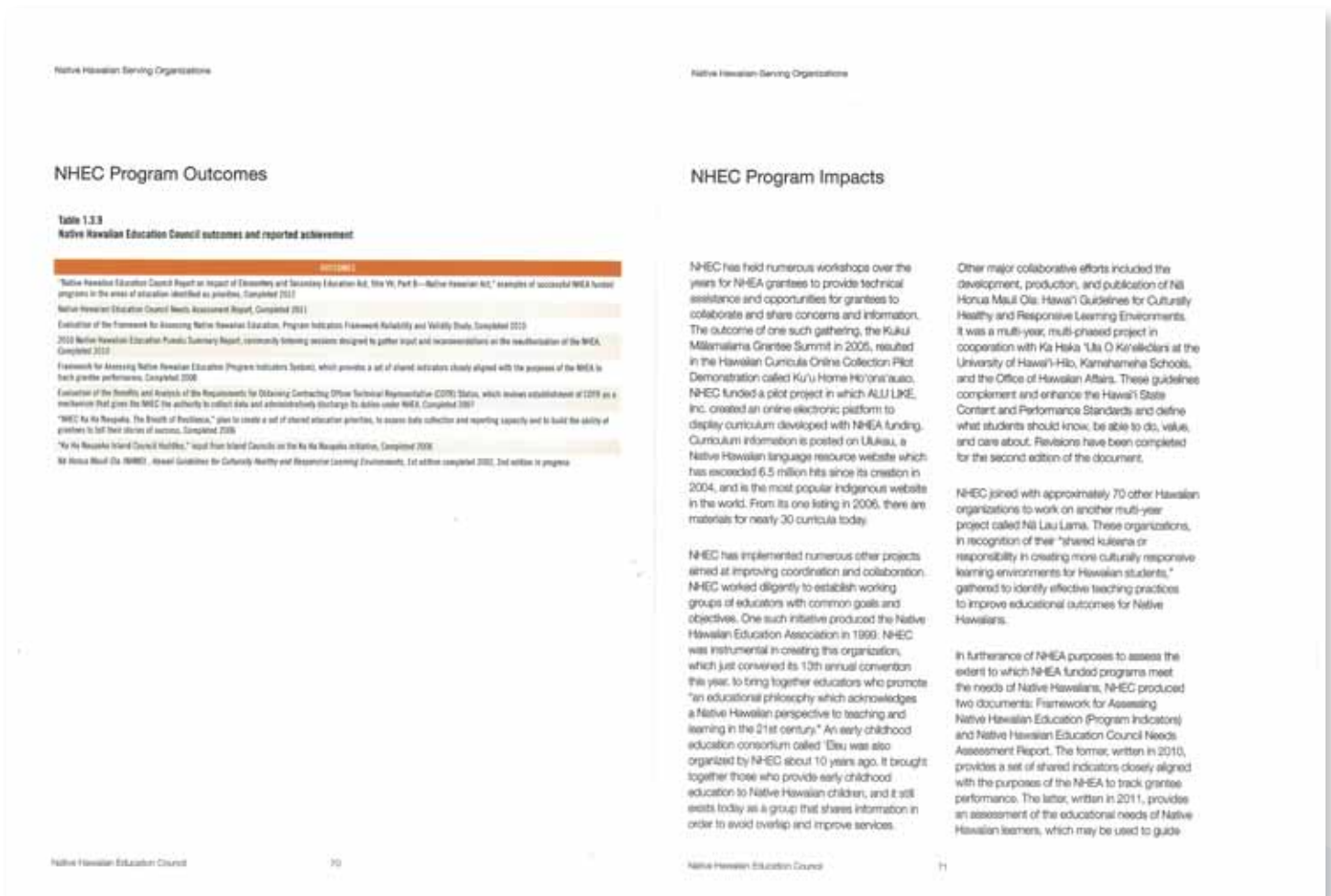
NATIVE HAWAIIAN-SERVING ORGANIZATIONS: A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

NHEC coordinated the gathering, sorting and verification of data from NHEP grantees, which produced a pioneering report by OHA that summarized the accomplishments of Hawaiian-Serving Organizations, including NHEP grantees.



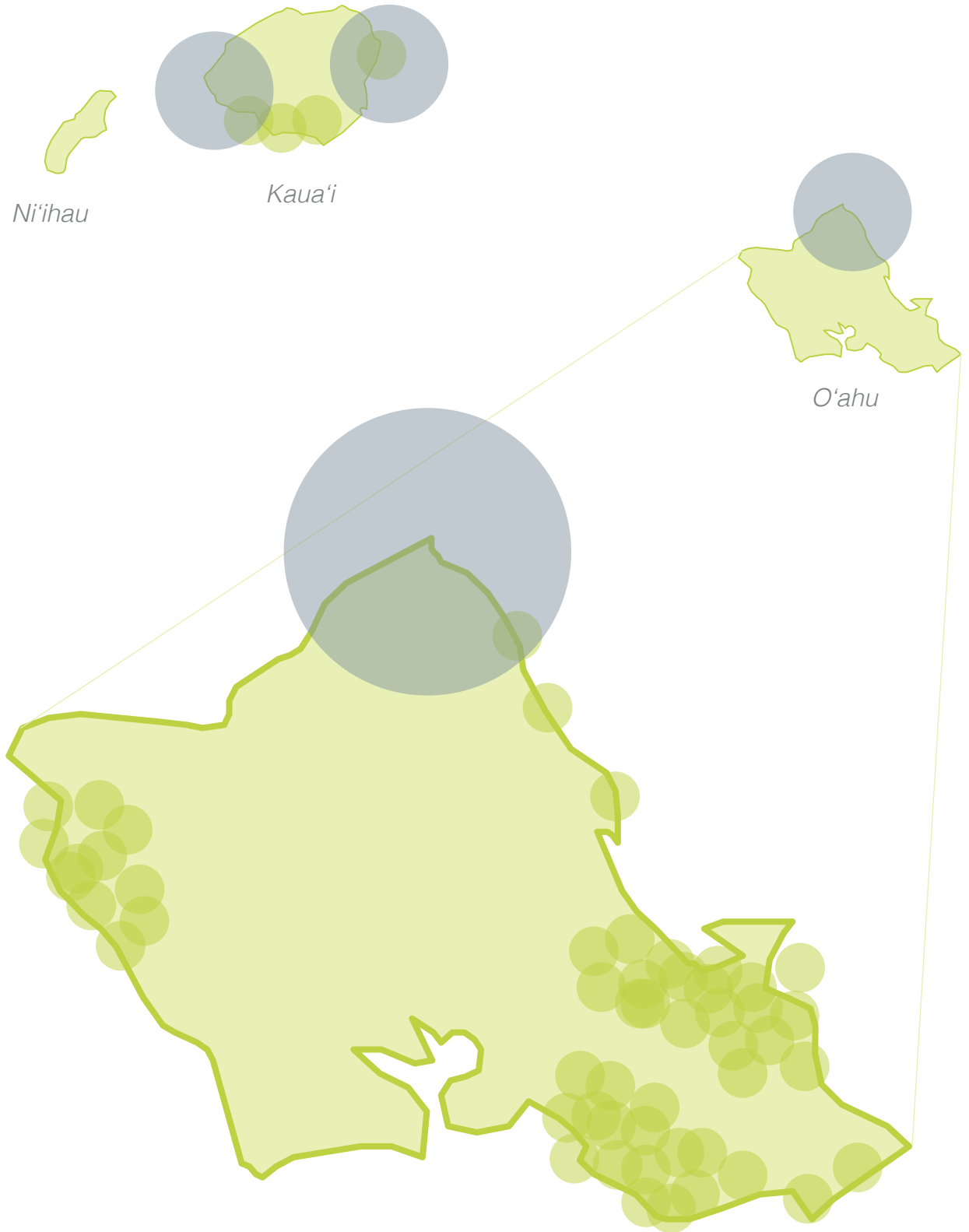
Source: Office of Hawaiian Affairs

NATIVE HAWAIIAN-SERVING ORGANIZATIONS: A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS



Source: Office of Hawaiian Affairs

KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

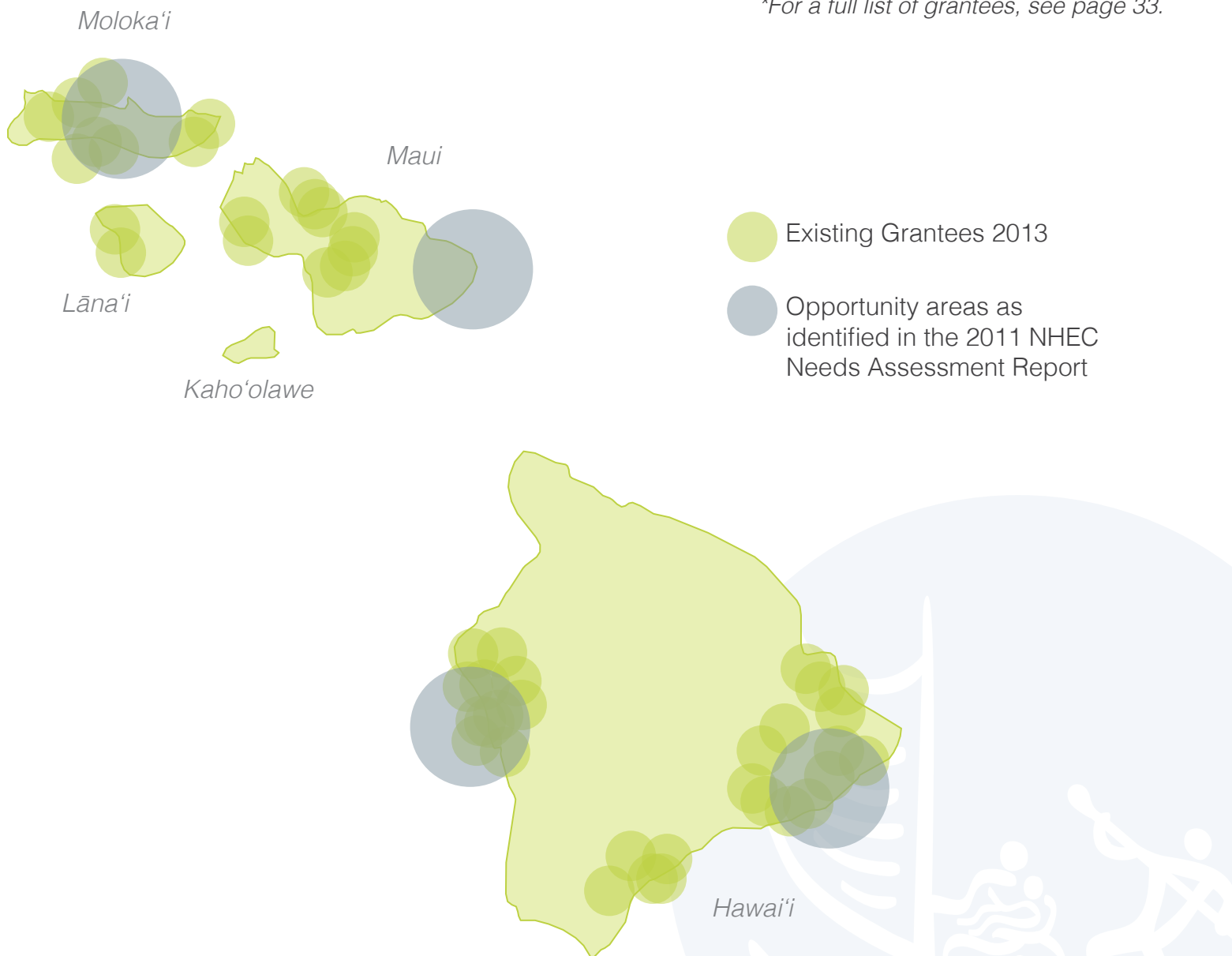


GRANTEE SYMPOSIA

NHEC collected data at its symposia on 1) measurement tools used by grantees to assess their programs and 2) location of program sites throughout the state.

NHEC continues to work with the grantees on the eventual development of common indicators. NHEC continues to encourage grantees to provide services in the identified opportunity areas.

**For a full list of grantees, see page 33.*



KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

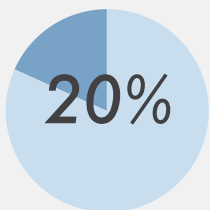
GATHERING HAWAI'I DOE DATA

NHEC has invited the Data Fellow of the Hawai'i DOE Office of Strategic Reform to share data specifically on Native Hawaiian students in the Hawai'i DOE, and reaches out to that office to provide relevant data for reports and testimony.

2013 ACHIEVEMENT - NATIVE HAWAIIANS

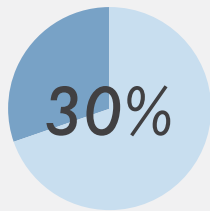
Students in grades 3-8 and 10 enrolled in the same school beginning in mid-August, 2012 through May 1, 2013.

MATH



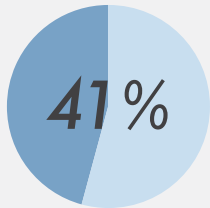
20%

WELL BELOW PROFICIENCY



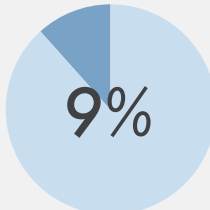
30%

APPROACHES PROFICIENCY



41%

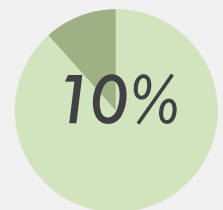
MEETS PROFICIENCY



9%

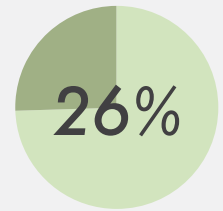
EXCEEDS PROFICIENCY

READING



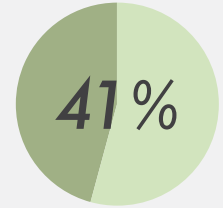
10%

WELL BELOW PROFICIENCY



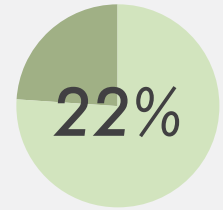
26%

APPROACHES PROFICIENCY



41%

MEETS PROFICIENCY



22%

EXCEEDS PROFICIENCY

Source: Hawai'i DOE, Office of Strategic Reform

GATHERING HAWAI'I DOE DATA

During this fiscal year, the Hawai'i DOE was in the process of transitioning its school accountability and improvement system away from what was required by the No Child Left Behind Act, i.e. Adequate Yearly Progress in reading and math proficiency. In May, 2013 the U.S. DOE approved Hawai'i DOE's new Strive Hawai'i Performance System, which focuses more on college and career readiness and broader performance met



KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

COMMUNITY DEVELOPMENT NEEDS ASSESSMENT

NHEC contracted with Pacific Resources for Education and Learning in July 2013 to share information on NHEC's Needs Assessment Report with the Native Hawaiian community throughout the state while also collecting data to begin updating the report. Completion of the contract is scheduled for next fiscal year. A copy of the current Needs Assessment Report can be found at the NHEC website: www.nhec.org.



Photo: Native Hawaiian Education Council



2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #3:

PROVIDING GUIDANCE IN
REPORTS AND RECOMMENDATIONS

KE ALAKA'INA - GUIDANCE

NATIVE HAWAIIAN-SERVING ORGANIZATIONS: A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

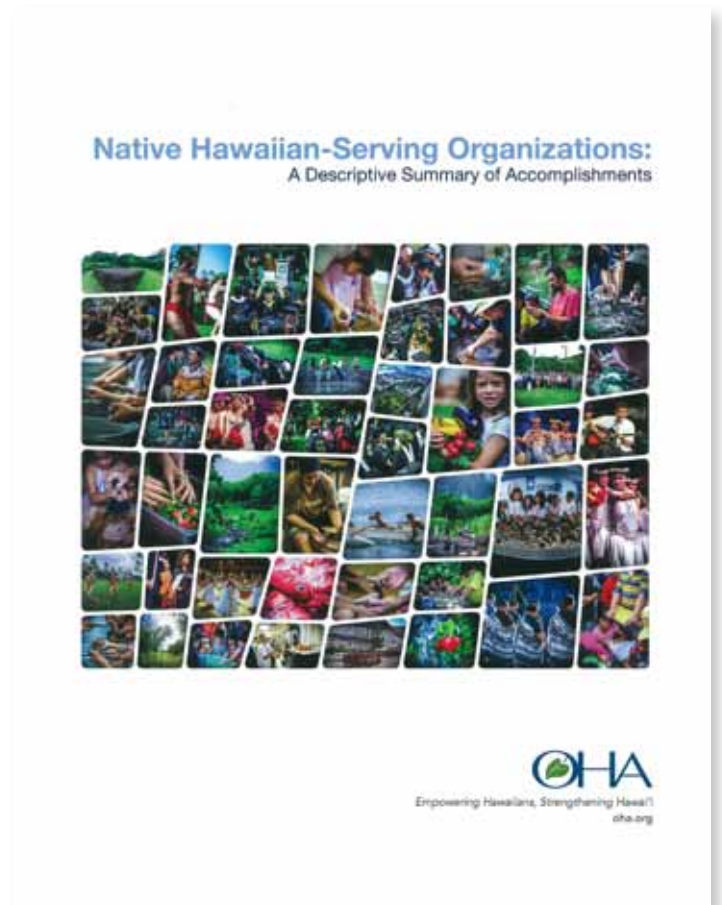
NHEC wrote the section of the OHA report on its organization. It reported the following as examples of activities related to its mission:

Partnerships:

- With HI DOE and other Native Hawaiian organizations to improve educational outcomes of Native Hawaiian students (e.g. Na Lau Lama Project and Native Hawaiian Education Outcomes Council)
- With World Indigenous Nations Higher Education Consortium (**WINHEC**) to develop accreditation for indigenous education programs.
- With UH-Hilo Ka Haka 'Ula O Ke'elikōlani on the development and publication of Na Honua Maui Ola: Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments

Projects:

- Ka Ha Naupaka initiative, a series of meetings among NHEC, Island Councils and grantees to increase collaboration, to set shared priorities, increase capacity to quantify accomplishments and communicate success.
- Numerous direct services provided by NHEC and its Island Councils (e.g. Huakai Hele, a teacher orientation program; Education Fairs Scholarship and grant writing workshops and curriculum development.)



Source: Office of Hawaiian Affairs

KE ALAKA'INA - GUIDANCE

COLLEGE AND CAREER READINESS

NHEC contributed to the development of the definition of “College and Career Readiness” for the adoption by Hawai'i P-20 Council. The intent of the document would be to create a sense of shared responsibility between K-12 and higher education for student success throughout the educational pipeline and to foster cross-sector alignment by clearly defining expectations and informing collaborations, interventions and programming.

POLICIES AND RESOLUTIONS

NHEC identified a number of issues it needed to pursue with the development of policies and resolutions that it could offer to partner organizations: reauthorization of the **Native Hawaiian Education Act** and **Title VII of the Elementary and Secondary Education Act**; **Early Learning**; **Teacher Recruitment and Retention**; and the reauthorization of the **Higher Education Opportunity Act**.



KE ALAKA'INA - GUIDANCE

NATIVE HAWAIIAN EDUCATION ASSOCIATION (NHEA) CONVENTION PANEL

NHEC organized a panel discussion for the NHEA Convention in Hilo in March 2013 that presented an update of federal legislation impacting Native Hawaiian education, including a discussion of the economic and political climate and the possible effect of sequestration on NHEP grantees. One of the recommendations of the panel was to work collaboratively with other organizations to maximize resources and to amplify our voices.



Photos: Native Hawaiian Education Council



REPORT ON FEDERAL LEGISLATION

NHEC delegates presented "Talking Points" to federal legislators recommending reauthorization and funding of education programs that benefit Native Hawaiians, such as the Native Hawaiian Education Act and the Higher Education Act.

NHEC wrote an article in Ka Wai Ola, OHA's newspaper, updating the Native Hawaiian community on federal legislation based on the information NHEC Executive Committee members gained at the National Indian Education Association (NIEA) Legislative Summit.

UNDER THE NATIVE HAWAIIAN EDUCATION ACT, AN AVERAGE OF **\$34 MILLION** IS AVAILABLE ANNUALLY FOR GRANTS TO INNOVATIVE EDUCATION PROGRAMS IN HAWAI'I. IT HAS BEEN USED TO FUND PROGRAMS FROM EARLY CHILDHOOD EDUCATION, SUCH AS **KEIKI STEPS AND TŪTŪ AND ME TRAVELING PRESCHOOL**, TO COLLEGE SCHOLARSHIPS INCLUDING **LIKO A'E**.

NHEC TALKING POINTS

- Continued Funding for Native Hawaiian Education Act
- Continued Funding for Native Hawaiian Serving Institutions of Higher Education
- Recommended Culture Based Models of Education for Native Students
- Recommended Inclusion of Native Hawaiians in all Titles of ESEA Reauthorization
- Recommended Preserving and Protecting the Hawaiian Language

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Native Hawaiian Education Council delegates and other education advocates met with U.S. Rep. Tuli Gabbard, third from right, in February. From left are: NHEC's Lisa Watkins-Victorino and Michelle Balutski, Walter Kahumoku III of the National Indian Education Association, NHEC's Kamuela Chun and Wendy Roylo Hee, and Malia Davidson, statewide project director of the Liko A'e Native Hawaiian Leadership Program. - Courtesy: Office of U.S. Rep. Tuli Gabbard

NATIVE EDUCATION IN THE FEDERAL CLIMATE

By Lisa Watkins-Victorino, Michelle Balutski and Wendy Roylo Hee

A delegation of four Native Hawaiian Education Council representatives attended the National Indian Education Association Legislative Summit in Washington, D.C., Feb. 25 to 27. In our group were: Michelle Balutski, chair; Kamuela Chun, secretary; Lisa Watkins-Victorino, treasurer; and Wendy Roylo Hee, executive director. The NIEA Legislative

Summit brings together Native Indians, Alaska Natives and Native Hawaiians to discuss education policies and laws that affect them and to advocate to Congress.

KEY LEGISLATION

Under the Native Hawaiian Education Act, an average of \$34 million is available annually for grants to innovative education programs in Hawai'i. It has been used to fund programs from early childhood education, such as Keiki Steps and Tūtū and Me Traveling Preschool, to college

scholarships including Liko A'e.

Since the Native Hawaiian Education Act is contained in the Elementary and Secondary Education Act, Title VII, our council advocated for the reauthorization of the entire ESEA. The Democratic-controlled Senate supports the reauthorization of the entire ESEA while the Republican-controlled House supports only sections, not including Title VII. If ESEA passes without Title VII, Native Hawaiians will lose valuable education programs along with Native Indians and Alaska Natives,

KŪKĀKŪĀ DISCUSSION FORUM

'apella 2013 23

who also have programs within the title. In the meantime, since Congress cannot agree on the reauthorization of ESEA, the Native Hawaiian Education Act has been surviving simply by being funded in the continuing resolutions that Congress has been able to pass.

Last year, the Senate Indian Affairs Committee developed another legislative strategy to authorize these programs. It passed the Native CLASS Act – or Culture, Language and Access for Success in Schools Act – which would authorize education programs for American Indians, Alaska Natives and Native Hawaiians without being a part of ESEA. Although the Native CLASS Act did not pass, it will be reintroduced and is one of the key legislations that we supported and discussed when visiting congressional offices. In addition, in response to an NIEA request for feedback, our council provided recommendations to specifically include Native Hawaiians, where appropriate, in various parts of the Native CLASS Act where we have been overlooked.

Another important piece of legislation is the Esther Martinez Native American Languages Preservation Act of 2006, the only federal program dedicated to the revitalization and restoration of Native American languages, including Hawaiian. This Act expired last year, and even though a simple reauthorization bill was introduced, which merely changed the date of the bill's authorization, it did not pass.

FISCAL ISSUES

In general, legislators and/or their aides assured their commitment to Title VII and the NHEA. Our Hawai'i congressional delegates would fight any attempt to cut Title VII or "zero out" the Act without any funding; however, because of sequestration, congressional staff believed that all programs would possibly suffer some reduction. At the program level in the U.S. Department of Education, staff was willing to propose measures that would minimize the impact of sequestration

on programs that receive NHEA grants. The ultimate decision, however, is dependent upon the final budget and appropriations that Congress and the president approve, which, at the time of this writing, is still to be determined.

What is certain is that Congress did not meet the deadline to balance tax increases and/or program reductions to avoid sequestration, which started March 1 and calls for cuts across the board. In a related matter, all federal operations are currently funded via a Continuing Resolution that was to expire March 27. Congress would have to come up with some kind of measure by then to keep the federal government funded and operating for the rest of the fiscal year, which ends Sept. 30. That funding measure combined with mandatory sequestration will determine how much each department will have to cut through Sept. 30. What happens next fiscal year is anybody's guess.

POLITICAL CLIMATE

After the Legislative Summit, we visited with congressional offices. Mostly we met with senior legislative assistants and policy advisors. On rare but pleasant occasions we met with the elected officials. We met with people from both sides of the aisle in the Senate and House, and found they were supportive of the NHEA and were willing to take to their senator or representative a letter we had drafted to U.S. Education Secretary Arne Duncan asking that Native Hawaiian education programs be preserved. We were cautioned that it was very difficult to get almost anything passed with such a divided Congress and informal arrangements, such as the Haskell rule, which prevents any bill from passing unless the majority of the majority party approves. It is our hope that an atmosphere of bipartisanship prevails so that Congress is more productive in adopting bills that support Native education. ■

KE ALAKA'INA - GUIDANCE

REPORT TO NATIONAL CONGRESS OF AMERICAN INDIANS (NCAI)

NHEC submitted a report to NCAI on the needs being addressed under the Native Hawaiian Education Program, that led to its inclusion in the FY 2014 Indian Country Budget that is submitted to the President and Congress.

The full NCAI 2014 Indian Country Budget Request can be found at www.ncai.org/resources/ncai_publications.

THE NATIVE HAWAIIAN
EDUCATION PROGRAM
EMPOWERS INNOVATIVE
CULTURALLY APPROPRIATE
PROGRAMS TO ENHANCE THE
QUALITY OF EDUCATION FOR
NATIVE HAWAIIANS.

THIS PROGRAM FUNDS THE
DEVELOPMENT OF CURRICULA
AND EDUCATION PROGRAMS THAT
ADDRESS THE EDUCATION NEEDS
OF NATIVE HAWAIIAN STUDENTS
TO HELP BRING EQUITY TO THIS
NATIVE POPULATION.



Native Hawaiian Education Program,
Title VII, Part B of the
No Child Left Behind Act



Native Hawaiian children and families
estimated to be served by new grantees in
FY 2011

THESE PROGRAMS STRENGTHEN
THE NATIVE HAWAIIAN CULTURE
AND IMPROVE EDUCATIONAL
ATTAINMENT, BOTH OF WHICH
ARE CORRELATED WITH POSITIVE
ECONOMIC OUTCOMES.

KE ALAKA'INA - GUIDANCE

COMMENTS ON NATIVE CLASS ACT

NHEC submitted to NIEA, at the NIEA Legislative Summit, comments on the Native CLASS Act which was reported out of the Senate Committee on Indian Affairs. The comments included strong support for inclusion of Native Hawaiians and Alaska Natives in the reauthorization of federal education legislation.

RECOMMENDING NHEC MEMBER TO THE GOVERNOR'S EARLY EDUCATION ADVISORY BOARD

NHEC submitted a letter of recommendation to the Hawai'i Senate Committee on Education to confirm the appointment of **Nāmaka Rawlins**, member of NHEC, to represent Hawaiian Medium Early Learning interests on the Governor's Early Education Advisory Board. Hawai'i is the only state with two official languages. NHEC supports the protection and promotion of our native language in early education.

CONGRESSIONAL BRIEFING

NHEC organized a session for NHEP grantees to brief Congressional delegates and their staff in August 2013. The grantees were asked to provide information on their projects, challenges in meeting their proposed outcomes, challenges in improving Native Hawaiian education, ways in which NHEC can help their projects succeed, and their sustainability plans.



Photo: Stephen Patrick

KE ALAKA'INA - GUIDANCE

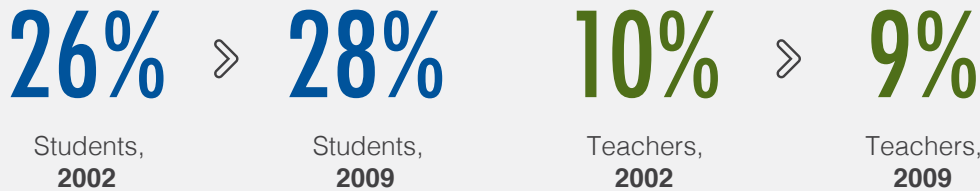
ADVOCACY

NHEC submitted testimony and comments on the Native Hawaiian Education Act to Senator Harkin and his Health, Education, Labor and Pensions (HELP) Committee on S. 1094; to Congressman Kline and his Committee on Education and the Workforce on HR 5; to Senator Cantwell and her Committee on Indian Affairs for their Education Roundtable; and to Congresswoman Gabbard of Hawai'i on an amendment to HR 5 to restore Title VII and the Native Hawaiian Education Act. In addition, NHEC signed with NIEA, NCAI, the United South and Eastern Tribes, Inc., TEDNA and the Alaska Federation of Natives two joint letters: one to Congressman Kline and his Committee on Education and the Workforce on HR 5, and another to Congressman Sessions and Congressman Slaughter, the Chair and Ranking Member, respectively, of the House Committee on Rules asking to support the bipartisan amendment to HR 5.

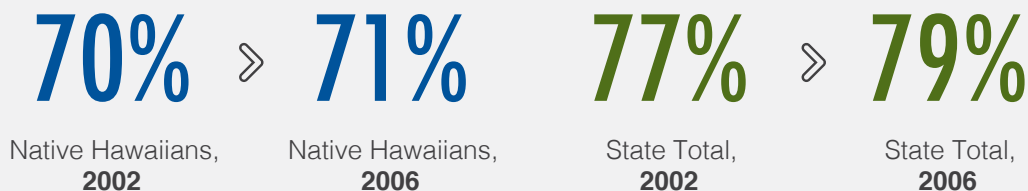
SUPPORT REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) THAT INCLUDES TITLE VII.

Note: These statistics were used in testimony to Congress

% OF NATIVE HAWAIIANS IN HAWAII PUBLIC SCHOOLS¹



HIGH SCHOOL GRADUATION RATES²



NUMBER OF PERSONS OVER THE AGE OF 5 SPEAKING HAWAIIAN AT HOME³



^{1,3} Source: OHA Data Book, 2011. ² Source: Kamehameha Schools' Native Hawaiian Education Assessment Update, 2006.



2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #4:
DEMONSTRATING ORGANIZATIONAL EXCELLENCE

KA MĀLAMA 'OIHANA - OPERATIONS

STRATEGIC PLAN

NHEC held a two day Strategic Planning session in November 2012. It subsequently formed working groups to more thoroughly develop goal and objective statements. NHEC adopted its Strategic Plan in March 2013 and has used it as the basis for its grant application to US DOE, and to plan its activities till 2015. As with all plans, annual reviews will be scheduled to evaluate the implementation of the plan and the continued relevance and desirability of the goals, objectives and activities.

REVIEW AND AMENDMENT OF BYLAWS

NHEC reviewed its bylaws to update them and to allow for replacement of Council members.

MEMBERSHIP PLAN

NHEC developed a plan to fill vacancies on the Council. The plan was submitted to US DOE and the Council has been following its plan to first fill vacancies, then to rotate some of the current members who have been serving for over 20 years.

KA PAPA HELU HA'AWINA KĀLĀ - GRANTEE LISTING

FIRST-YEAR GRANTEES

Tūtū and Me: Kāhelahela

E 'Ike Hou iā Lāna'i: Embracing Lāna'i's History Through Language & Literacy

Tech Together: Ka Ulu Ana Project Nā Pono No Nā 'Ohana – Ka Pilina 'Ohana

Pili A Pa'a

Project Teach

Ka Pilina: Achieving & Improving Mathematics Outcomes (AIM Together)

Ulana O Kukui

Ka Pa'alana Homeless Family Education Program

Program for Afterschool Literacy Support (PALS)

Ke Ola Mau – Aspiration, Achievement and Pathway into Health Careers

Ho'okahi Wa'a No Nā 'Ohana I Waimānalo

Hawai'i KOA (Knowledge, Opportunity, Achievement)

Kukui MĀLAMA

Pathway Out of Poverty

Liko A'e Native Hawaiian Scholarship Program

Journey to Success Project

SECOND-YEAR GRANTEES

Tūtū and Me: Ho'olako 'Ohana

Ka Pa'alana

Project SPIRIT: Supporting Parents in Responsive Interactions and Teaching

Hawai'i Preschool Positive Engagement Project (HPPEP)

Kākau Mea Nui (Writing Matters)

Support, Advocate for Value, and Educate (SAVE) Our Children Project

Mohala Na Pua Project

Hui Malama O Ke Kai Keiki and Opio After-school Programs

Ka Hana No'eau Project

PLACES (Place-based Learning and Community Engagement in School)

Growing Pono Schools (GPS)

Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics and Behavior Supports

Nā Pono No Nā 'Ohana

Keiki Steps 3.0: The Next Iteration

Nā Pualei

Makawalu O Nā Kumu

Nānākuli-Wai'anae New Tech Schools

Endless Horizons

All Together Now: A Model Partnership for Improving Native Hawaiian Middle School Education

Kaiaulu STEM: Advancing Native Hawaiian achievement, leadership, and career pathways in Science, Technology, Engineering, and Mathematics

Project Imi 'Ike

Ipu Waiwai Kula - 'AE (Aquaponics in Education)

Hoohuli Transitions: Youth to Adult

THIRD-YEAR GRANTEES

Puuhonua Care Facilities of Maui

Hawaii FFA Foundation

Pacific Tsunami Museum Inc.

Ho'okako'o Coporation

ISISHawaii

Sovereign councils of the Hawaiian Homelands Assembly

La'i'opua 2020

Youth 2 Youth, Inc.



'AHA HO'ONA'AUAO 'ŌIWI HAWAI'I
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