



NATIVE HAWAIIAN  
EDUCATION COUNCIL

**2016-2017 ANNUAL REPORT  
A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS**





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## NU‘UKIA - VISION

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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 which is culturally enlightened.*

## ALA NU‘UKIA - MISSION

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Ma ka ‘uhane aloha o ke Akua e koi ‘ia ka ‘Aha Ho‘ona‘auao ‘Ōiwi Hawai‘i e ho‘olauka‘i,  
e ana loiloī, 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

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

*Through our spirituality, love of homeland,  
family, language and community,  
our enlightenment will come  
grounded in our cultural wisdom.*

# NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - 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 through the NHEA, relating to Native Hawaiian education, and serve where appropriate in an advisory capacity.
- Make direct grants, if such grants enable NHEC to carry out its duties.
- Provide administrative support and financial assistance to the Island Councils established through the NHEA, supporting the distinct needs of each island community through NHEA-funded programs and addressing identified priorities and authorized activities.



# Strategic Plan 2020

## Framework & Areas of Focus



## Strategies & Tactics

### S0 - Systems

- T1 Build upon trust and confidence in NHEC's capabilities
- T2 Deploy intentional influence strategies
- T3 Support cooperative resource competitions
- T4 Support educator development
- T5 Advance impactful legislation, including awareness of political timelines and impacts
- T6 Strengthen education policy and advocacy efforts

### S1 - Council Composition

- T7 Implement the reauthorized Council composition
- T8 Implement strategies to preserve Native Hawaiian education voices

### S2 - Sustainability

- T9 Address organization identity and sustainability
- T10 Collaborate to identify and improve access to funding for Native Hawaiian education program funding

### S3 - Coordinate

- T11 Coordinate repository for culture-based curriculum mapping
- T12 Coordinate repository for place, culture and community-based instructional practices
- T13 Coordinate repository for culture-based assessment and evaluation data.

### S4 - Support

- T14 Develop support strategies for teachers who have been involved in specific Hawaiian culture-based educational programs or settings

### S5 - Convene, Coordinate & Link

- T15 Link business to culture-based education curriculum work
- T16 Link Native Hawaiian education program outcomes to employment opportunities
- T17 Link Native Hawaiian business communities and partnerships with education
- T18 Link P-20 programs and models systemically

### S6 - Report & Recommend

- T19 Spotlight Native Hawaiian education issues
- T20 Facilitate flow of communities, education needs and issues

### S7 - Data

- T21 Convene and coordinate efforts to bring stakeholders to better understand needs, priorities and recommendations
- T22 Assess and evaluate the impact of NHEP grants
- T23 Facilitate establishment of repositories for Native Hawaiian education data
- T24 Complete cohort field testing of NHEC Common Indicator System and Framework

### S8 - Communicate

- T25 Advance key messages
- T26 Spotlight and connect grantees and programs
- T27 Tell and maintain NHEA, NHEP, NHEC and Island Council mo'olelo
- T28 Spotlight Native Hawaiian education vision, goal statements and progress
- T29 Call people and organizations to the work and to be "actionable"
- T30 Link organizations to Native Hawaiian education system work

## Native Hawaiian Education Vision & Goals

### Vision Statement:

**'O Hawai'i ke kahua o ka ho'ona'auao.**  
Hawai'i is the foundation of our learning.

### Rationale:

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauli Hawai'i.

*In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.*

### Goal 1:

#### 'Ōlelo Hawai'i

In the next 10 years, our learning systems will:

- Advance 'Ōlelo Hawai'i Expectations
- Actualize a Hawaiian Speaking Workforce
- Amplify Access and Support
- Achieve Normalization

### Goal 2:

#### 'Ike Hawai'i

In the next 10 years, our learning systems will:

- Actualize 'Ike Hawai'i
- Amplify Leo Hawai'i
- Advance Hana Hawai'i

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

## REPRESENTATIVE FROM THE OFFICE OF HAWAIIAN AFFAIRS

**Lisa Watkins-Victorino, Ph.D.**, Chair

Dr. Lisa Watkins-Victorino is the Office of Hawaiian Affairs representative for NHEC and brings impressive academic credentials to the Council. Lisa was appointed to the position of Ka Ou Kihi Kane (*research director*) in April 2014. Prior to joining the Office of Hawaiian Affairs, she was an educational officer/evaluation assistant in the Hawai'i Department of Education Systems Evaluation and Reporting Section. Lisa was also a jr. specialist/program assistant with the University of Hawai'i Social Welfare Evaluation and Research Unit and continues to lecture at the School of Social Work.



## THE EDUCATION COUNCIL – PROVIDERS

**Brandon Keoni Bunag, Ed.D.**

*Hālau Kū Mana New Century Public Charter School*

Dr. Keoni Bunag is the director of Hālau Kū Māna Public Charter School. He comes to the Council with a wealth of experience and knowledge. Keoni earned his Doctorate of Education from the University of Southern California and has held key positions with Kamehameha Schools as the director of operations and assistant director of the enrichment department for the extension education division. Keoni brings to the Council his experience in developing and delivering Hawaiian culture-based educational programming for middle and high school students, program evaluation, and data collection, analysis, and reporting. In addition, he is also a lecturer in Hawaiian Studies at Leeward Community College. Keoni is an advocate of Hawaiian language immersion programs and a parent of two children educated in Kaiapuni education.



**Kamuela Chun**, Secretary

*University of Hawai'i Community Colleges, Achieving the Dream Program*

Kamuela Chun 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 assisted in the creation of the Asian & Pacific Islander American Scholarship Fund and currently sits on its advisory council. Kamuela has been involved in Native Hawaiian education and culture for more than 40 years. In 2005, he was named Educator of the Year by the Native Hawaiian Education Association. He is a renowned kumu hula and chanter, and is often called upon to provide protocol for cultural events. Kamuela was originally appointed to NHEC in 1997.



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

## THE EDUCATION COUNCIL – PROVIDERS



**Paula De Morales**  
*Kahua / PDM & Co.*

Paula De Morales currently works with the Kamehameha Schools Kauhale Kīpaipai, providing cultural professional development to Hawai'i Department of Education leadership teams and teachers new to an area of the Hawaiian islands. Previously, Paula taught Hawaiian language, Hawaiian studies and modern history of Hawai'i at Kohala High & Elementary, Hilo High School and Waiākea High School from 1969-2001, when she retired from the Hawai'i Department of Education. She also coordinated the Kū Ha'aheo Native Hawaiian Community-Based Learning Centers, which received NHEA funding from 2000-2003. An advocate for culture-based education for many years, Paula has been a major part of the Nā Honua Mauli Ola Team since 2000 and has presented at several national and international education conferences. Paula earned a bachelor of arts in journalism with a minor in anthropology from the University of Hawai'i at Mānoa. Paula has served as an originally appointed member of NHEC since 1997.

**Keiki Kawai'ae'a, Ph.D.**

*University of Hawai'i at Hilo, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language*

Dr. Keiki Kawai'ae'a is the director of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. She is one of the pioneering families of the Hawaiian immersion education movement and maui ola education P-20. Keiki's professional experience includes the K-12 classroom, curriculum and program development, teacher preparation and professional development. She has been instrumental in the development of the Nā Honua Mauli Ola Hawaiian guidelines and cultural pathways and the Moenahā culture-based curriculum design and instructional method. Keiki is a published author and has been an invited speaker at national and international gatherings addressing indigenous education, language and culture revitalization, native teacher education and Hawaiian and culture-based education. Keiki has served on NHEC since 1997.



**Wendy Mow-Taira**  
*Windward Community College, Education Talent Search*

Wendy Mow-Taira has worked on behalf of children and families her entire life. After earning a bachelor of science in human development and master's degree in social work, both from the University of Hawai'i at Mānoa, she worked in several domestic violence and child abuse programs. Wendy was executive director of the Family Crisis Shelter, Inc. on Hawai'i Island, then later worked at P.A.T.C.H. (People Attentive to Children), a resource and referral program for young families needing child care information, and ALU LIKE, Inc. in the Native Hawaiian Early Childhood Consortium. Wendy currently serves as the director for the TRIo Educational Talent Search program at Windward Community College, where she assists low-income students with college preparation. As a Council Member, Wendy is interested in furthering the coordination of NHEA-funded programs to help Native Hawaiian communities determine the educational needs of their children.



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

## THE EDUCATION COUNCIL – PROVIDERS

### **Larson Ng, Ph.D.**

*University of Hawai'i at Mānoa, College of Education*

Dr. Larson Ng is an educational specialist in the College of Education at the University of Hawai'i at Mānoa. As a researcher, he actively conducts and publishes research in the fields of business and economic sustainability literacy and curriculum development; Native Hawaiian education and program evaluation; and community leadership and management. Larson also teaches graduate courses in research methodology, leadership, and economics. He rounds his academic regimen by occasionally serving as a board member in both the business and education arena. Outside of academia, Larson spends a great deal of time serving the Native Hawaiian community. As an advocate of sustainable economic growth, he frequently gives guest interviews on local community television sharing how Hawai'i can ensure its 21<sup>st</sup> century long-term prosperity by simply taking steps to re-engineer its current economic base. Larson also serves as a strong advocate and proponent of utilizing pedagogies and content-based curriculum responsive of the educational needs of Native Hawaiians.



### **Nāmaka Rawlins, Treasurer**

*'Aha Pūnana Leo*

Nāmaka Rawlins is the director of strategic partnerships and collaborations at 'Aha Pūnana Leo. She previously served as its executive director for 18 years and was instrumental in transforming the Native Hawaiian preschools into a national model for Native language education. Nāmaka is a graduate of Kamehameha Schools and the University of Hawai'i at Hilo's Hawaiian Language College. She has been involved with Pūnana Leo and Hawaiian language revitalization since 1984, while a student at the university. Nāmaka has been at the forefront of the language revitalization movement on many levels: teaching, program coordination and advocating for public policy that supports the preservation of indigenous languages. Nāmaka has served on several State and national early learning and language advisory councils, and has served on NHEC since 1997. Nāmaka believes it is important that a representative of the comprehensive indigenous system of education serves on NHEC to express the needs of Hawaiian speaking children and families at local and national levels.



## THE EDUCATION COUNCIL – CONSUMERS

### **Danny Cup Choy**

*At-Large Consumer Member*

Danny Cup Choy is the government affairs manager for 'Ohana Health Plan, where he leads the company's legislative and policy efforts. In his career, he has held several government affairs positions, including working as the director of policy & advocacy for the National Indian Education Association in Washington, D.C. Prior to that, Danny enjoyed a brief stint as a community development specialist with NHEC. Danny is a graduate of Kamehameha Schools, received a bachelor of arts in political science and master of arts in education from Loyola Marymount University.



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

## THE EDUCATION COUNCIL – CONSUMERS



**Clarence DeLude**, Vice Chair  
*O‘ahu Island Council*

Clarence DeLude serves as the O‘ahu Island Council Chair and its designated representative to NHEC. He is retired from the Hawai‘i Department of Education and is an active member of the Royal Order of Kamehameha I.

**Kahea Faria**  
*Ni‘ihau Island Council*

Kahea Faria is an assistant specialist in the College of Education at the University of Hawai‘i at Mānoa. She is currently the only native speaker of the Hawaiian language in the College of Education in Hawai‘i, and is fortunate to be working with the last aboriginal, commonly referred to as, Native Hawaiian speaking community in the world through the duties and responsibilities of her position within the College of Education. Kahea is committed to the advancement of aboriginal Hawaiians through education. Kahea currently serves as the secretary for the Ni‘ihau Island Council and its designated representative to NHEC.



**Maggie Hanohano**, Past Officer  
*At-Large Consumer Member*

After earning a bachelor’s of science and master’s of education degrees from Utah State University, Maggie Hanohano returned home to work in the Hawai‘i Department of Education as a pre-K-12 special education teacher and district and state resource teacher. She experienced a renewal of her cultural identity as a part of Hui ‘Imi Na‘auao o Hawai‘i under the guidance of Donald Kilolani Mitchell, who believed that Hawaiian culture was vitally important to Hawai‘i’s keiki. 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. She firmly believes that children must be able to read if they are to succeed in life and that literacy is the foundation for continuing improvement in Native Hawaiian educational outcomes. Maggie has been active with NHEC since its beginning in 1997.

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

## THE EDUCATION COUNCIL – CONSUMERS



**Aunty Betty Jenkins**

*Nā Kūpuna*

Aunty Betty Jenkins has been an educator for over 35 years, first in Ohio, then California, Micronesia, Guam and finally home in Hawai'i. She was a member of the Hawai'i Department of Education Language Arts Team, a Title I Teacher, and a 3-on-2 Team Teacher before retiring from her formal teaching career. After retirement, Aunty Betty worked with the Office of Hawaiian Affairs, partnering with the State Hawaiian Studies Program, which took her traveling statewide to meet a host of kupuna who she learned to honor, respect and admire. She became involved with many organizations during that time and was appointed to NHEC in 1997. Aunty Betty is always generous with her time and wisdom, volunteering with several Native Hawaiian and Native Hawaiian-serving organizations. Aunty Betty's involvement with NHEC has always been with the highest regard and respect for "kupuna wisdom" and she prides herself on being an advocate for the elders of our community. Aunty Betty says she has witnessed change, growth and many successes throughout the years, always with the understanding of our Hawaiian education styles and integration of cultural values, which are not always understood by western educators.

**Ka'iulani Pahi'ō**  
*Hawai'i Island Council*



Ka'iulani Pahi'ō comes to NHEC with a wealth of knowledge about culture-based education. Ka'iulani is program coordinator of statewide initiatives at Kanu o ka 'Āina Learning 'Ohana, a Hawai'i Island-based non-profit with the mission to "grow womb-to-tomb models of education that advance Hawaiian culture for a sustainable Hawai'i." She is also a coordinator for Nā Lei Na'auao Native Hawaiian Charter School Alliance. Ka'iulani has served as the Hawai'i Island Council Chair and its designated representative to NHEC since 2009.

**Kainoa Pali**

*Moloka'i Island Council*



Kainoa Pali is currently the vice principal at Moloka'i High School where he was a 1994 graduate. Kainoa obtained his bachelor of arts degree in Hawaiian studies as well as a post-baccalaureate certificate in secondary education from the University of Hawai'i at Mānoa. Upon completion, he returned home to Moloka'i where he has been teaching for the last 14 years. Kainoa started his career in the Hawaiian Language Immersion Program at Kualapu'u Elementary School and found his passion in teaching Hawaiian language and social studies at Moloka'i High School. He currently resides on homestead land in Kalama'ula Ma Uka with his wife and two young children. He serves as the Chairperson of Kamehameha Schools Hui for Moloka'i and is currently working with Moloka'i community members to develop a soccer league for Moloka'i's young children. Kainoa is the Chair for the Moloka'i Island Council and serves as its designated representative to NHEC.

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

## REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND THE NATIVE HAWAIIAN EDUCATION ACT

In December 2015, President Barack Obama signed into law the reauthorization of the Elementary and Secondary Education Act of 1965 entitled the Every Student Succeeds Act (ESSA), which also reauthorized the NHEA housed in Title VI, Part B of ESSA. Title VI, formerly Title VII, also includes native education programs and provisions for American Indians (Part A) and Alaska Natives (Part C).

Subsequent to the signing of ESSA, the United States Department of Education (USDOE) engaged in broad rules and regulation promulgation and NHEC:

- Held its second annual Native Hawaiian Education Legislative Summit, focusing on ESSA implementation at the state and federal levels for grantees and the community at-large;
  - Participated in national ESSA “boot camp” sessions led by The Education Trust and other collaborators, which brought state advocates from business, civil rights, disability, social justice, and education reform communities together to explore the positive and negative impact of ESSA towards creating school accountability systems that work towards improving the academic needs and learning experiences for all groups of students, especially low-income students, students of color, students with disabilities, and English learners;
  - Collaborated with other Hawai‘i stakeholders (e.g., Coalition for Hawai‘i’s Educational Equity) to provide input to and monitor development of the State of Hawai‘i Department of Education’s (HIDOE) ESSA Implementation and State Accountability Plan, and the Hawai‘i Board of Education (BOE)/DOE Strategic Plan;
  - Provided updates to the State of Hawai‘i Governor’s ESSA team regarding Native Hawaiian education (state and federal contexts) and Native education (federal context) via a presentation by the National Indian Education Association (NIEA);
- Participated as a member of the Governor’s Partners-in-Education advisory group, which reviewed the first draft of the blueprint for transforming public education in Hawai‘i and presented to the Governor’s ESSA team in September 2016; and
  - Submitted stand-alone testimony and/or signed onto testimony via national advocacy groups, such as NIEA and the Education Committee of the National Council of Asian Pacific Americans.



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

## IMPACTS OF THE NATIVE HAWAIIAN EDUCATION ACT REAUTHORIZATION

The reauthorized NHEA clarified elements of the Native Hawaiian Education Program, as well as the member composition of NHEC and the expanded activities and responsibilities of the Council.

### Native Hawaiian Education Program (NHEP)

ESSA requires the USDOE to award grants via the NHEP to give priority to:

- Programs that meet the educational priority recommendations of NHEC;
- The repair and renovation of public schools that serve high concentrations of Native Hawaiian students; and
- Programs that improve academic achievement of Native Hawaiian students by meeting their unique cultural and language needs.

Priority would also be given to programs wherein a nonprofit entity serving disadvantaged Native Hawaiians applies as part of a partnership or consortium.

### Community Consultation and Technical Assistance

The NHEC is to hold community consultations not less than once a year on each of the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, and Kaua‘i. The community consultations will serve as a mechanism for gathering input on current NHEP-funded programs and services, priorities and needs of island communities, and to discuss Native Hawaiian education concerns. The NHEC is also to provide technical assistance to Native Hawaiian organizations that are current or potential NHEP grant recipients.

### Change in NHEC Composition

The composition of the NHEC was revised under ESSA. Fifteen named government agencies and Native Hawaiian-serving organization leaders replace the 21 Native Hawaiian, island community-based providers and consumers of education services. The appointees may choose to designate someone to serve in their seat that has experience in Native Hawaiian education or cultural activities with traditional cultural experience given due consideration.



### Every Student Succeeds Act Native Hawaiian Education Act Reauthorization

#### Current Council Composition under the 2001 NHEA Reauthorization (P.L. 107-110)

The NHEC shall consist of no more than 21 members of the following:

- At least 10 shall be Native Hawaiian education service providers
- At least 10 members shall be Native Hawaiians or Native Hawaiian education consumers
  - NHEC designated seven of the 10 consumer seats for a representative from each of the Island Councils established through NHEA from the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, Kaua‘i, and Ni‘ihau.
- A representative of the State of Hawai‘i Office of Hawaiian Affairs

Island Councils shall consist of parents, students, and other community members who have an interest in the education of Native Hawaiians, and shall representative of individuals concerned with the educational needs of all age groups, from children in preschool through adults. At least three-fourths of the members of each island council shall be Native Hawaiian.

#### Council Composition under the 2015 NHEA Reauthorization (P.L. 114-95)

The NHEC shall consist of 15 members of whom shall be the following, or a designee\*:

- The Governor of the State of Hawai‘i
- The Mayor of the County of Hawai‘i
- The Mayor of the County of Maui
- The Mayor of the County of Kaua‘i
- The Mayor of the City and County of Honolulu
- A representative from the island of Moloka‘i or the island of Lāna‘i
- The President of the University of Hawai‘i
- The Superintendent of the State of Hawai‘i Department of Education
- The Executive Director of the Hawai‘i Charter School Network
- The Chairperson of the Office of Hawaiian Affairs
- The Chairperson of the Hawaiian Homes Commission
- The Chairperson of the Hawai‘i Workforce Development Council
- The Chief Executive Officer of Kamehameha Schools
- The Chief Executive Officer of Queen Lili‘uokalani Trust
- An individual representing one or more private grant-making entities

\* A designee serving on the Council must demonstrate no less than five years experience as a consumer or provider of Native Hawaiian educational or cultural activities, with traditional cultural experience given due consideration.

2016-2017  
ACHIEVEMENTS IN THE AREA OF NHEC'S  
STRATEGIC PLAN GOAL #1:

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

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

## NATIVE HAWAIIAN LEGISLATIVE SUMMIT

In preparation for the upcoming 2017 federal and state legislative sessions, NHEC reconvened Native Hawaiian education stakeholders and advocates for its second Native Hawaiian Legislative Summit on September 22, 2016 at the University of Hawai'i-West O'ahu. Also, in preparation for their upcoming youth legislative summit, NHEC invited student representatives and their advisers from Ke Ea Hawai'i-Hawaiian-focused Public Charter School Statewide Student Council to encourage a youth presence and voice in the discussion that could initiate policy that affects their educational careers.

For this summit, NHEC invited state and federal advocates and policy makers to share current priorities, particularly those related to the implementation of ESSA, and to hear concerns and priorities from constituents in attendance. Following the panel sessions, summit participants conducted table top discussions on the presented state and federal policy priorities, the HIDOE's Nā Hopena A'o community readiness and student success indicators, and a SWOT analysis on learning systems in Hawai'i.

As a result of the mana'o (*thoughts, ideas*) gathered at the summit, NHEC created its 2017-2018 Native Hawaiian Education Priorities and the Native Hawaiian Education Platform for sharing and use by all stakeholders. The priorities have guided NHEC in its policy and legislative advocacy activities.



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

## NATIVE HAWAIIAN EDUCATION CAUCUS AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT CONVENTION

On October 11, 2016, 'Aha Pūnana Leo, Kamehameha Schools and NHEC facilitated the Education Caucus at the Council for Native Hawaiian Advancement's (CNHA) 15th Annual Native Hawaiian Convention held at the Sheraton Waikīkī Hotel, O'ahu. The caucus focused on increasing Native Hawaiian community voices in the shifting landscape of education "reform", particularly improvements in Native Hawaiian education. The session included topic areas of interest with experts providing an overview of issues in early childhood learning, higher education, Hawaiian medium education, and Hawaiian-focused public charter schools. Caucus participants worked to identify one to two policy priorities for each topic area.

Stakeholders then broke up into small groups to update education policy priority recommendations, which were reported at the Convention's Public Policy Roundtable for inclusion in CNHA's 2016-2017 Education Policy Priorities:

- **Strengthen Early Learning Systems** – Increase resources Native Hawaiian education systems; disaggregation of Native Hawaiian data to identify strengths/needs; integrate systems (e.g., early learning, K-12, higher education, community based): and adopt 'ohana (family) mindset/policy to effect social justice, meaningful community engagement, 'ohana learning, etc.
- **Strengthen Native Hawaiian Education Systems** via effective policy implementation of ESSA and Hawai'i BOE Policy E-3, Nā Hopena A'o.
- **Implement the Reauthorized NHEA Effectively** – Implement the revised Council composition in a manner that preserves family and community (vs. political) voice via designees; and ensure that the expanded parameters of the revised NHEA is implemented by the USDOE.

- **Strengthen Higher Education Learning Systems** – Support the reauthorization of the Higher Education Act; accelerate programs for teacher preparation for Hawaiian medium education, Hawaiian-focused charters and schools in highly Hawaiian populated communities; disaggregation of Native Hawaiian data to identify strengths/needs; and advocate for clearer commitments from the University of Hawai'i system for a greater Native Hawaiian presence with university governance, institutionalizing Title II programs, and increasing tuition waivers.



**C:N:H:A**

**Native Hawaiian Policy Center**

**2016-2017 Education Policy Priorities**

CNHA produces its annual policy priorities based on input from its member organizations and community leaders throughout the year.

**About the Policy Center**  
CNHA consults its member nonprofit executives, homestead leaders, civic advocates and small business owners to bring a full and rich dialogue to the work of effective policy development and advocacy.

**Policy Partners**  
The policy center work is framed by the experiences of more than 150 CNHA organizational members in the nonprofit and private sectors as well as our national advocacy colleagues.

**Core Values**  
Excellence  
Integrity  
Collaboration  
Responsibility  
Old & New Knowledge

1. **State/Federal – Early Education Preschool Act (2013)**: Improve to include consultation with Hawaiians and include a family component that embraces diverse delivery systems.
2. **State – Charter Schools (2013)(2015)**: Provide parity to charter schools with public DoE schools (funding/facilities). Designate a charter school authorizer.
3. **State – NH Language Learners (2013)**: Fund the 2-language state reality with proper assessments.
4. **Federal – Native Hawaiian Education Act (2013)(2015)**: Reauthorize Native Hawaiian Education Act and strengthen NH control. Reject changes made to Council composition.
5. **State – Office of Hawaiian Education (2014)(2016)**: Develop appropriate and permanent level of funding for the Office of Hawaiian Education and define student success based on HA.
6. **State – Immersion Teachers (2014)**: Establish an appropriate pay scale acknowledging DOE Policy 2105 that requires qualification in both English and Hawaiian as a medium of instruction.
7. **Federal/State – Early Childhood Programs (2015)**: Identify and increase funding for early childhood interaction learning programs.
8. **Federal/State – Post Secondary Education (2015)**: Increase financial aid and institutionalized support system. Zero percent interest student loans.
9. **Federal/State – Support Data Disaggregation (2016)**: to identify sources of strength and need for Native Hawaiian families and communities.
10. **Federal – Reauthorization of the Higher Education Act (2016)**

Note: The year the item became a policy priority is noted in parentheses



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

## NATIONAL INDIAN EDUCATION ASSOCIATION CONVENTION

In October 2016, NHEC continued to support the “Native Control of Native Education” (NCNE) initiative at NIEA’s 47th Annual Convention in Reno, Nevada. The NCNE concept was initially developed and supported by NHEC and Keaomālamalama, and is now a part of NIEA’s strategic plan implementation efforts.

At the NCNE convening, NHEC members and staff joined other Native Hawaiian and NIEA affiliates facilitated discussion in six work groups for the following topics:

- 1) **Support Environments** – student success factors, school safety and well-being
- 2) **Native Educators** – teacher education and preparation programs, Native professional educators network
- 3) **Culture-Based Education** – native language educators, teaching strategies, advocacy and policy implications
- 4) **Repositories** – promising practices curriculum, instructional strategies, assessments and evaluations
- 5) **Research, Evaluation, Assessment and Policy** – authentic and culturally responsive assessments, native research agenda, culturally responsive evaluation, and national advocacy policies
- 6) **Systems** – legislation, advocacy, accreditation, native communities and working with tribal education departments and integrated planning and solutions

NHEC supports its executive director’s participation as an NIEA board member, which provides vital linkages to education policy and legislative advocacy efforts at the federal level.



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

## LĀNA'I KEIKI DAY

On October 22, 2016, the Lāna'i High and Elementary School (LHES) Foundation held its second Lāna'i Keiki Day at Dole Park, Lāna'i City. The event provided a time for Lāna'i families to come together and spend the day participating in fun activities and learning more about the programs and services found on their island. The event also provided an opportunity for fundraising by a number of LHES classes and school clubs. NHEC staff was on hand to disseminate information about the Council including its Strategic Plan 2020, the 2015 Needs Assessment Recommendations Report, and the changes found in the NHEA reauthorization.

The Keiki Day also showcased the talents of Lāna'i keiki through performances by hula hālau and the Lāna'i Academy of Performing Arts and a keiki talent show. Lāna'i Island Council officer Natalie Ropa serves as director for the LHES Foundation and said that she is committed to organizing more events, like the Lāna'i Keiki Day, that will bring the community together in planning events that is their own



**Lāna'i KEIKI DAY**  
OCTOBER 22, 2016  
★ DOLE PARK ★ 10:00 A.M. - 2:00 P.M. ★

**FEATURING**

10:00 A.M. - 12:00 P.M. **Pūlama Lāna'i's BIG TRUCKS**

keiki Talent show 12:30 P.M. - 1:30 P.M.

1:45 P.M. - 2:00 P.M. **Teacher of the Year award**

**FOOD ★ GAMES ★ PRIZES ★ FUN**

EVENT SPONSORS:

- FOUR SEASONS RESORT
- LAPA
- LHES FOUNDATION
- Pūlama Lāna'i

PROCEEDS FROM THIS EVENT WILL GO TO SUPPORT LĀNA'I YOUTH PROGRAMS.

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

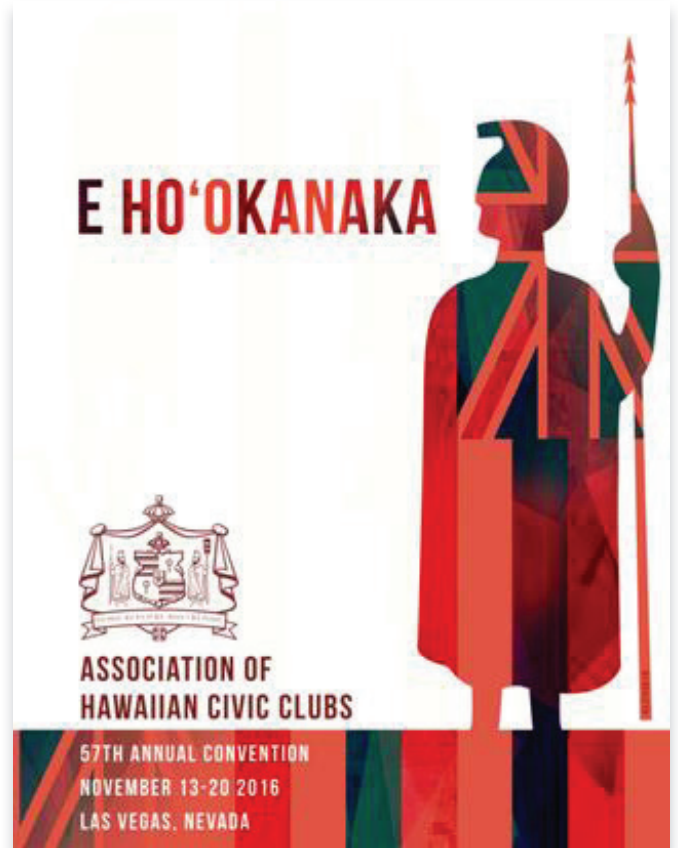
## ASSOCIATION OF HAWAIIAN CIVIC CLUBS CONVENTION

In November 2016, NHEC's executive director and two Council members attended the Association of Hawaiian Civic Clubs' (AHCC) 57th Annual Convention held in Las Vegas, Nevada and presented the state and federal policy priorities that emerged from NHEC's Native Hawaiian Legislative Summit in September and the 2016 CNHA Convention Education Caucus.

NHEC's executive director also continued her involvement on the AHCC Education Committee, assisting with the coordination and management of the committee's resolution work. At the convention, the following resolutions related to education were introduced:

- Resolution 16-19: Strongly Urges All Policy Makers to Recognize and Make Distinct Provisions for Hawaiian Medium in the Making of the Blueprint for Hawai'i Public Education
- Resolution 16-19H: E Paipai Ana I Ka Po'e Kau Kulekele A Pau E Ho'omaopopo A E Ho'opa'a I Nā Ono Kaulike No Ka Ho'ona'auao Kaia 'Ōlelo Hawai'i Ma Ka Ho'opa'a 'Ia O Ka Palapala Ho'olālā Ho'ona'auao O Nā Kula Aupuni O Hawai'i
- Resolution L16-45: Urging the Secretary of Education to Implement National Indian Education Association Resolution 2016-02 Calling for the Creation of an Advisory Committee of Native American Language and Education Medium Experts and Recommending the Secretary Consult with the Native Hawaiian Education Council

At the convention, NHEC's executive director also provided an update on Native Hawaiian education initiatives to the Mainland Council-Association of Hawaiian Civic Clubs, which represents 18 clubs in 14 states across the contiguous United States and Alaska.



### State and Federal Policy Priorities

- | <u>State</u>   | <u>Federal</u>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Hawai'i State Department of Education                             <ul style="list-style-type: none"> <li>• Search for new Superintendent</li> </ul> </li> <li>• ESSA Implementation in Hawai'i</li> <li>• Kula Kaiapuni – Hawaiian Immersion</li> <li>• State Public Charter Schools, particularly, Hawaiian Focused Public Charter Schools</li> <li>• UH System</li> <li>• State Legislature</li> <li>• Pre-K</li> <li>• Leadership</li> </ul> | <ul style="list-style-type: none"> <li>• ESSA Implementation, Title VI (American Indian, Alaska Natives and Native Hawaiians)</li> <li>• Reauthorized Native Hawaiian Education Act (NHEA)</li> <li>• Higher Education Act (HEA)                             <ul style="list-style-type: none"> <li>• -Title III</li> <li>• -Financial Aid</li> </ul> </li> <li>• Individuals with Disabilities Education Act (IDEA)</li> <li>• Career and Technical Education Act (CTE)</li> </ul> |

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

## MOLOKA'I YOUTH SUMMIT

On Saturday, January 21, 2017, the NHEC Moloka'i Island Council hosted its first Moloka'i Youth Summit with the theme "Student Voices: Expanding Moloka'i's Horizons". Held at Kaunakakai Elementary School, Moloka'i's students were invited to participate in student contest for artwork (Pre-K to Grade 12); video (Pre-K to Grade 12); and statement (Pre-K to K; Grade 1 to 3) or essay (Grade 4 to 6; Grade 7 to 12). Students were asked to capture the mana'o of Nā Hopena A'o (HĀ), the HIDOE's department-wide learner outcomes framework, in addition to what makes Moloka'i unique from their perspective. Parents and other 'ohana members were highly encouraged to assist their keiki with their projects. All of the student projects were displayed on the day of the summit and contest results were later announced.

At the summit, the HIDOE Office of Hawaiian Education conducted a world café activity where all attendees provided their mana'o of what contributes to the six outcomes of HĀ (*breath*): **b**elonging, **r**esponsibility, **e**xcellence, **a**loha, **t**otal well-being, and **H**awai'i, as well as recording "What is *my* commitment to HĀ?" The mana'o for each outcome was summarized and presented by the students of each group.

The summit concluded with a panel of Moloka'i high school students, parents, teachers and educators responding to a series of questions related to Nā Hopena A'o, education on Moloka'i and the value of being educated on their island, and hopes for the future. A majority of the respondents to the post-event survey noted a greater awareness of HĀ statements as a result of the summit activities and would attend and promote a future education summit on the island of Moloka'i.



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

## LEGISLATIVE HILL DAY

In February 2017, NHEC staff and members of its policy and advocacy committee attended NIEA's 2017 Legislative Hill Day in Washington D.C. This year's panels focused on preserving Indian education funding, ESSA implementation at state, local and tribal levels, and tribal innovation in Native education. NIEA also hosted its second convening of the National Campaign for Teachers of Native Students, which focuses on teacher recruitment and retention and creating positive learning environments through school-wide policies.

While in D.C., NHEC met with staff from all four of Hawai'i's legislative delegates and the Office of Hawaiian Affairs D.C. Bureau, as well as representatives from the Joint National Committee for Languages-National Council for Language and International Studies and the State Committee on Indian Affairs. NHEC also took the opportunity to meet with its federal officers to discuss the upcoming NHEP grant competition, the Council's upcoming grant application and budget, and continuing efforts to implement the reauthorized NHEA.

## Head To The Hill

### NIEA 2017 Legislative Summit



Join tribal leaders and Native education advocates as we meet with Members of Congress and Administration officials about the needs and critical issues that impact Native students.

#### Sessions will include:

- Information on possible threats to tribal sovereignty in Native education;
- The upcoming fight for Native education funding during appropriations for the 2017-2018 budget;
- Information on leveraging resources to ensure Native students are taught by effective teachers with a session on the Native Teacher Campaign.

#### Date:

February 15-16, 2017  
8am-5pm

#### Location:

Capitol Hilton Hotel  
1001 16th St. NW  
Washington, DC 20036



Visit [www.niea.org](http://www.niea.org) to register or for more information.



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

## HAWAI'I ISLAND LEGISLATIVE YOUTH SUMMIT AT KU'I KA LONO CONFERENCE

NHEC and the Hawai'i Island Council partnered with Kanu o ka 'Āina Learning 'Ōhana (KALO) and Nā Lei Na'auao-Native Hawaiian Charter School Alliance to increase youth participation and voices in legislative discussions and priority setting that relate to education. This effort would take place in two parts: 1) participation of students and advisers from the Ke Ea Hawai'i-Hawaiian-focused Public Charter School Statewide Student Council at NHEC's legislative summit in September 2016; and 2) hosting of a legislative youth summit in spring 2017.

The Hawai'i Island Legislative Youth Summit was integrated into the 15th Annual Ku'i Ka Lono Indigenous Education Conference that was held on February 20th and 21st at the Kanu o ka 'Āina New Century Public Charter School campus in Kamuela, Hawai'i. Breakout sessions provided students with an opportunity to engage with government officials, legislators and non-profit leaders to learn about the law-making process at local, state and federal levels. Then, while school administrators, teachers and parents attended the Leadership in Education with Aloha (EA) forum, the students participated in their own forum with the intent of identifying student priorities. Facilitated by the student leaders of Ke Ea Hawai'i, the students were asked to answer the question, "What do our charter schools need?" As a result, the following four priorities were identified by the charter school students:

- Equity funding for facilities (classrooms, kitchen, restrooms, etc.)
- 'Ai pono (*healthy foods*)—some schools don't have enough or little healthy food options
- Kumu (*teachers*) that are impassionate
- More Hawaiian-culture and arts programs

These priorities would be presented alongside the legislative recommendations that emerged from the Leadership in EA forum in unity to respective audiences.



Additionally, Ka'iulani Pahi'ō, statewide initiatives coordinator at KALO, Nā Lei Na'auao coordinator and long serving NHEC member/Hawai'i Island Council chair, was honored for her many years of service and contributions to Hawai'i's charter school movement, particularly in keeping the 17 Hawaiian-focused charter schools connected and well-informed of changes in the educational landscape at local, state and national levels.

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

## PŪPŪKAHI I HOLOMUA KAIAPUNI EDUCATION SUMMIT

During this fiscal year, NHEC partnered with Nā Leo Kāko'o o Maui, a parent and community support group for Central Maui Kaiapuni (*Hawaiian language immersion*) schools, to support its fourth Pūpūkahi I Holomua Kaiapuni Education Summit. Held on August 26, 2017 at the University of Hawai'i Maui College campus, the summit brought together 228 students, families, teachers and community members from the seven Kaiapuni sites throughout Maui island.

The 2017 summit focused on the following objectives:

- Educate, engage, inspire and reinvigorate Kaiapuni stakeholders.
- Build confidence in Kaiapuni education.
- Strengthen our Kaiapuni support network.
- Show the value of Kaiapuni education.
- Dispel myths regarding Kaiapuni education.
- Provide historical, theoretical and statistical data as evidence to support Kaiapuni education.

The summit began with a keynote from Dr. Hiapo Perreira, Hawaiian language associate professor from the University of Hawai'i at Hilo, followed by a panel of parents that discussed their reason for choosing a Kaiapuni education for their keiki (*children*). There was also updates from the HODOE Office of Hawaiian Education on their Kaiapuni projects and efforts.

The summit held 10 workshops with the goal of providing participants the opportunity to engage in 'ōlelo Hawai'i experiences focused around mo'olelo (*stories; history*), technology, second language learning, and classroom application. Summit attendees also participated in "kuleana (*responsibility*) action" group work in an effort to further their commitment to Kaiapuni education based on the actions and efforts they have already and continue to undertake.

Keiki that attended the summit were engaged in a variety of activities that included a collective art project, an obstacle course, mo'olelo, and movie time. Hui No Ke Ola Pono Native Hawaiian Health Care System also provided dental screenings, which included a report to parents with recommended dental care.





2016-2017  
ACHIEVEMENTS IN THE AREA OF NHEC'S  
STRATEGIC PLAN GOAL #2:

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



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

## COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 2 – FY16-17

### Background and Context

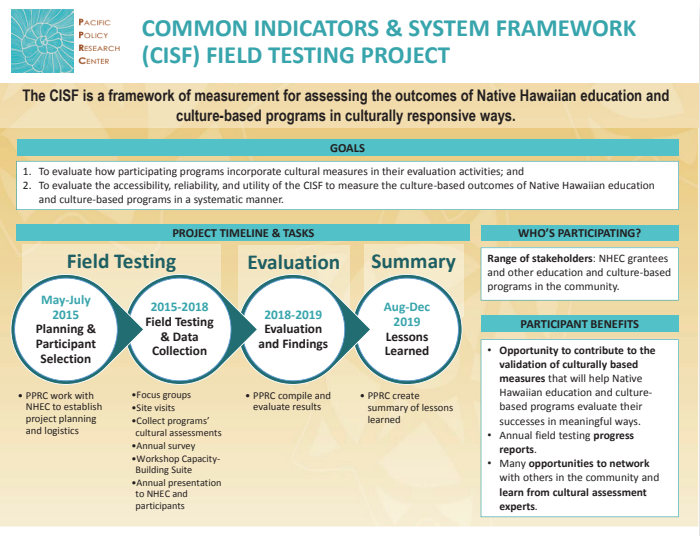
In May 2015, Pacific Policy Research Center (PPRC) was contracted to facilitate and report on the field testing of NHEC's Common Indicators System and Framework (CISF). The CISF is a framework for assessment and a set of measures developed by NHEC through which the impacts and outcomes of indigenous education programs and services funded under NHEA can be evaluated and reported in ways intended by the Act and in alignment with Native Hawaiian culture and language.

In accordance with the terms of the NHEA, NHEC is tasked with assessing, coordinating and making recommendations to the USDOE and United States Congress about the status of Native Hawaiian education, including the aggregate impact of programs created and funded under the Act. There has been a growing consensus among the Native Hawaiian education community for some time now that the current evaluation measures developed under the Government Performance and Results Act (GPRA) to assess the impact of education programs serving Native Hawaiian learners are too narrow, culturally misaligned, and not in keeping with the principles of indigenous education. NHEC's development and refinement of the CISF has been in response to this shortfall, and is now poised to field test its compatibility and utility with Native Hawaiian education and culture-based programs as a system of measurement supplemental to GPRA.

The CISF field testing project emerged from past efforts on the part of NHEC to build and refine a culturally responsive framework of measures with input from community stakeholders including Native Hawaiian educators, professional evaluators, NHEP grantees, and community members. In 2014, NHEC completed a *Study of Common Culturally-Aligned Evaluation Measures*, in which evaluation measures

and tools used by former and current NHEP grantees were identified, inventoried and categorized. Until this study, information about the use of culturally-aligned measures and tools had not been collected and analyzed in a comprehensive fashion by either the USDOE or NHEC. As such, the purpose of the Study was to identify and catalogue a set of measures, leading to a framework through which indigenous education programs/projects funded under NHEA can be assessed and reported pursuant to the intention of the Act and in alignment with the Native Hawaiian language and culture. GPRA-based, non-GPRA-based, and alternative culturally-aligned measures and tools were inventoried in the study. It is from this effort that the CISF gained its current structure and features.

The CISF features three broad indicators: maui (resilience, wellness, and self-identity); Hawaiian 'ike (knowledge of Hawaiian language, culture, values and practices) and academic 'ike (academic achievement and proficiency); and kuleana (self-sufficiency, employment and stewardship). Parallel to these areas, the CISF also reveals four "locus-of-service" impact domains, indicating the type of participants to whom, or the social arena in which, those services typically are delivered. They are as follows: kanaka (*individual*); 'ohana (*family*); kaiaulu (*community*) and 'ōnaehana (*system*).



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

## COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 2 – FY16-17

### Field Testing Purpose, Design and Methods

The CISF field testing project is concerned with the extent to which the CISF reflects broadly applicable measures that represent and respond to the evaluation needs of Native Hawaiian education and culture-based programs. Understanding this, PPRC developed two objectives, which broadly framed the purpose, scope and activities of the project's evaluation design:

- To evaluate the extent to and ways in which participating programs incorporate cultural measures in their evaluation tools/activities
- To evaluate the accessibility, reliability, and utility of the CISF to measure the culture-based outcomes of Native Hawaiian education and culture-based programs in a systemic manner.

Working from these objectives, PPRC developed five primary research questions to guide the inquiry of the project. These research questions shape the scope, trajectory and methodology of the evaluation and subsequently ground the parameters of the research design, instrumentation and all data collection activities. Research questions 1-4 will be reported formatively throughout the project on an annual basis, and also summatively at the conclusion of the field testing. Research question 5 will be answered at the conclusion of the field testing/evaluation project, or earlier as determined by participants and the NHEC.

- **Research Question 1:** To what extent do participating programs assess the culture-based outcomes and strengths of their programs, and, is culture based measurement reflected in participating cohorts existing assessment tools?
- **Research Question 2:** In what ways and to what extent do participating programs' existing assessment tools align with CISF measures?
- **Research Question 3:** In what ways and to what extent do participating programs find the CISF an accurate, culturally responsive, accessible and useful framework for measuring their program outcomes, impacts and strengths?

- **Research Question 4:** Where, and under what circumstances, do participating programs demonstrate the greatest potential for adopting the CISF as a guiding evaluative framework?
- **Research Question 5:** What useful assessment practices can be disseminated to other Native Hawaiian education and culture-based programs based on participants' qualitative and quantitative evaluation feedback about their experiences using the CISF?

These research questions reflect the goal to understand how Native Hawaiian education and culture based programs currently assess the culture-based outcomes and cultural strengths of their programs, the success with which they are assessed, how Native Hawaiian education and culture-based program structures and activities can better accommodate culturally aligned evaluations, and how the CISF measures can validate or guide culturally-aligned evaluations for Native Hawaiian education and culture-based programs.

An additional research question specifically for Year 2 was developed to satisfy NHEC requests for a lateral investigation into the construct of "community readiness". Specifically, the NHEC wished to know if participating programs conceptualize or intentionally target "community readiness" in their work and use it as a construct in their assessment regiment.

- Additional questions: How is 'community readiness'
  - (a) Defined by participating programs;
  - (b) Reflected in participating programs' culturally relevant assessment practices (e.g. goals, measures, tools); and
  - (c) Considered a useful measure around which to develop culturally relevant assessments?

The project began in May 2015 and is set to conclude December 2019. It is envisioned in four phases during which project planning, field testing, an outcomes study and the reporting of lessons learned will occur.

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



## Native Hawaiian Education Council

### Common Indicators System and Framework

	MAULI <i>Being &amp; Becoming</i>	'IKE <i>Knowing/Doing</i>		KULEANA <i>Contributing</i>
FOCUS OF IMPACT ▶	A. Resilience & Wellness Advances well-being of the body, mind and spirit.	B. Hawaiian 'Ike Advances Hawaiian language, culture, values and practices.	C. Academic Achievement & Proficiency Advances multiple understandings and purposeful outcomes across the subject areas	D. Stewardship, Self-sufficiency & Employment Supports self-reliance, financial independence and contribution to the family, community & world.
LOCUS OF IMPACT ▼				
<b>Kanaka</b> 1. Individual Efforts seek to impact the individual	<b>BASIC SURVIVAL</b> <input type="checkbox"/> Food <input type="checkbox"/> Shelter <input type="checkbox"/> Safety <input type="checkbox"/> Health/wellness  <b>IDENTITY AND BELONGING</b> <input type="checkbox"/> Emotional well being <input type="checkbox"/> Social connection <input type="checkbox"/> Identity (sense of self, place, culture, global citizen)  <b>SELF-ACTUALIZATION</b> <input type="checkbox"/> Reflective awareness <input type="checkbox"/> Problem solving <input type="checkbox"/> Values/spirituality <input type="checkbox"/> Aesthetic appreciation <input type="checkbox"/> Creative expression	<b>HAWAIIAN 'OLELO</b> <input type="checkbox"/> Literacy <input type="checkbox"/> Oral fluency <input type="checkbox"/> Writing  <b>KNOWLEDGE</b> <input type="checkbox"/> Historical <input type="checkbox"/> Socio-cultural <input type="checkbox"/> Political <input type="checkbox"/> Geographical <input type="checkbox"/> Scientific  <b>VALUES AND PRACTICES</b> <input type="checkbox"/> Protocol <input type="checkbox"/> Hula <input type="checkbox"/> Lua <input type="checkbox"/> <i>Malama 'āina, Malama kai</i> <input type="checkbox"/> Healing (physical, emotional, spiritual)  <b>SUPPORT</b> <input type="checkbox"/> Financial aid <input type="checkbox"/> Counseling <input type="checkbox"/> Mentoring	<b>EDUCATION LEVEL</b> <input type="checkbox"/> Early (pre-K) <input type="checkbox"/> K-12 <input type="checkbox"/> Adult <input type="checkbox"/> 2-year institution <input type="checkbox"/> 4-year institution  <b>STEWARDSHIP</b> <input type="checkbox"/> Social/environmental responsibility <input type="checkbox"/> Leadership <input type="checkbox"/> Internship <input type="checkbox"/> Community service  <b>EMPLOYMENT</b> <input type="checkbox"/> Career planning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Entrepreneurship, <input type="checkbox"/> Technical and/or skills training <input type="checkbox"/> Vocational education <input type="checkbox"/> Small business development <input type="checkbox"/> Non-profit management	
<b>'Ohana</b> 2. Family Efforts seek to impact relatives and others who share roles, relationships, and resources.	<b>QUALITY INTERGENERATIONAL RELATIONSHIPS</b> <input type="checkbox"/> Parent/caregiver skills <input type="checkbox"/> Communication <input type="checkbox"/> Behavior management/discipline <input type="checkbox"/> Ho'oponopono/conflict resolution	<b>HAWAIIAN LANGUAGE</b> <input type="checkbox"/> Literacy <input type="checkbox"/> Oral Fluency <input type="checkbox"/> Writing  <b>SHARING OF CULTURAL KNOWLEDGE</b> <input type="checkbox"/> Genealogy, history <input type="checkbox"/> Cultural practices and protocols <input type="checkbox"/> Values <input type="checkbox"/> Spirituality  <b>SUPPORT</b> <input type="checkbox"/> Counseling <input type="checkbox"/> Mentoring <input type="checkbox"/> Financial aid	<b>ACADEMIC ENRICHMENT</b> <input type="checkbox"/> Early childhood development <input type="checkbox"/> Family literacy <input type="checkbox"/> Homework support	<b>STEWARDSHIP</b> <input type="checkbox"/> Giving back/joining in <input type="checkbox"/> Community leadership

Rev. June 2013  
Native Hawaiian Education Council  
735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG

Current CISF matrix

	MAULI <i>Being &amp; Becoming</i>	'IKE <i>Knowing/Doing</i>		KULEANA <i>Contributing</i>
FOCUS OF IMPACT ▶	A. Resilience & Wellness Advances well-being of the body, mind and spirit.	B. Hawaiian 'Ike Advances Hawaiian language, culture, values and practices.	C. Academic Achievement & Proficiency Advances multiple understandings and purposeful outcomes across the subject areas	D. Stewardship, Self-sufficiency & Employment Supports self-reliance, financial independence and contribution to the family, community & world.
LOCUS OF IMPACT ▼				
<b>Kaiaulu</b> 3. Community Efforts seek to impact those who share a common geography, organization or group identity.	<b>HEALTHY COMMUNITY RELATIONSHIPS</b> <input type="checkbox"/> Safe neighborhoods <input type="checkbox"/> Positive social connections <input type="checkbox"/> Taking care others in need  <b>ADEQUATE PROVISIONS</b> <input type="checkbox"/> Food resources (community garden, co-op/farmer's markets, etc.) <input type="checkbox"/> Shelter (transitional, homeless, <i>Kāpuna</i> , etc.) <input type="checkbox"/> <i>Keiki and Kāpuna</i> care	<b>VALUES AND PRACTICES</b> <input type="checkbox"/> Use of informal and/or formal ' <i>ʻŌlelo Hawai'i</i> <input type="checkbox"/> Hawaiian values consistently and visibly practiced <input type="checkbox"/> Support for Hawaiian cultural and service organizations  <b>NATIVE HAWAIIAN-BASED EDUCATION</b> <input type="checkbox"/> Early education programs <input type="checkbox"/> Community-based charter and immersion schools <input type="checkbox"/> Post-secondary indigenous programs  <b>RESOURCES</b> <input type="checkbox"/> Indigenous library <input type="checkbox"/> Multi-media  <b>SUPPORT</b> <input type="checkbox"/> Citizen participation and involvement <input type="checkbox"/> Networking and capacity building <input type="checkbox"/> Opportunities for volunteering, internships, mentoring programs, etc.	<b>EDUCATIONAL RESOURCES</b> <input type="checkbox"/> Library and multi media resources <input type="checkbox"/> Active School Community Council <input type="checkbox"/> Community support for schools	<b>STEWARDSHIP</b> <input type="checkbox"/> Community development planning <input type="checkbox"/> Opportunities to improve social justice  <b>EMPLOYMENT</b> <input type="checkbox"/> Opportunities for small business start-up <input type="checkbox"/> Resources for self-sufficiency
<b>'Ōnaehana</b> 4. System-level Efforts seek to impact those patterns, practices, procedures, laws, structures or beliefs that have broad impact beyond a single community.	<b>SUPPORT SERVICES AND PROGRAMS</b> <input type="checkbox"/> Child welfare <input type="checkbox"/> Early childhood education <input type="checkbox"/> Elder care <input type="checkbox"/> Disabled <input type="checkbox"/> Mental health <input type="checkbox"/> Independent living <input type="checkbox"/> Teen pregnancy <input type="checkbox"/> After school <input type="checkbox"/> Preventative health care <input type="checkbox"/> Medical care <input type="checkbox"/> Legal <input type="checkbox"/> Incarceration and post-incarceration	<b>DEVELOPMENT/IMPLEMENTATION OF INDIGENOUS</b> <input type="checkbox"/> Culture and place-based curriculum <input type="checkbox"/> Measurement tools to assess content knowledge across subject areas <input type="checkbox"/> Theory  <b>PROFESSIONAL DEVELOPMENT</b> <input type="checkbox"/> Indigenous issues <input type="checkbox"/> Content knowledge <input type="checkbox"/> Pedagogy <input type="checkbox"/> Epistemology  <b>RESOURCES</b> <input type="checkbox"/> Literacy <input type="checkbox"/> Math and science <input type="checkbox"/> Social sciences <input type="checkbox"/> Web-based <input type="checkbox"/> Multi-media	<b>PROFESSIONAL DEVELOPMENT</b> <input type="checkbox"/> Indigenous issues <input type="checkbox"/> Content knowledge <input type="checkbox"/> Pedagogy  <b>INCORPORATION OF TRADITIONAL AND INDIGENOUS RESEARCH FOR THE DESIGN OF</b> <input type="checkbox"/> Curriculum <input type="checkbox"/> Practices <input type="checkbox"/> School policies <input type="checkbox"/> Alternative measurement tools to assess content knowledge across subject areas	<b>LEGISLATION, PROCEDURES AND PRACTICES SUPPORTING</b> <input type="checkbox"/> Alternative energy <input type="checkbox"/> Health choices <input type="checkbox"/> Health care <input type="checkbox"/> Easy Access to government services, agencies, personal records <input type="checkbox"/> Civil rights in policy and decision making <input type="checkbox"/> Affordable housing <input type="checkbox"/> Responsible land and water use and protection <input type="checkbox"/> Environmental protection <input type="checkbox"/> Endangered species protection <input type="checkbox"/> Cultural resources protection <input type="checkbox"/> Fair distribution of resources <input type="checkbox"/> Responsible infrastructure maintenance <input type="checkbox"/> Fair employment legislation <input type="checkbox"/> Employee benefits

Rev. June 2013  
Native Hawaiian Education Council  
735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG

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

## COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 2 – FY16-17

### Changes to Project Format

A combination of circumstances that became clear after launching the project have altered the project's formatting, shifting its organizational focus away from a cohort-based model of field testing and towards a more global response to participant culture-based assessment needs. This shift was brought on by three major discoveries:

- Lower than anticipated participation rate among programs. Most cohort groups were too thinly populated to ensure the protection/anonymity of participating programs, and some cohorts were not populated at all.
- Most programs currently participating work with a broad age range of keiki and even adults, complicating how they fit into specific developmental categories or talk about their work (e.g. the need to create false delineations in describing with whom and how they worked). Moreover, as this report will demonstrate, age group did not feature in any significant way in the discussion of their cultural assessment needs. The dilemmas they faced and responses required speak to the need for self-empowerment/capacity development among programs to design and implement their own tailored assessment solutions.
- Participant feedback about the beneficial nature of sharing and working with all programs. Learning from each other's experiences and practices is desirable, regardless of the age groups programs' serve. Additionally, participant feedback from Year 1 indicated a clear need for a capacity building component to the field testing project in Year 2.

In response, PPRC developed and facilitated "A Journey through Cultural Assessment: A Capacity-Building Workshop Suite" in Year 2. The capacity-building suite was a series of four workshops offered between November 2016 and May 2017. Each workshop was designed to (1) facilitate and support the cultural assessment work of Native Hawaiian

education and culture-based programs depending on where they are in their assessment journey and (2) provide a networking forum in which attendees can meet, collaborate and share their experiences around cultural assessment. Workshops were facilitated by PPRC and guest speakers/co-facilitators from the community whose work reflected inspirational advances in culturally relevant assessment in Hawai'i.

The workshop topics were as follows:

- 1) How to develop culturally-relevant program/project outcomes and measures.
- 2) How to use mixed methods in cultural assessments.
- 3) Embedding cultural assessment in grant/funding proposals.
- 4) Using cultural indicators to develop assessments.

### Cultural Indicators System and Framework (CISF) Field Testing Project Annual Report, 2016-2017

An evaluation of culturally responsive assessment practices among Native Hawaiian education and cultural programs, and the applicability of the CISF to these practices

Submitted to the Native Hawaiian Education Council  
PACIFIC POLICY RESEARCH CENTER | 500 UNIVERSITY AVE. NO. 1425 HONOLULU, HI 96826

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

## COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 2 – FY16-17

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These workshops reflect a sequential format in which participants were led through the process of developing and/or modifying existing a cultural assessment(s).

Year 2 activities maintained the evaluation/field testing component to parallel the aforementioned capacity building workshops, tracking (a) the development or modification of any culture-based outcomes, assessment indicators, and assessments/instruments among participating programs, (b) the extent to which those culture-based outcomes, assessment indicators, and assessments/instruments are adopted by their programs/organizations; (c) the successes and challenges of those adoptions, if possible; and (d) the extent to which assessment measures reflect CISF foci and loci areas.

### Participants

A total of 33 programs participated in Year 2 capacity building workshops. These organizations reflect a combination of current and former NHEP grantees, after school and community programs serving K-12 and postsecondary learners, non-profit organizations, K-12 Hawaiian charter, public, private and postsecondary institutions. Each workshop invited guest speakers to share their practices and assessment work related to their respective communities.

### Discussion and Summary

In Year 1, PPRC learned that the majority of CISF project programs/organizations do not use culturally relevant assessment measures or instruments to formally evaluate the learning/growth/success of their participants. While they claimed that cultural indicators of progress are often observed, they are not documented in official capacities. A lack of knowledge and/or resources to do so, incongruence between program outcomes and activities as a result of externally prepared grant proposals, and funders' disinterest in culturally relevant assessment were among the most common reasons for this.

In response to this finding, PPRC collected data around the kinds of supports programs required to help them to establish, refine or otherwise engage in cultural assessment and adopt elements of the matrix. The method of support most requested by participating programs was capacity building workshops, especially around the development cultural outcomes. They also requested forums for networking and collaboration with fellow Native Hawaiian education and culture-based programs.

In Year 2, PPRC responded to the aforementioned need by facilitating a capacity building workshop series, *A Journey through Cultural Assessment*. The capacity-building series offered four workshops between November 2016 and May 2017. Each workshop was designed to (1) facilitate and support the cultural assessment work of Native Hawaiian education and culture-based programs depending on where they are in their assessment journey and (2) provide a networking forum in which attendees can meet, collaborate and share their experiences around cultural assessment.

Workshops were facilitated by PPRC and guest speakers/co-facilitators from the community whose work reflected inspirational advances in culturally relevant assessment in Hawai'i. The logic of the workshops speaks to the question of the best way to field test the matrix. They (a) model the processes and procedures involved in developing assessments – create an environment of praxis; (b) facilitate the creation of assessment products; and (c) potentially create a community of programs capable of sustaining cultural assessment work in Hawai'i.

In Year 2, participants reported measuring or the intent to measure culturally relevant outcomes rooted in the matrix, specifically in the loci of impact areas of kanaka and around the foci of cultural values, cultural knowledge, and connectedness. These areas of measurement also corresponded to the limited number of assessments that programs submitted to PPRC, in which cultural values, knowledge and relationships featured most prominently. Most

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

## COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 2 – FY16-17

programs who participated in the evaluation of the workshops conveyed interest in either continuing to directly revise existing instruments to render them culturally congruent in these areas, or to revisit their outcomes and assessment plans as a step to revising existing assessments. Less interest was expressed in developing assessments anew, which corroborates the finding that while not many programs utilize culturally relevant assessments, they do have assessment instruments of some kind as a base to work from. Most programs are also interested in capturing qualitative forms of data via assessment tools utilizing focus groups, interviews, and observations, with lesser interest in quantitative forms (e.g. surveys) and multimedia instruments (e.g. digital storytelling).

Results of the Year 2 workshops demonstrated the value of the capacity building approach for field testing the matrix. The opportunity to share, network, and collaborate with others, as well as the contributions of the guest speakers/co-facilitators were among the most valuable and rewarding aspects of Year 2 workshops according to participating programs. Participating programs most highly requested workshops in Year 3 similar to those in Year 2, with some interest in receiving supplemental, one-on-one technical assistance.

### Continuing Challenges

As with all projects, certain challenges persist in field testing the CISF matrix. For one, the operationalization of the CISF matrix continues to surface as an issue for participants. While participants mostly agree that it is a potentially useful tool for developing culturally relevant assessments, its application in this task is less clear and more guidance is required in this area. The project also continues to face the issue of selective participation, which may be limiting the production of tangible assessment products that can be field tested. The wide range of assessment needs, varying capacities to engage in cultural assessment, and reasons for workshop attendance among participants also affected outcomes for Year 2. For instance, some programs attended to learn about and observe what others are accomplishing in the

field of cultural assessment, but not to actively participate in the field testing. Finally, and perhaps the most significant barrier to field testing, is the relatively small number of programs submitting instruments to the project. PPRC has asked for the submission of instruments that programs currently use, regardless of their cultural validity. In PPRC's view, assessment creation is perhaps the most significant way to gauge the successful field testing of indicators. Without access to instruments currently in the field, or even knowledge of their existence, determining the prominence and value of cultural measures and matrix indicators will be limited.

### Recommendation for Continued Capacity Building

Based on PPRC's experience facilitating workshops on assessment related topics, participant feedback, and continued reported needs, PPRC preliminarily proposes the continuation of capacity building activities to help programs update, amend and/or develop assessment items/instruments that can be field tested. While participants overwhelmingly noted the positive impact and benefit of Year 2 workshops, PPRC observed that varied participation (some only coming once, while others coming to all four), the large group format of workshops, and the varying stages, capacities and needs among programs produced mixed results. While many programs were able to identify their assessment-related goals through the workshops, articulate some next steps to pursuing such goals, and even identify item areas, programs did not widely report progress with respect to furthering the development of actual assessment instruments.

What programs valued above all else about the workshops, and continue to request, are opportunities to network with each other and share practices and lessons learned. While PPRC's future capacity building recommendations heed this request, they also account for the need to progress to actually develop assessment items and instruments which field test the CISF matrix indicators. As such, PPRC proposes an offering of workshops in Year 3 that allow for both group and individual consultation.

# KA ‘OHI ME KE KILO ‘ANA I KA ‘IKEPILI COLLECT AND ASSESS DATA

## NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

In November 2016, the Council contracted professional services to update and extend the Council’s existing NHEP grant funding patterns analysis work (previously completed for funding years FY06 to FY09.) The analysis work is expected to include tabulated and cross-tabulated awarding, expenditure and program evaluation information.

The project is structured to deliver three deliverables and is slated for completion no later than January 2018:

- **Deliverable A:** Annual NHEP Funding Analysis
- **Deliverable B:** Reconciliation of Annual NHEC Funding
- **Deliverable C:** Matrix of Program Evaluations



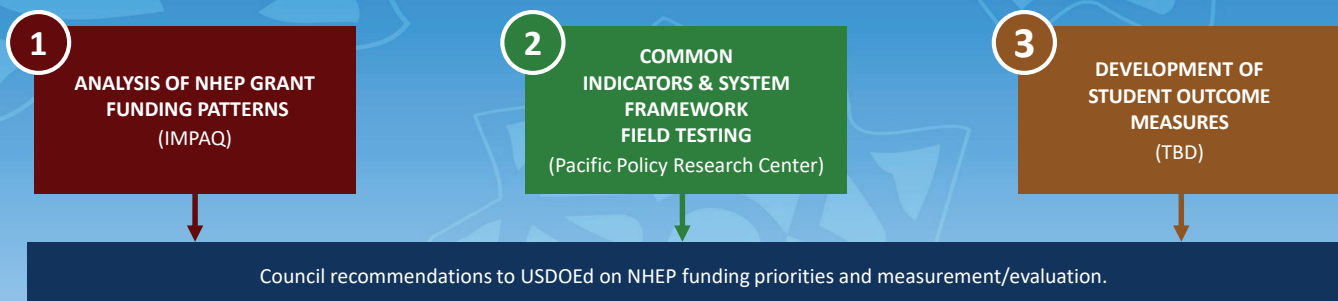
### NATIVE HAWAIIAN EDUCATION PROGRAM (NHEP) GRANT FUNDING PATTERNS PROJECT

The Native Hawaiian Education Council (NHEC) is charged with recommending to the U.S. Department of Education (USDOEd) improvements in NHEP programs, policies and procedures, including NHEP’s funding priorities. NHEP awards approximately \$32 million to \$34 million in grant funds annually to a variety of entities, including pre-K and K-12 schools, colleges and universities, non-profit organizations, and family and community-based programs. NHEC has contracted with IMPAQ International, LLC (IMPAQ) to update and extend the existing analysis of NHEP funding patterns. IMPAQ will accomplish this by working with the Council and the NHEP grantees to complete three research components: 1) conduct an analysis of NHEP funding by category; 2) reconcile annual NHEP funding amounts with actual expenditures; and 3) create a matrix of evaluations for each program.

#### Grantee participation is key.

This study of NHEP Grant Funding Patterns is one of three important studies being conducted that will help the Council develop recommendations for focusing federal funding resources in ways that address identified educational needs in island communities. Using the results of the funding analysis, the Council will, for example, be able to compare current funding allocations with existing programs and identified community needs, illuminating gaps or areas that future funding should focus on or where existing programs fill needs. The information will be shared and can be used in future funding applications to demonstrate how proposed programs and services address unmet needs. Because the responsibility for making grant funding decisions and monitoring the status of Native Hawaiian education programs lies with the federal program staff in the USDOEd, NHEC’s access to the data needed to assess the distribution of funds across different kinds of educational programs and activities is limited, and in some cases, it will be necessary to rely on the grantees to provide the information. IMPAQ will **minimize the data collection burden** by reviewing currently available information whenever possible, realizing that grantees’ time and resources are limited. The final report is intended to report data in the aggregate by sector (e.g., early education, K-12, community based) and geographic island community location; and not at the program name level. Confidentiality agreements will be executed with grantee participants with IMPAQ and the Council to memorialize commitments to confidentiality. A sample copy of the prior report is available for review upon request.

#### Three Concurrent NHEC Projects to Support Council Recommendations to the US Department of Education



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

## STUDENT OUTCOME MEASURES PROJECT

In January 2017, the Council contracted professional services to develop and implement a broad, stakeholder, community-based process to develop student outcome measures for consideration by the USDOE and the Office of Management and Budget.

The project is structured in five phases and completion of the project is slated for no later than June 2018:

- **Phase I:** Project Kick-Off
- **Phase II:** Inventory of Current Student Outcome Measures, including GPRA Recognized Measures and Other Considerations
- **Phase III:** Development of Proposed Student Outcome Measures
- **Phase IV:** Validation of Proposed Student Outcome Measures
- **Phase V:** Report of Project Process, Considerations and Recommendations



PACIFIC  
POLICY  
RESEARCH  
CENTER

## STUDENT OUTCOMES DEVELOPMENT PROJECT

**Goal: To collect broad, community-wide input in 2017 to develop culturally relevant and aligned student outcome measures for Federal and Government Performance and Results Act (GPRA) consideration by the USDOEd in 2018.**

### RESEARCH QUESTIONS

1. What types of student outcome measures at federal and state program levels align with learning outcomes being pursued within the Native Hawaiian education community and other indigenous communities outside of Hawai'i ?
2. What insights, preferences and priorities do Native Hawaiian education programs and the broader community offer for developing new or altered GPRA standards?
3. What new or altered, culturally aligned, and GPRA appropriate student outcome measures can be recommended based on extant data review and feedback from the community?

### DATA SOURCES & METHODS

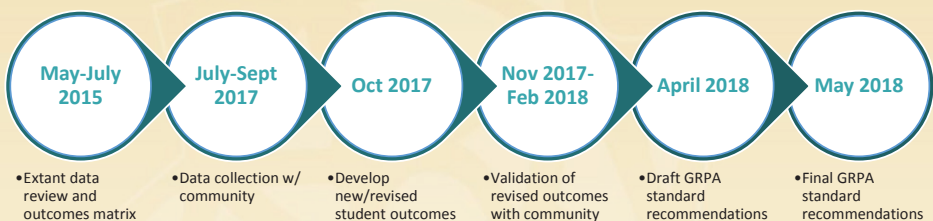
#### SOURCES

- **Stakeholder Input:** NHEP grantees; K-12 and higher education teachers and administrations; kupuna, community program staff; broader community members.
- **Extant Data Review:** Examine data repositories compiled on outcome measures in national and international education programs literature and as reported by culture-based programs in the last ten years (e.g. WestEd 2014 study, NHEP grantee reports, community needs assessments).

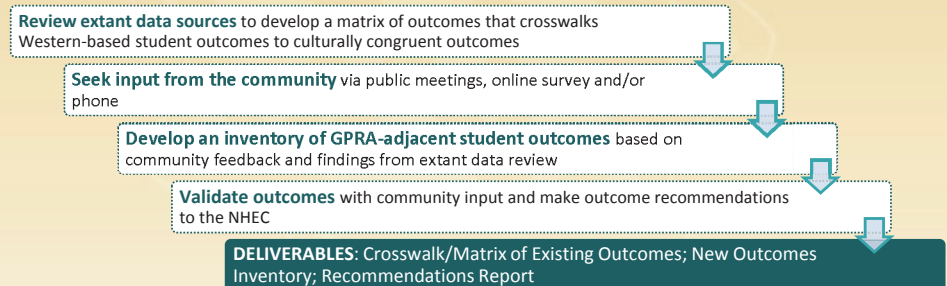
#### METHODS

- Community meetings; Stakeholder electronic survey; Stakeholder phone survey
- Coordinate with other NHEC projects to streamline our interactions with the community; minimize participation burden for community

### PROJECT TIMELINE



### PROJECT COMPONENTS





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

## NATIVE HAWAIIAN EDUCATION DATA SYSTEMS MAPPING PROJECT

In August 2017, the Council contracted professional services to inventory, map, analyze, identify opportunities and make recommendations regarding Native Hawaiian education data, data repositories and data systems.

The project is structured in four phases and completion of the project is slated for no later than February 2018:

- **Phase I:** Project Kick-Off
- **Phase II:** Mapping
- **Phase III:** Identification of Opportunities
- **Phase IV:** Report of Opportunities and Recommendations

### Native Hawaiian Education Data Systems Mapping Project

*The Native Hawaiian Education Council (NHEC) and McREL International are working to better understand and gain access to data about Native Hawaiian students and their experiences.*

#### Phase 1

Kick off meeting with NHEC and McREL



- Project planning
- Set goals and aims

#### Phase 2

Inventory & Mapping of Data



- Identify and catalog Native Hawaiian education data systems
- Engage community members and data experts around Native Hawaiian Education issues

#### Phase 3

Identification of Opportunities



- Collaborate with the Hawai'i Data eXchange Partnership
- Convene data stakeholders to discuss opportunities for collaboration and impact on Native Hawaiian education

#### Phase 4

Preparation of Final Report



- Final report will include:
  - Comprehensive inventory of data systems and repositories of Native Hawaiian education data
  - Summary of findings, recommendations, opportunities, and actionable next steps



NATIVE HAWAIIAN  
EDUCATION COUNCIL

735 Bishop St #224, Honolulu, HI 96813 | (808) 523-6432 | <http://www.nhec.org>

A close-up photograph of a person's hands weaving a basket from palm fronds. The hands are positioned on the right side of the frame, with fingers carefully interlacing the light-colored, fibrous strands. The basket is in the foreground, showing a complex, crisscrossing pattern. The background is a soft, out-of-focus green, suggesting an outdoor setting. The overall lighting is bright and natural, highlighting the texture of the palm fronds.

2016-2017  
ACHIEVEMENTS IN THE AREA OF NHEC'S  
STRATEGIC PLAN GOAL #3:  
HŌ'IKE ME KA HĀPAI MANA'O  
*REPORT AND RECOMMEND*

# HŌ'IKE ME KA HĀPAI MANA'O

## REPORT AND RECOMMEND

### NATIONAL CONGRESS OF AMERICAN INDIANS BUDGET INCLUSION

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NHEC continues to work with the National Congress of American Indians (NCAI) to continue the inclusion of the NHEA in the Indian Country Budget that is submitted to the President and Congress.

The full NCAI 2018 Indian Country Budget Request can be found at <http://www.ncai.org/FY2018-NCAI-Budget-Request2.pdf>

#### DEPARTMENT OF EDUCATION

Labor, HHS, Education Appropriations Bill

Title VI, Part B of the Every Student Succeeds Act

- Provide \$32.4 million for Native Hawaiian Education Program.

This grant program funds the development of curricula and education programs that address the unique needs of Native Hawaiian students to help bring equity to this Native population. The Native Hawaiian Education Program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.



# HŌ'IKE ME KA HĀPAI MANA'O

## REPORT AND RECOMMEND

### ADVOCACY

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NHEC submitted a number of testimony and letters of support throughout the 2016-2017 fiscal year:

#### Federal-level

- Recommendations regarding the NHEA reauthorization, specifically the change to the NHEC member composition; the NHEP grant competition and awarding process; and federal legislative and policy priorities.
- Comments on OMB Directive 15, standards for maintaining, collecting and presenting federal data on race and ethnicity.
- Comments on ED-2016-ICCD regarding civil rights data collection.

#### 2017 Hawai'i State Legislature

- Support of HB336/SCR53 to conduct study on Hawai'i public charter school per-pupil funding parity.
- Support of HB483 to appropriate start-up grants for newly authorized public charter schools.
- Support of HB498 to include early childhood development in Early Learning Program; expand functions and authority of the Hawai'i Early Learning Advisory Board including oversight of the Executive Office of Early Learning director; adjust family income thresholds for at-risk or underserved support eligibility and priority for family income that is no more than 250 percent of the federal poverty level; and require school administrations to complete early learning introduction program prior to opening pre-K classes.
- Support of HB499 to amend preschool open doors program to extended priority to at-risk or underserved children.
- Support of HB500 for continuation of public charter school pre-kindergarten program.
- Support of HB533 to approve funding for public charter school facilities.
- Support of HB910 for continuation of HIDEOE Office of Hawaiian Education funding.

- Support of HB936 to appropriate funds for teacher incentive bonuses separate from public charter school per-pupil and facilities funds.
- Support of HB937 to contract third-party providers for family-child interaction learning organizations to develop and implement family program as part of mixed-delivery early childhood system.
- Opposition of HB1092 to establish public school innovation grant program.
- Support of SB848 regarding development and funding of Hawaiian language instruction implementation plan throughout the University of Hawai'i (UH) system and Hawaiian medium education coursework pilot project.
- Support of HCR192, HR120/SCR153, SR74 to designate 2018 "the Year of the Hawaiian" and designate the Office of Hawaiian Affairs to plan celebration events and activities.
- Support of SCR9 urging HIDEOE to better engage community groups in the education of children and youth in Hawai'i's public schools.
- Support of SCR140-SR61 to set eligibility restrictions for Hawai'i superintendent applicants.
- Support SR71 to honor Robert William Kalanihiapo Wilcox, Hawai'i's first elected congressional delegate
- Support of SCR167-SR61 urging HIDEOE to establish vocational education out-of-school program.
- Support of SCR171-SR85 urging HIDEOE to establish workforce readiness program.
- Support of gubernatorial nominee Christine Kili Namau'u to the Hawai'i BOE
- Support of gubernatorial nominee Maureen Nāmakaokalani Rawlins to the Hawai'i Early Learning Advisory Board.
- Support of gubernatorial nominee Jin Chang to the Hawai'i Early Learning Advisory Board.

# HŌ'IKE ME KA HĀPAI MANA'O REPORT AND RECOMMEND

## ADVOCACY

### Hawai'i Board of Education/Department of Education

- Support inclusion of budget proposal for the HIDEOE Office of Hawaiian Education in the 2017-2019 biennium budget.
- Support 2015-2016 school year evaluation of (former) HIDEOE Superintendent Kathryn Matayoshi.
- Support establishment of multiple public charter school authorizers.
- Opposition against a closed HIDEOE superintendent search process.
- Comments on Hawai'i BOE/DOE strategic plan

### Other Letters of Support and Comments

- Support of the Hawai'i Executive Office of Early Learning's proposed requirement for teachers to obtain early childhood education coursework for Add-a-Field License.
- Support of O'ahu Island Council member Dr. Kimo Cashman promotion to Specialist at the UH-Mānoa College of Education.
- Confirmation of Wendy Mow-Taira membership on the Council.



#### Native Hawaiian Education Council

September 20, 2016

The Honorable Mazie K. Hirono  
United States Senate  
300 Ala Moana Blvd., Rm. 3-106  
Honolulu, HI 96850

330 Hart Senate Office Bldg.  
Washington, D.C. 20510  
VIA E-MAIL

The Honorable Tuli Gabbard  
United States House of Representatives  
300 Ala Moana Blvd., Rm. 5-104  
Honolulu, HI 96850

1609 Longworth House Office Bldg.  
Washington, D.C. 20515  
VIA E-MAIL

The Honorable Brian Schatz  
United States Senate  
300 Ala Moana Blvd., Rm. 7-212  
Honolulu, HI 96850

722 Hart Senate Office Building  
Washington, D.C. 20510  
VIA E-MAIL

Office of Hawai'i's 1<sup>st</sup> Congressional District  
United States House of Representatives  
300 Ala Moana Blvd., Rm. 4-104  
Honolulu, HI 96850

422 Cannon House Office Bldg.  
Washington, D.C. 20515  
VIA E-MAIL

On behalf of the Native Hawaiian Education Council (NHEC or Council) and Native Hawaiian Education Program (NHEP) grantees<sup>1</sup> that participated in 2016 NHEP Grantee Congressional Briefing and Native Hawaiian Education Act (NHEA) Reauthorization Celebration event<sup>2</sup>, we convey to you herein, synthesized mana'o regarding the NHEA reauthorization, specifically the change in the Council composition; the NHEP program and grant competition and awarding processes; and Federal legislative and policy priorities.

#### Native Hawaiian Education Act Reauthorization, Council Composition

We ask that our Congressional delegation support and emphasize the following to the United States Department of Education (Ed Department) and the named organizations or positions:

<sup>1</sup> Boys & Girls Club of Hawai'i, Hui Milāma o Ke Kai Foundation, Institute for Native Pacific Education and Culture, Kai Lea, Inc., Keiki o Ka 'Āina Family Learning Centers, Kula No Na Po'e Hawai'i, Milāma 'Āina Foundation, Mānoa Foundation for Island Health Care Training, Pacific American Foundation, Partners in Development Foundation, and University of Hawai'i at Mānoa.  
<sup>2</sup> On Wednesday, August 17, 2016 at the Ke'olu Ballrooms on the island of O'ahu.

735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG



#### Native Hawaiian Education Council

October 31, 2016

Mr. Lance A. Mizumoto, Chairperson  
Mr. Brian De Lima, Vice Chairperson  
State of Hawai'i, Board of Education  
P. O. Box 2360  
Honolulu, Hawai'i 96813

Via: [testimony\\_bce@notes.k12.hi.us](mailto: testimony_bce@notes.k12.hi.us)

Subject: IV.B.(2) Recommendation for Action on public comment received on the administrative rules for multiple charter school authorizers at September 27, 2016 public hearing

Dear Mr. Mizumoto and De Lima,

After reviewing the analysis, written testimony and other documents associated with the agenda item, the Native Hawaiian Education Council provides the following written testimony in support of the proposed motion on the Board's general business meeting agenda:

*"Moved to recommend the Board 1) adopt the amended Hawaii Administrative Rules Chapters 8-515 and 8-517, as attached as Exhibit B of Board Member Margaret Cox's memorandum dated November 1, 2016, provided that any amendments that would require another public hearing, as determined by the Department of the Attorney General, not be included in the amended administrative rules to be adopted by the Board; and 2) to authorize Board Chairperson Lance Mizumoto to sign the rules on behalf of the Board."*

For continued disclosure, the Council's Executive Director, Dr. Sylvia Hussey, is currently a State Public Charter School Commissioner, appointed by the Board of Education in June 2016. The written testimony provided herein is the Council's testimony and not Dr. Hussey's. However, you are free to contact her directly via e-mail ([svlyia@nhec.org](mailto:svlyia@nhec.org)), office (808.523.6432) or mobile (808.221.5477) telephone with any questions or comments regarding the Council's written testimony.

735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG

public prekindergarten classrooms. This bill helps to ensure continuation of a program that benefits young learners, and increases their likelihood of success in schools particularly serving rural communities. In addition, there is little dispute among stakeholders as to the value proposition and return in investing in early education.

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; a public charter school system that is a blend of Hawaiian medium immersion and Hawaiian culture-based schools; and a SEA in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent.

Hawai'i's charter schools are intended to support the National Association of Charter School Authorizers (NACSA) tenants of access, autonomy and accountability. In Hawai'i this provides families and communities choices for community-based education in both Hawaiian medium immersion and Hawaiian culture-based education schools that are more responsive

Require the executive office on early learning to enter into a memorandum of understanding with the Hawai'i state public charter school commission to administer charter school prekindergarten classrooms. Appropriates moneys to continue funding of public prekindergarten classrooms.

735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG



#### Native Hawaiian Education Council

5

approval of the Board of Education's New Hawai'i Administrative Rules 8-515 and 8-517 Relating to Charter School Authorizers

Native Hawaiian Education Council (NHEC or the Council) respectfully urges you to support the proposed administrative rules (HAR) Chapters 8-515, entitled "Charter School Authorizers," and Chapter 8-517, entitled "Administrative Rules Relating to Charter School Authorizers," which were approved by the Hawai'i Board of Education and transmitted to you for final approval.

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian medium immersion and Hawaiian culture-based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent.

Act 130, Session Laws of Hawai'i 2012, created the State Public Charter School Commission ("Commission"), and envisioned that additional charter school authorizers would be established and regulated by the Board after the promulgation of administrative rules. Since January 2016, the Board has diligently pursued rules promulgation to advance the establishment of additional charter school authorizers. Your final approval of these rules represents the next critical step in this process.

735 BISHOP STREET, SUITE 224 HONOLULU, HAWAII 96813 PHONE: 808-523-6432 EMAIL: NHEC@NHEC.ORG

2016-2017

ACHIEVEMENTS IN THE AREA OF NHEC'S  
STRATEGIC PLAN GOAL #4:

HŌ'IKE I KA HUI 'OI KELAKELA  
*DEMONSTRATE ORGANIZATIONAL EXCELLENCE*

# HŌ'IKE I KA HUI 'OI KELAKELA

## DEMONSTRATE ORGANIZATIONAL EXCELLENCE

### *USDOE FISCAL MONITORING*

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NHEC continued fiscal monitoring with the USDOE for the administration of its NHEP award for the 2016-2017 fiscal year and the carry-over of 2015-2016 funds. The purpose was to monitor NHEC's progress in achieving program objectives outlined in its grant application and to review program administration procedures against the requirements of the authorizing statute, the NHEA, and all applicable federal regulations that ensure fiscal accountability. As part of the fiscal monitoring protocol, NHEC submitted documentation that addressed program management areas such as goals and objectives management, personnel, and fiscal management. NHEC also began to address the implementation of the reauthorized NHEA law as revised through the passing of the ESSA, providing plans for seating the newly composed Council and for carrying out additional activities assigned to NHEC.

### *FISCAL AUDITS*

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In accordance with the Single Audit Amendment Act of 1996 and the United States Office of Management and Budget Circular A-133 (Revised) "Audits of States, Local Governments, and Non-Profit Organizations", NHEC conducted an audit of its fiscal years ending August 31, 2016. The Council engaged the services of an independent certified public accounting firm with experience in conducting A-133s to conduct both audits. NHEC staff provided all necessary documentation and worked closely with the auditors to address audit findings, revising its fiscal management policies and procedures as needed. The final audit report was submitted in March 2017.

### *OFFICE ADMINISTRATION*

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The accountant/office assistant resigned in February 2017. A search to fill the accountant vacancy was conducted, but no interested candidates applied. As a result, NHEC decided to once again contract a third-party accounting firm to assist with the Council's fiscal needs.



2016-2017  
KOMO MA KE KAIĀULU  
*COUNCIL IN THE COMMUNITY*



# KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

## AUNTY BETTY JENKINS RECEIVES HONORARY DOCTORATE FROM THE WORLD INDIGENOUS NATIONS UNIVERSITY

In September 2016, the World Indigenous Nations University awarded an Honorary Doctorate to Aunty Betty Jenkins for her life-long commitment and outstanding contributions to indigenous education locally, nationally and internationally.

Aunty Betty has been an educator for over 50 years, first in Ohio, then California, Micronesia, Guam and finally home in Hawai'i. She was a member of the HIDOE State Language Arts Team, a Title I teacher, and a 3-on-2 Team Teacher before retiring from her formal teaching career as one of the founders of Hālau o Hale'iwa at Hale'iwa Elementary School in North Shore O'ahu.

Following her retirement from the HIDOE, Aunty Betty worked with the Office of Hawaiian Affairs, partnering with the HIDOE Hawaiian Studies Program that took her travelling statewide to meet a host of kūpuna (*elders*) whom she learned to honor, respect and admire. She also regularly participated in the NIEA's annual convention throughout the 1990's and provided cultural workshops for and with many Native elders throughout the United States. Additionally, she has shared her cultural knowledge at several international events, such as the World Indigenous Peoples' Conference on Education.

In 1997, Aunty Betty was appointed to NHEC by the U.S. Secretary of Education and has continued to serve on the Council since her appointment, overseeing protocol of the Council and always willing to provide her professional expertise, kupuna wisdom and spiritual guidance. Aunty Betty also gave her time and wisdom to other Native Hawaiian-serving organizations such as Papa Ola Lōkahi Native Hawaiian Health Care System, 'Imi Ke Ola Mau and Ho'omau Ke Ola, as well as social/cultural advocacy organizations, like the AHCC, 'Ahahui Ka'ahumanu - Honolulu Chapter, and Friends of Waimea Valley.

Aunty Betty's involvement in advocating for the betterment and advancement of Native Hawaiian education has always been with the highest regard and respect for "kupuna wisdom" and she prides herself on being an advocate for the elders of our community. She says she has witnessed change, growth and many successes throughout the years, always with the understanding of our Hawaiian education styles and integration of cultural values, which are not always understood by western educators.



# KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

## HAWAI'I STATE PUBLIC CHARTER SCHOOL COMMISSION

In June 2016, the Hawai'i BOE appointed the NHEC's executive director to the State Public Charter School Commission (SPCSC). SPCSC is the statewide charter school authorizer whose mission is to authorize high-quality public charter schools throughout Hawai'i. SPCSC approves quality applications for new charter schools and monitors the performance and legal compliance of existing charter schools.

In Hawai'i, charter schools are public schools operated and managed by independent governing boards. They are innovative, outcome-based public schools operating under a performance contract with the SPCSC. Although they are funded on a "per-pupil" basis separately from HIDOE-operated schools, charter schools are open-enrollment public schools that serve all students and do not charge tuition. Hawai'i's public charter schools serve over 10,000 students and employ more than 1,000 statewide.

During the fiscal year, the Council supported the following charter school related activities:

- SPCSC strategic planning effort
- Community consultation sessions regarding SPCSC's vision

- Hawai'i Island Youth Summit/Ku'i Ka Lono Conference
- Nā Lei Na'auao-Native Hawaiian Charter School Alliance meetings
- Hawai'i Public Charter School Network meetings
- Ke Ea Hawai'i-Hawaiian-focused Public Charter School Statewide Student Council participation at the September Native Hawaiian Legislative Summit

SPCSC's portfolio of public charter schools include:

- Thirty-seven authorized schools statewide:
  - Fifteen on the island of Hawai'i;
  - Fourteen on the island of O'ahu;
  - Five on the island of Kaua'i;
  - One on each of the islands of Moloka'i and Maui; and
  - One statewide, technology oriented.
- Seventeen of 37 are Hawaiian culture, community-based schools; and
- Six of the 17 Hawaiian culture, community-based schools are Hawaiian medium schools and part of the State HIDOE Kaiapuni system of 21 schools.



# KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

## PAPA OLA LŌKAHI AND NATIVE HAWAIIAN HEALTH INITIATIVES

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Throughout the fiscal year, NHEC continues to work closely with the Papa Ola Lōkahi (POL) organization and its work for Native Hawaiian communities. Similar in nature to NHEC, POL's statutory responsibilities are national in scope, relating to the Native Hawaiian Health Care Improvement Act, and include:

- Coordinating, implementing and updating a comprehensive master plan;
- Conducting training for Native Hawaiian care practitioners, community outreach workers, counselors, and cultural educators;
- Identifying and performing research regarding Native Hawaiian disease prevalence;
- Developing an action plan for system implement;
- Serving as a clearinghouse for Native Hawaiian health data;
- Coordinating and assessing health care programs and services provided to Native Hawaiians; and
- Administering special projects.

POL embodies the holistic approach that brings together mind, body and spirit in the pursuit of optimum health and well-being, and is community-based (similar to the previous composition of NHEC). POL is responsible to Hawaiian communities across the pae 'āina (*archipelago*) to respond to the visions they have of health and well-being. As a government-designated organization, POL bears the kuleana through both federal and state statute as the lead agency for health policy concerning Native Hawaiians.

### **Native Hawaiian Health Task Force**

On September 23, 2013, the Hawai'i Senate passed Senate Resolution No. 60, S.D.1, creating a Native Hawaiian Health Task Force to specifically improve the health of Native Hawaiians with implications for other Pacific Islanders and all people of Hawai'i.



**Papa Ola Lokahi**  
Nana I Ka Pono Na Ma

Per the resolution, the focus of the task force is as follows:

- Create data sharing policies between state agencies to improve access to these data for timely and disaggregated analyses to help inform policies and programs aimed at improving Native Hawaiian health;
- Propose cost-effective improvements to the environments where Native Hawaiians live, learn, work, and play;
- Propose state legislation to address social and cultural determinants of health in Hawai'i;
- Raise awareness and propose programs to advance health equity;
- Propose programs and legislative action that will address barriers to access of health care;
- Guide the use of existing collaborations, systems, and partnerships to leverage resources and maximize outcomes;
- Propose activities that will support community organizations promoting their own health on their own terms; and
- Propose initiatives that will increase preventive services available in Native Hawaiian communities.

In December 2016, the task force submitted their report to the state Senate. NHEC noted a number of recommendations that are aligned to the Council's systemic recommendations.

# KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

## PAPA OLA LŌKAHI AND NATIVE HAWAIIAN HEALTH INITIATIVES

### Updating the Hawaiian Health Needs Assessment

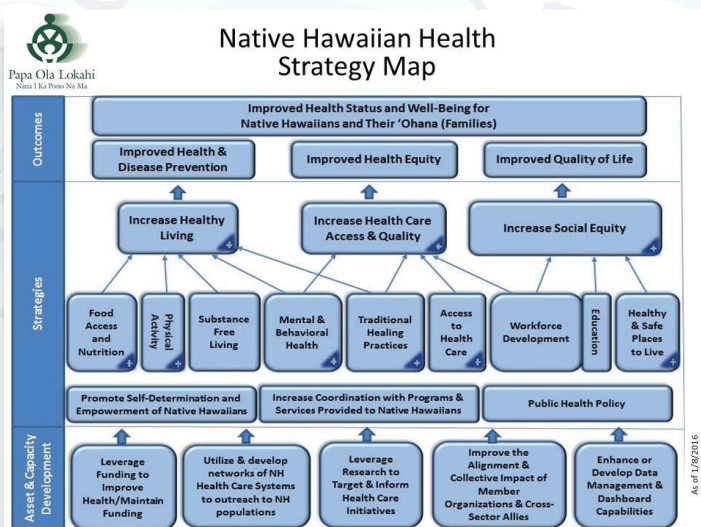
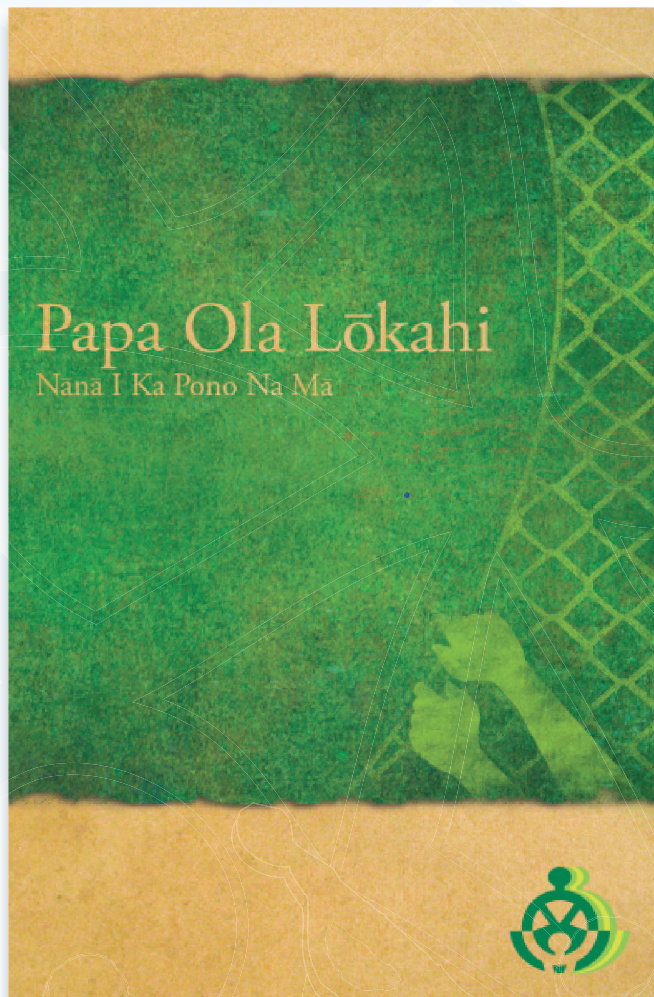
It's been more than 30 years since the publication of E Ola Mau, POL's Native Hawaiian health needs assessment and its comprehensive recommendations in policy, research and data, programs and services, education, health care, and workforce development. This landmark report provided guidance to local, state and federal agencies as to how each could contribute to the health and well-being of Native Hawaiians.

### Census Information Center

POL is a designated Census Information Center (CIC) by the U.S. Census Bureau. This CIC is the only one uniquely focused on collecting and sharing data on Native Hawaiians throughout Hawai'i, the contiguous United States, Guam and American Samoa. As a CIC, POL is tasked with promoting the correct use of Census data in research, planning and policy making. They also serve as a bridge of communication to the Census Bureau in order to improve its mission of data collection and dissemination, and provide program, resource evaluations and annual reports documenting CIC-related activities.

### E Hana Like Kākou!

With similar Native Hawaiian, community-based, holistic and statutory foundations, NHEC will continue to collaborate with POL and support the E Ola Mau a Mau needs assessment update. Leadership and staff from both organizations participate in cross-organization projects, activities and advocacy opportunities.



# KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

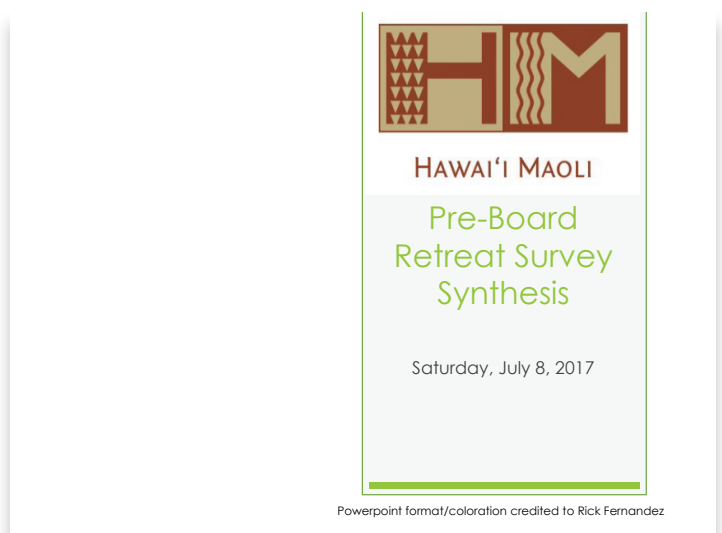
## STRATEGIC PLANNING ASSISTANCE AND SUPPORT

In 2017, NHEC's executive director assisted and supported several Native Hawaiian organizations in strategic planning efforts.

**Nā Lei Makalapua: Mainland Council Association of Hawaiian Civic Clubs** is currently composed of 18 Hawaiian Civic Clubs across 14 states in the continental United States and is part of AHCC. As part of their strategic planning work, a membership survey was administered, synthesized and presented to the Nā Lei Makalapua retreat participants. Respondents provided feedback on a number of question including years of civic club involvement, reasons for participation, positives and negatives of their civic club and Nā Lei Makalapua, etc. Follow up strategic planning activities were facilitated by POL's executive direct, and both executive directors supported Nā Lei Makalapua in their responsibility for hosting of the 2017 AHCC convention in Seattle, Washington.

**Prince Kūhiō Hawaiian Civic Club (PKHCC)** was assisted with drafting and implementing a two-year planning timeline to assist club leadership and general membership assimilate to, engage in, and complete work for a five-year strategic plan to be implemented in 2019, which marks the 55th anniversary for PKHCC. Strategic planning efforts included preparation for membership retreats (e.g., agenda, facilitation guides), subsequent analysis and reporting, and follow-up membership activities. Strategic planning work will continue in 2018 to develop a plan that included strategies, tactics and implementation plans.

**Hawai'i Maoli** was initially established by members of AHCC in 1997 as a 501(c)(3) nonprofit corporation. Hawai'i Maoli's supports the economic self-sufficiency of AHCC and individual Hawaiian civic clubs and Hawaiian communities. Strategic planning activities included administration, synthesis and reporting of a pre-retreat board survey; preparation for and conducting board visioning sessions (e.g., agenda, facilitation guides, activities, report, synthesis); and subsequent next steps needed for board action.



MAHALO



## NATIVE HAWAIIAN EDUCATION COUNCIL

735 Bishop Street  
Suite 224  
Honolulu, HI 96813

Office: (808) 523-NHEC [6432]  
Email: [nhec@nhec.org](mailto:nhec@nhec.org)

[www.nhec.org](http://www.nhec.org)

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