Native Hawaiian Education Council Needs Assessment Report

September 30, 2011

Native Hawaiian Education Council

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Aloha Kākou,

The completion and submission of the *Native Hawaiian Education Council , Needs Assessment Report* ("Report") to the U.S. Department of Education fulfills one of the statutory requirements under the Elementary and Secondary Education Act (ESEA), Title VII, Part B – Native Hawaiian Education Act.

This final Report could not have been done without the Native Hawaiian Education Council members who participated in the work sessions and who conscientiously reviewed and gave feedback on the draft reports.

Assisting with the work sessions and the production of this final publication were Dr. Anna Ah Sam, Charlene Hoe, Dr. Teresa Makuakane-Drechsel, and Erika Rosa.

We are grateful for the teamwork of everyone who committed time and effort to this important project. ***ʻAʻohe hana nui ke alu ʻia*** (No task is too big when done together by all).

Me ke aloha pumehana,

Paul P. Richards, MBA
Executive Director
Native Hawaiian Education Council

§ Contents

§ Acknowledgements

Puwalu. This report builds on previous initiatives, involved the collaboration of key partners, and relied on available research and resources. In particular, many of the recommendations suggested in this report grew out of a series of *puwalu*, or community listening sessions, which were sponsored by the Native Hawaiian Education Council in 2010. The purpose of the *puwalu* was to review the Native Hawaiian Education Act and get community input about the Native Hawaiian Education Program in support of the reauthorization of the Native Hawaiian Education Act. The *puwalu* was also an opportunity to improve how the program was delivered and to identify current priorities. The statewide consultation began in June 2010 and was completed in September 2010. More than 300 participants—including teachers, Hawaiian Homestead representatives, Hawaiian civic club spokespeople, charter school advocates, cultural practitioners, as well as current and former Native Hawaiian Education Program grantees—attended *puwalu* on Oʻahu, Kauaʻi, Maui, Lānaʻi, Molokaʻi and Hawaiʻi islands. A teleconference *puwalu* for Native Hawaiian organizations based outside of Hawaiʻi was also organized. Many concerns were discussed, including the sustainability of funding for a continuum of care from cradle to college to career, current and future priorities in funding patterns, and even the lack of awareness about the Native Hawaiian Education Act and its opportunities among the general public. While each *puwalu* was characterized by the unique needs of its host community, some key suggestions expressed by communities across the state included:

- Increased funding for culture-based education programs, specifically charter and immersion schools, and perhaps even a percentage of funding "set aside" for those types of programs;
- The development of grant writing workshops to aid small community-based organizations in the application process, and the establishment of ongoing programs to mentor organizations in program implementation, fiscal management and project evaluation;
- More cultural awareness training for teachers, especially for those imported from out-of-state, as well as increased teacher retention efforts;
- Greater support for programs that serve at-risk youth;
- Increased efforts to continually consult with, and be held accountable to, the community;
- The encouragement of *kupuna* involvement and adult education programs; and

- The desire to bring some of the decision-making power back home from D.C. and recruit more Hawaiian/culturally sensitive grant readers to assess the value of our programs.

Nā Lau Lama. In addition to the information that resulted from the *puwalu*, this report relied extensively on the data gathered by another statewide collaboration—*Nā Lau Lama*, which was founded in 2005 by the Office of Hawaiian Affairs, Kamehameha Schools, and the Hawai'i Department of Education to improve outcomes for Native Hawaiian students in public schools. The more than 70 Hawaiian organizations that made up *Nā Lau Lama* "recognized their shared kuleana [*responsibility*] in creating more culturally responsible learning environments for Hawaiian students" and students of Hawai'i. The five working groups of *Nā Lau Lama* addressed professional development, culture-based education, family and community strengthening, advocacy (policy, funding), and indigenous assessment. The working groups each identified successful practices and recommendations for action for integrating cultural ways of teaching, learning, and doing in school for all students, not just Native Hawaiian students. Many of these practices and recommendations are included in this report.

Key Partnerships. The Council is also indebted to three entities in particular who have been valuable partners in providing research and resources to the needs assessment effort: Kamehameha Schools, the Office of Hawaiian Affairs, and the Hawai'i Department of Education. The Kamehameha Schools' Strategic Planning and Implementation Group provided valuable research and evaluation reports that were extensively used throughout the needs assessment process. In particular, *Ka Huaka'i: Native Hawaiian Educational Assessment 2005*, served as a seminal work upon which this report relied heavily. The study contains nearly 300 figures and tables, population projections, special sections on promising directions in Native Hawaiian education and comparative data on Native Hawaiians in the national policy context. *Ka Huaka'i* highlighted definite signs of progress and ongoing challenges among Native Hawaiians in the areas of social economic, physical, emotional and cognitive well-being. Many of these challenges as they relate to academic achievement are also reflected in this report. Since 1997, the Office of Hawaiian Affairs has been a close collaborator of the Council, in conjunction with Kamehameha Schools. All worked in tandem on *Nā Lau Lama* and on *Nā Honua Mauli Ola: Cultural Pathways for Culturally Healthy and Responsive Learning Environments*, an important document that includes a set of sixteen guidelines addressing strategies and recommendations for improving the quality of educational outcomes for learners, educators, families, communities and schools/institutions (please refer to Attachment B). Lastly, the Hawai'i Department of Education has been, is, and will continue to be a critical partner of the Council. The Department's mission is to promote the academic success of all students in Hawai'i. Native Hawaiian student success is of particular importance because they comprise almost a third of the students in Hawai'i public schools. Thus, all three are committed to working together as partners to fulfill their individual and collective missions.

§ Executive Summary

This report provides an assessment of the current educational needs of Native Hawaiian learners. It represents the culmination of a 14-week study that began in June 2011 by the Native Hawaiian Education Council (NHEC). The primary purpose of the study was to fulfill the Council's statutory responsibility mandated by the Native Hawaiian Education Act (NHEA) to "assess, evaluate, coordinate, report, and make recommendations" on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, and policies and procedures to improve the educational attainment of Native Hawaiians. The contents of this report are meant to guide planning efforts and funding priorities for the next three years. The "next step" will be to conduct a more detailed review of needs at the community level. Methods included all-day work sessions, an extensive review of existing data sources, and multiple drafts that were vetted by the Council members. The report reviews the purpose of the Native Hawaiian Education Program (NHEP) and the mission of the NHEC, and includes a description of the needs assessment methodology, the results, and the corresponding recommendations.

Priority Criteria. The Council identified four criteria to be used in determining priorities for NHEP: (1) The proportion of Native Hawaiians in the target school or community to be served meets or exceeds the average proportion of Native Hawaiian students in the Hawai‘i Department of Education; (2) The project serves Native Hawaiians in schools in which the proportion of students who are eligible for the subsidized school lunch program is higher than the State average; (3) The project serves Native Hawaiian students in persistently low-performing schools in the Hawai‘i Department of Education; and (4) The project provides evidence of collaboration with the Native Hawaiian community.

Priority Communities. When determining which communities would benefit the most from NHEP funding, Council members took into account the following factors: demographic, economic, and academic. Taken together, these factors provided a holistic profile of need. After carefully reviewing available data, a total of seven communities on five islands were identified: Kahuku (O‘ahu); Hilo and Konawaena (Hawai‘i); the entire island of Moloka‘i; Kapa‘a and Kekaha (Kaua‘i); and Hana (Maui).

Priority Populations. Council members considered which populations were the most vulnerable to future academic risk. They identified three groups within the Native Hawaiian population: (1) families from priority, under-served communities, (2) students/stakeholders of Hawaiian-focused charter schools, and (3) middle school students

Priority Strategies/Services. Council members selected six priority strategies that NHEP funding should address: (1) early childhood education services; (2) support for proficiency in STEM; (3) strengthening Hawaiian immersion schools; (4) training in culture-based education; (5) support for proficiency in reading and literacy, and (6) strengthening Hawaiian-focused charter schools.

§ Purpose of the Native Hawaiian Education Program

The political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States. The eligibility for federal resources to address the needs of the Native Hawaiian people is provided through the Native Hawaiian Education Act (NHEA, Part B, Sec. 7202). Moreover, the State of Hawai‘i through its constitution and statutes:

1) Reaffirms and protects the unique right of the Native Hawaiian people to practice and perpetuate their culture and religious customs, beliefs, practices, and language;

2) Recognizes the traditional language of the Native Hawaiian people as an official language of the State of Hawai‘i, which may be used as the language of instruction for all subjects and grades in the public school system; and

3) Promotes the study of the Hawaiian culture, language, and history by providing a Hawaiian education program and using community expertise as a suitable and essential means to further the program.

The purpose of the Native Hawaiian Education Program, as described under Section 7203 of NHEA, is fourfold:

1) To authorize and develop innovative educational programs to assist Native Hawaiians;

2) To provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

3) To supplement and expand programs and authorities in the area of education to further the purposes of this title; and

4) To encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

In addition, the Act also establishes four priorities for awarding contracts under this program. These include giving priority to projects that are designed to address:

1) Beginning reading and literacy among students in kindergarten through third grade;

2) The needs of at-risk children and youth;

3) The needs in fields or disciplines in which Native Hawaiians are underemployed; and

4) The use of the Hawaiian language in instruction.

§ Mission of the Native Hawaiian Education Council

The Act further establishes the Native Hawaiian Education Council and Island Councils (Part B, Sec. 7204) "in order to better effectuate the purposes of this part through the coordination of educational and related services and programs available to Native Hawaiians, including those programs receiving funding under this part." In essence, the Council provides leadership and guidance from the Hawaiian community to the U.S. Department of Education.

The mission of the Council—as delineated under NHEA, Sec. 7204—is to '*Assess, Evaluate, Coordinate, Report & Make Recommendations*' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians. To that end, the Council has a statutory responsibility mandated by the Act to complete a comprehensive needs assessment on Native Hawaiian educational needs that is both valid and reliable. Therefore, this report represents the on-going efforts of the Council to address the needs assessment process as part of the overall responsibilities of the Council, and to address the coordination of resources made available by the NHEA to grantees.

§ Needs Assessment Methodology

The needs assessment study occurred over 14 weeks—from June 15 through September 30, 2011—and consisted of three general phases. In the first phase, Council members convened on two separate occasions, once in June and once in August, to participate in all-day work sessions, the first of which was to develop a set of agreed upon criteria, identify a set of priorities, establish a framework/guidance for writing the first draft of the needs assessment report, and determine the "next steps" process and timeline. The second phase involved compiling and analyzing the multiple sources of existing data that provided evidence of the educational needs,

the target communities and populations, and the relevant strategies and services in order to write the first draft of the report. The third phase consisted of writing the second, third, and final drafts for review and approval by the Council members. A detailed timeline is contained in Attachment A. The brief timeline below outlines the phases and associated tasks:

Date	Action
June 15	Planning meeting for Needs Assessment Work Session
June 29	Needs Assessment Work Session I
July 22	First draft for review submitted to all Council members
August 15	Second draft for review submitted to all Council members
August 17	NHEC Quarterly Meeting/Needs Assessment Work Session II
September 2	Third draft for review submitted to all Council members
September 16	Final draft for review submitted to all Council members
September 21	Final review action/approval
September 30	Submit Comprehensive Needs Assessment Report to U.S. Department of Education

Members

There are 18 members of the Education Council and three NHEC staff. The work sessions were coordinated by two facilitators. The Education Council members are listed below.

VerlieAnn Malina-Wright, Ed.D., Chairperson
Retired, *Ke Kula Kaiapuni ʻo Anuenue*

Michael Koerte, Vice Chairperson
Kauaʻi Island Council
Manukai LLC, PMRF

V. Kaʻiulani Pahiʻō, Secretary
Hawaiʻi Island Council
Kanu o ka ʻĀina Learning ʻOhana

M. Nāmaka Rawlins, Past Chairperson
ʻAha Pūnana Leo

Malia Davidson, Treasurer
Maui Island Council
Liko Aʻe Native Hawaiian Scholarship Program

T. Kamuela Chun
Achieving the Dream, University of Hawaiʻi

Michelle Balutski
Oʻahu Island Council

Paula De Morales
Kahua/PDM & Co.

Maggie Hanohano
Retired, Hawaiʻi Department of Education

Betty Jenkins
Nā Kupuna

Manu Kaʻiama
Kaulele Project, University of Hawaiʻi at Mānoa

Shawn Kanaʻiaupuni, Ph.D.
Public School Educational Support, Kamehameha Schools

Martha Evans
Lānaʻi Island Council

Sherlyn Goo
The Institute for Native Pacific Education and Culture (INPEACE)

Keiki Kawaiʻaeʻa
Kahuawaiola Indigenous Teacher Education Program, University of Hawaiʻi at Hilo

Flame Makahanaloa
Molokaʻi Island Council

Nalani Takushi
Office of Hawaiian Affairs

Wendy Mow-Taira
Educational Talent Search Project, Windward Community College

Data Sources

Data informing this report was culled from multiple existing sources. Primary sources included the U.S. Census 2000 and 2010, the Hawaiʻi Department of Education, Kamehameha Schools, the University of Hawaiʻi, and the Hawaiʻi P-20 Partnerships for Education among many others. A complete list of data sources (over 50 of them) is contained in the list of references in Appendix B.

§ Results

Criteria for Determining Priorities

After lengthy discussion and review of available data sources, Council members agreed upon four criteria to be used in determining priorities for the Native Hawaiian Educational Program (NHEP). These priorities expand upon the priorities contained in the Act and address demographic, economic, academic, and cultural priorities.

Criterion 1: The proportion of Native Hawaiians in the target school or community to be served meets or exceeds the average proportion of Native Hawaiian students in the Hawai‘i Department of Education.

Although Native Hawaiians comprise approximately 21% of the State's population, they account for approximately 28% of students in the Hawai‘i Department of Education (Hawai‘i DOE, February 2011). In addition, forecasted population growth rates show that the Native Hawaiian population will increase at a faster rate than most other ethnic groups in the State (Hsu & Nielson, 2010). Population projections show that the Native Hawaiian population in the United States is young and growing, with keiki (0-4 years) and ‘ōpio (5-19 years) comprising the densest age groups. In addition, the Native Hawaiian population within the state of Hawai‘i is projected to double in size from the census 2000 count of 239,655 to 533,832 in 2050, with the *kupuna* (elder) age group expected to increase the fastest (Nielson, 2011).

People who identified themselves as Native Hawaiians alone or in combination with other races increased to 21 % for a total of 289,970 in the State (U.S. Census Bureau, 2010). The Native Hawaiian public school population is higher than the overall Native Hawaiian population in Hawai‘i primarily because of the higher-than-average birth rate among Native Hawaiian women (Hawai‘i Health Data Warehouse, 2010). In addition, the increase in population is a reflection of the higher participation rate of Native Hawaiians in the Census 2010. In short, Native Hawaiian families are having more children, and more Hawaiians embraced their race when filling out government Census forms (Niesse, 2011).

Schools in which Native Hawaiian student enrollment exceeds 50% are concentrated in smaller, more rural areas within the State. These schools are often considered predominantly Native Hawaiian. Among major ethnic groups in public schools, Native Hawaiians constitute the majority of all students at both the state-wide level (27.6%) and for each school type: conventional public school (26.9%), conversion charter (44.2%), and start-up charter (49.1%)

(Kamehameha Schools, 2009). Conversion charter schools are schools that were originally public schools that converted to charter school status. Start-up charter schools are schools that were independently created, the number of which is capped at 25 schools in Hawai‘i. Native Hawaiian enrollment in start-up charter schools in particular is almost twice the average of Native Hawaiian student enrollment in conventional public schools. For example, among the 17 Hawaiian-focused charter schools, the average enrollment of Native Hawaiian students is 84%.

Table 1. Native Hawaiian enrollment, by type of public school

School Type	% Native Hawaiian
Start-up Charter	49.1
Conversion Charter	44.2
Conventional Public	26.9
State Total	27.6

Data source: Kamehameha Schools (2009) and Hawai‘i Department of Education (2008)

Given the gradual upward trend in the Native Hawaiian general and student population, and particularly in start-up charter schools, NHEP funding should address schools and communities that have a higher-than-average proportion of Native Hawaiians.

Criterion 2: The project serves Native Hawaiians in schools in which the proportion of students who are eligible for the subsidized school lunch program is higher than the State average.

The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children from low-income families in public and nonprofit private schools and residential child care institutions. Eligibility for the free and reduced-cost lunch program is often used as a proxy measure of family income. Students whose families meet the income qualifications for the federal free/reduced-cost lunch program are often referred to as “economically disadvantaged.” High poverty schools are defined as the percentage of public schools where more than three quarters of students are eligible for free or reduced-cost lunch. Nationally, students at these schools face a number of disadvantages, including a lower likelihood of graduating from high school and a lower rate of enrolling in a four-year college (National Center for Education Statistics, 2010).

In 2010, 43.9% of all public school students in Hawai‘i were eligible for the free and reduced-cost lunch program. Among Native Hawaiian students in the public school system, more than half participated in the subsidized school lunch program (52%), which is 14% higher than their

non-Hawaiian peers. In predominantly Native Hawaiian schools, the average participation rate in the subsidized school lunch program in 2010 was 13% higher than the State average (see Table 2 below).

Table 2: Participation in the subsidized school lunch program in select predominantly-Native Hawaiian school complexes

Island	Complex	Enrollment	Economically Disadvantaged
	State Overall	**178,649**	**44%**
O‘ahu	Kahuku	3,554	48%
Hawai‘i	Hilo	4,001	58%
	Konawaena	2,131	57%
Kaua‘i	Kapa‘a	3,064	46%
Maui	Hana	337	64%
Moloka‘i	Moloka‘i	900	69%
	Complex Subtotal	**13,987 (total)**	**57% (average)**

Source: Superintendent’s 21st Annual Report, Hawai‘i Department of Education, 2010.

To better serve economically disadvantaged Native Hawaiians, NHEP funding should address schools and communities that have a higher-than-average participation rate in the federally subsidized school lunch program and/or are considered economically disadvantaged.

Criterion 3: The project serves Native Hawaiian students in persistently low-performing schools in the Hawai‘i Department of Education.

In consonance with Hawai‘i’s applications for ARRA State Fiscal Stabilization Funds and Race to the Top funding, the persistently lowest-achieving schools are defined as follows: Tier I schools are identified as those schools whose academic performance and lack of progress in academic performance falls within the lowest 5% of schools that are eligible in the current school year to receive Title I funds and whose Elementary and Secondary Education Act (ESEA) status is “In Need of Improvement”, “Corrective Action”, “Planning for Restructuring” or “Restructuring.”

The schools that the Hawai‘i DOE has determined to be “persistently lowest achieving” in 2010 include 25 schools that had the lowest combined test scores (for math and reading) in the 2009-10 school year. The schools listed below, excluding public charter schools, are listed from lowest

to higher test scores (Vorsino, 2011). Eighteen out of these 25 schools (72%) had a Native Hawaiian student population that exceeded the average Native Hawaiian student population in the State (28%). In thirteen of the 25 schools, 50% or more of the students were Native Hawaiian (Hawai‘i DOE, 2011).

Table 3. Persistently lowest achieving schools in 2010, by Native Hawaiian population

Rank	School	Island	% Native Hawaiian
1	Nānākuli High & Intermediate	O‘ahu	70.8
2	Nanaikapono Elementary	O‘ahu	62.4
3	Wai‘anae Elementary	O‘ahu	69.6
4	Nānākuli Elementary	O‘ahu	93.6
5	Na‘alehu Elementary	Hawai‘i	43.6
6	‘Aiea Elementary	O‘ahu	26.8
7	Keonepoko Elementary	Hawai‘i	56.0
8	Moloka‘i High	Moloka‘i	75.1
9	Waipahu Elementary	O‘ahu	9.6
10	Honowai Elementary	O‘ahu	18.8
11	Makaha Elementary	O‘ahu	69.2
12	Hilo Union Elementary	Hawai‘i	53.2
13	Nahi‘ena‘ena Elementary	Maui	21.9
14	Kaewai Elementary	O‘ahu	13.6
15	Kalihi Elementary	O‘ahu	18.9
16	Kea‘au High School	Hawai‘i	37.1
17	Ka‘ū High & Pahala Elementary	Hawai‘i	41.9
18	Fern Elementary	O‘ahu	8.5
19	Wai‘anae High School	O‘ahu	56.7
20	Kilohana Elementary	Moloka‘i	87.2
21	Keolu Elementary	O‘ahu	43.2
22	Mā‘ili Elementary	O‘ahu	57.4
23	Moloka‘i Middle	Moloka‘i	82.3

24	Mountain View Elementary	Hawai‘i	63.2
25	Honoka‘a High & Intermediate	Hawai‘i	40.6

Source: Honolulu Star-Advertiser, March 28, 2011.

To better address the low academic performance of Native Hawaiian students, NHEP funding should address schools with a higher-than-average Native Hawaiian student population and that are considered "persistently lowest achieving schools" by the Hawai‘i Department of Education.

Criterion 4: The project provides evidence of collaboration with the Native Hawaiian community.

There is much research to validate the importance of collaborating with the community. Through collaboration, the community becomes an invested partner in the effort to improve educational outcomes. Collaboration is not only a universally recognized strategy for maximizing resources but a culturally responsive one, particularly in Native Hawaiian culture. For example, a statewide collaboration of more than 70 Hawaiian public and private organizations—*Nā Lau Lama*—was formed in 2005 to improve the educational outcomes of Native Hawaiians in public schools. The premise of *Nā Lau Lama* was that Hawaiian students will perform better in school if cultural ways of teaching, learning, doing, and assessing are integrated into the educational curriculum.

Among the successful practices identified by the Strengthening Families and Communities Working Group of *Nā Lau Lama* (2006) was to "seek opportunities to collaborate with families and the community in educational efforts…collaborative efforts encourage educational programs to understand and value a child's family and community." To that end, it is imperative that programs serving Native Hawaiians provide evidence of collaborating with Native Hawaiians. The Council defines a "Native Hawaiian community partner" as an organization that provides services administered by/for Native Hawaiians with the primary purpose of supporting Native Hawaiian learners; that is situated in the priority community or that provides services for beneficiaries who live, work or practice in the priority community; or that employs personnel who "mirror"—that is, who have succeeded in overcoming disadvantages of circumstances like those of the target population—the community that they serve. The Council has identified what would constitute credible evidence of collaboration between a prospective NHEP applicant and a Native Hawaiian community partner. The following are listed as potential sources of documentation:

- Evidence of working together in developing the grant is described in the grant narrative, e.g., the community partner had actual input in the planning and/or writing of the grant;

- The community partner and applicant have a history of collaboration and this history is described in the grant narrative;
- The evaluation includes how impact on the community partner will be measured and describes how grant resources benefitted the community;
- Evidence of how financial resources will be shared with the community partner is described in both project narrative and budget narrative;
- The grant application is approved by the community partner prior to submission, as evidenced by a signatory letter;
- At the time of application, a Memorandum of Understanding between community partner and applicant is signed; and
- Prior to awarding of funds, a Memorandum of Agreement delineating the roles, responsibilities, and resources to be contributed is signed by the grantee and the community partner.

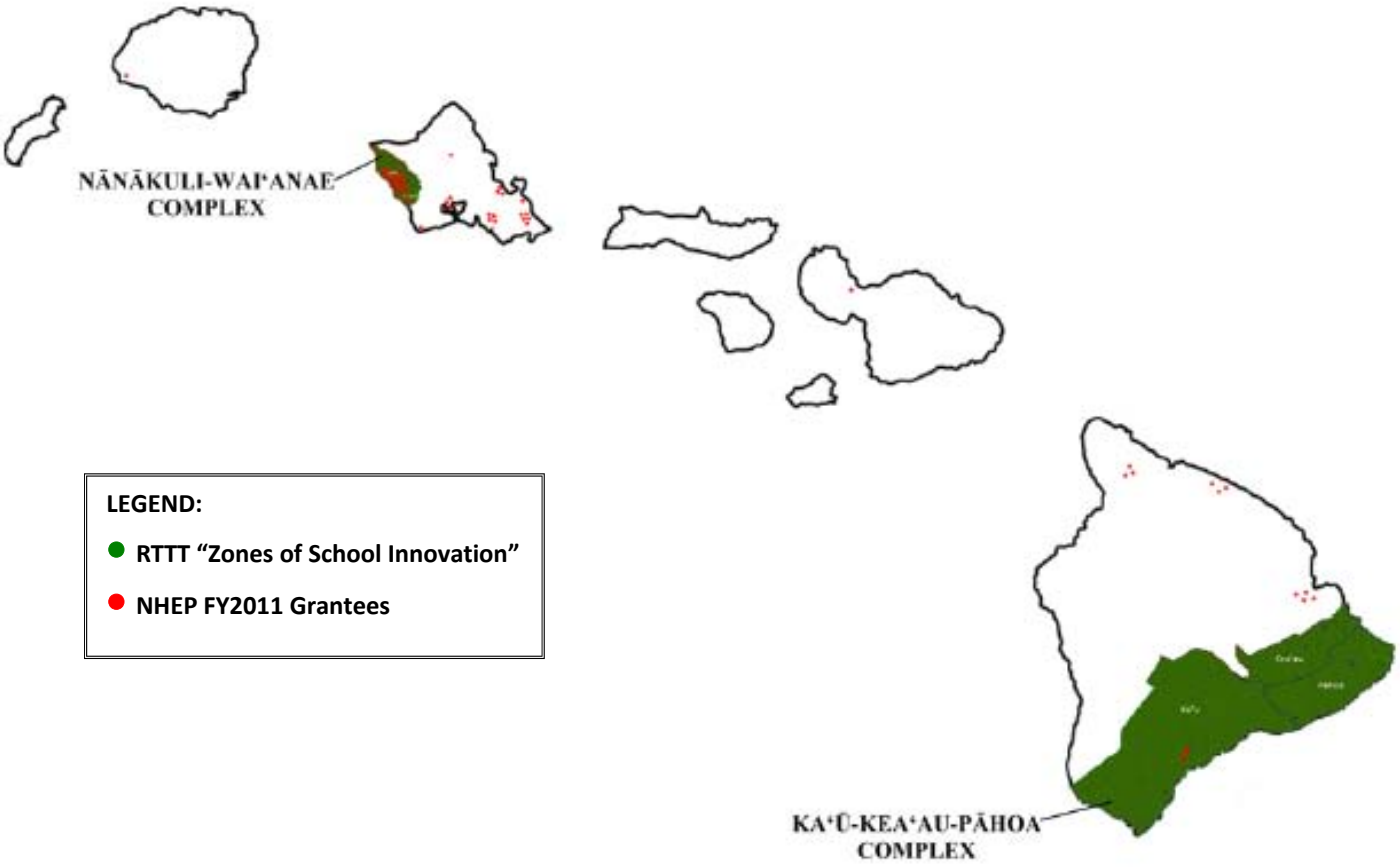
To ensure that the services to be provided reflect community needs, and to ensure that the community is actively involved in the design, implementation, and evaluation of the project, applicants for NHEP funding should document the extent of collaboration with the Native Hawaiian community in the grant application process, during implementation of project activities if funded, and in the project evaluation.

High Need Communities

The Council is cognizant of the fact that there are many communities of high need in the State. These communities are characterized by a sizeable Native Hawaiian population with significant economic and educational need. However, some of these high need communities are currently receiving, or are set to receive, an infusion of support from multiple sources. For example, the communities of Nānākuli and Waiʻanae on Oʻahu, and Kaʻū, Keaʻau and Pāhoa on Hawaiʻi Island have been designated as "Zones of School Innovation (ZSI)" by the Hawaiʻi Department of Education and are set to receive some funding through Race to the Top funding.

In addition, other sources of funding that are being invested in some of these communities include U.S. Department of Education funding (e.g. Educational Talent Search), funding from private foundations such as the W. K. Kellogg Foundation and Harold K.L. Castle Foundation, and from the Kamehameha Schools. Furthermore, Nānākuli, Waiʻanae and the Leeward Coast of Oʻahu received a substantial portion of NHEP funding during this last round (2011-2014). In fact, 14 out of the 23 (61%) grants awarded in 2011 will serve Native Hawaiians from these

areas. In short, relative to other communities of high need, these communities are currently receiving more resources. Therefore, the Council has determined that there are other high need communities that also need resources and has identified a total of seven communities within the State that should receive priority. The priority communities described in the next section were identified using systematic criteria and after lengthy discussions by Council members during the work sessions.



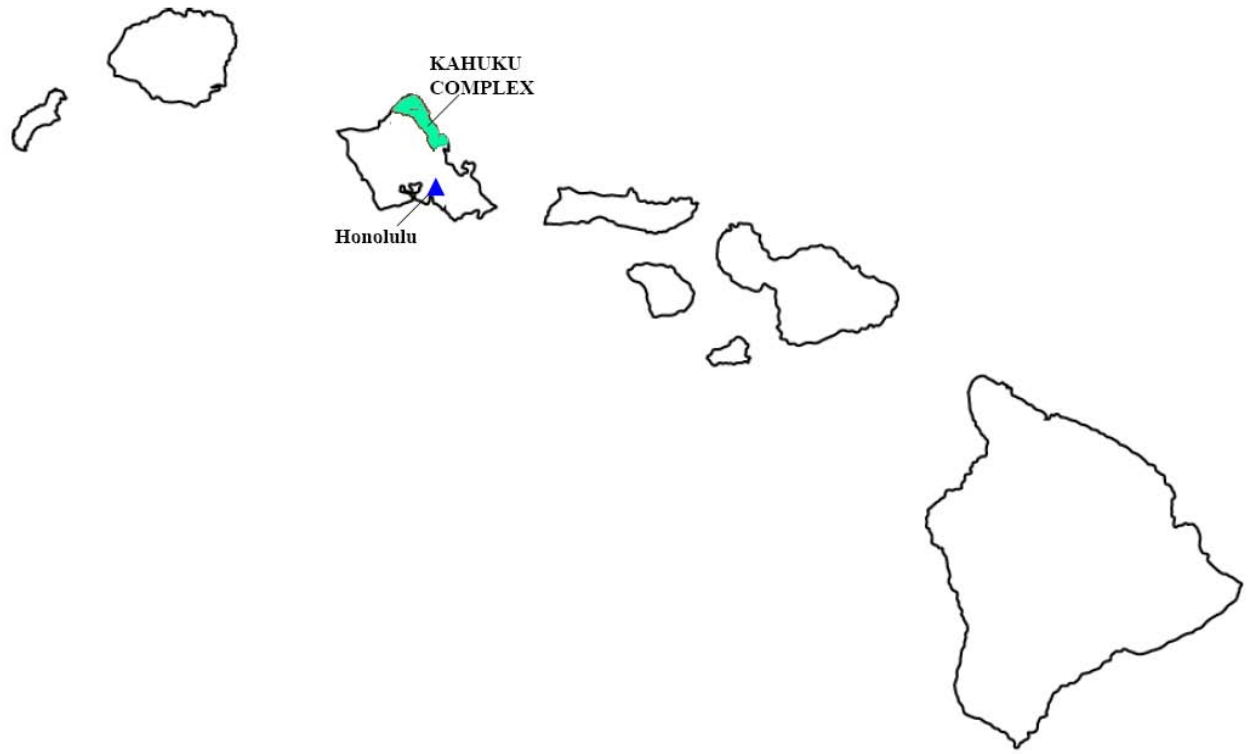
Priority Communities

When determining which communities would benefit the most from NHEP funding, Council members took into account the following factors: demographic, economic, and academic. Taken together, these factors provide a holistic profile of need. Population indicators include the overall percentage of Native Hawaiians residing in the community, percentage of families with children under 18, the percentage of families with children headed by a single mother, and average family size. Economic indicators include the median household income, the proportion of households with public assistance income, and the proportion of families with children living in poverty.

Academic indicators include the proportion of kindergarteners who attended preschool, reading proficiency by grade three (as measured by the standards-based Hawai‘i State Assessment), the on-time high school graduation rate (e.g., students who complete high school in four years), the average daily absence rate, and the proportion of schools in the complex area who did not meet AYP (adequate yearly progress) in 2011.

After carefully reviewing multiple sources of data on the indicators listed above, the Council determined that there were seven communities in the State of Hawai‘i that would benefit most during the next three years from NHEP funding. These communities are located on five islands and include ***Kahuku*** (O‘ahu), ***Hilo*** and ***Konawaena*** (Hawai‘i), the entire island of ***Moloka‘i***, ***Kekaha*** and ***Kapa‘a*** (Kaua‘i), and ***Hana*** (Maui). A brief description of each of the seven priority communities follows.

Kahuku Area, Island of O‘ahu



Source: Hawai‘i Department of Education, http://doe.k12.hi.us/myschool/map_oahu.htm

The Kahuku Complex is located in the Windward District of O‘ahu, and consists of one high school/intermediate school (Kahuku High & Intermediate), and five elementary feeder schools (Hau‘ula, Ka‘a‘awa, Kahuku, Lā‘ie, and Sunset Beach). The Kahuku Area has almost 18,000

residents and includes the neighborhoods of Hauʻula, Kaʻaʻawa, Kahana, Kahuku, Kawela, Lāʻie, Punaluʻu, Pūpūkea, Sunset Beach, and Waimea. The median age of 29.7 is younger than 80% of the communities Statewide. There are proportionately more children from birth to age 19 and fewer persons aged 35 and over than in most other communities. The ethnic makeup of the area is unique in that it has one of the lowest proportions of Asian residents and a relatively high proportion of Caucasians, Hawaiians and Part-Hawaiians. This community also has the highest concentration of Other Pacific Islanders in the State.

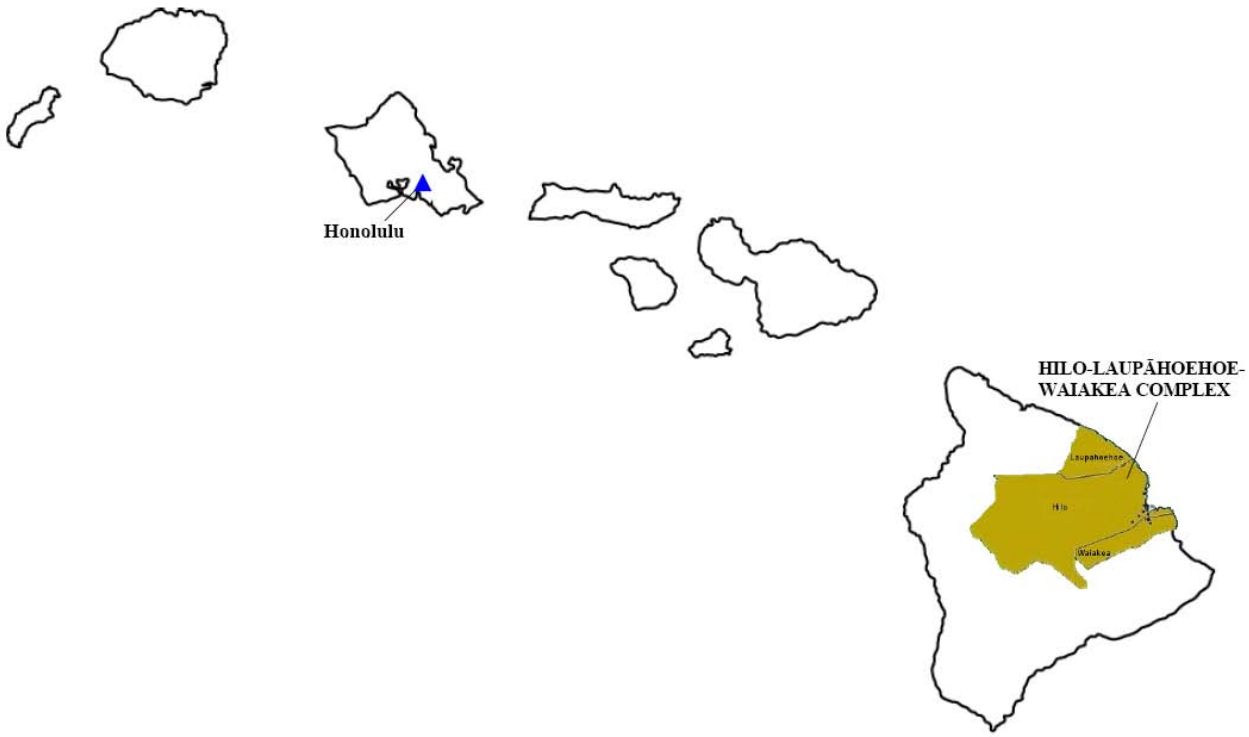
The per capita income in the Kahuku Area is almost 25% lower than the State average. Unemployment is high, as is the percent of people receiving food stamps and Temporary Assistance to Needy Families (TANF). Fewer than half of the people here own their own homes, placing the Kahuku Area in the lowest 20% in the State for home ownership. On the issue of safety, teachers in this area give poor marks to their schools, as do many of the 8th graders. In a Statewide student survey, more than half of the adolescents from the Kahuku Area who responded reported safety problems in their neighborhoods. However, a high percentage of those surveyed reported adequate parental supervision and strong ties to their families and neighborhoods. Almost one-third of grandparents living with their grandchildren provide regular care for the children. The educational attainment of adults over the age of 25 is higher than in most communities, and parents report a high level of involvement with their children's schools (Center on the Family, n.d.).

Table 4. Community profile, Kahuku	**School Community**	**State of Hawai'i**
Population Indicators		
Total population	17,877	1,211,537
Native Hawaiian (%)	73.8	27.7
Families (#)	3,556	287,068
Families with children under 18 years (%)	53.3	45.0
Families headed by a single mother (%)	15.2	18.3
Average family size (#)	3.9	3.4
Economic Indicators		
Median household income ($)	$46,167	$49,820
Households with public assistance income (%)	10.2	7.6
Families with children living in poverty (%)	15.9	11.2
Students eligible for free and reduced-cost lunch program (%)	71.8	43.9

Academic Indicators		
Kindergarteners attending preschool (%)	67	59.6
Reading proficiency in 3rd grade (%)	77	69.0
Average daily absences (days)	13	9
On-time high school graduation rate (%)	86	80
Schools not meeting AYP (%)	33	49

Source: Hawai‘i Department of Education, 2010.

Hilo Area, Island of Hawai‘i



Source: Hawai‘i Department of Education, http://doe.k12.hi.us/myschool/map_hawaii.htm

The Hilo-Laupāhoehoe-Waiakea Complex is located on the island of Hawai‘i, and consists of 14 schools: two high schools (Hilo High and Waiakea High), two multi-level schools (Kalanianaole Elementary and Intermediate, Laupāhoehoe High and Elementary), two intermediate schools (Hilo Intermediate and Waiakea Intermediate), and eight elementary feeder schools (de Silva, Ha‘aheo, Hilo Union, Kapi‘olani, Kaumana, Keaukaha, Waiakea, and Waiakeawaena). This area has a population of almost 20,000 people, with an ethnic makeup that differs from the rest of the

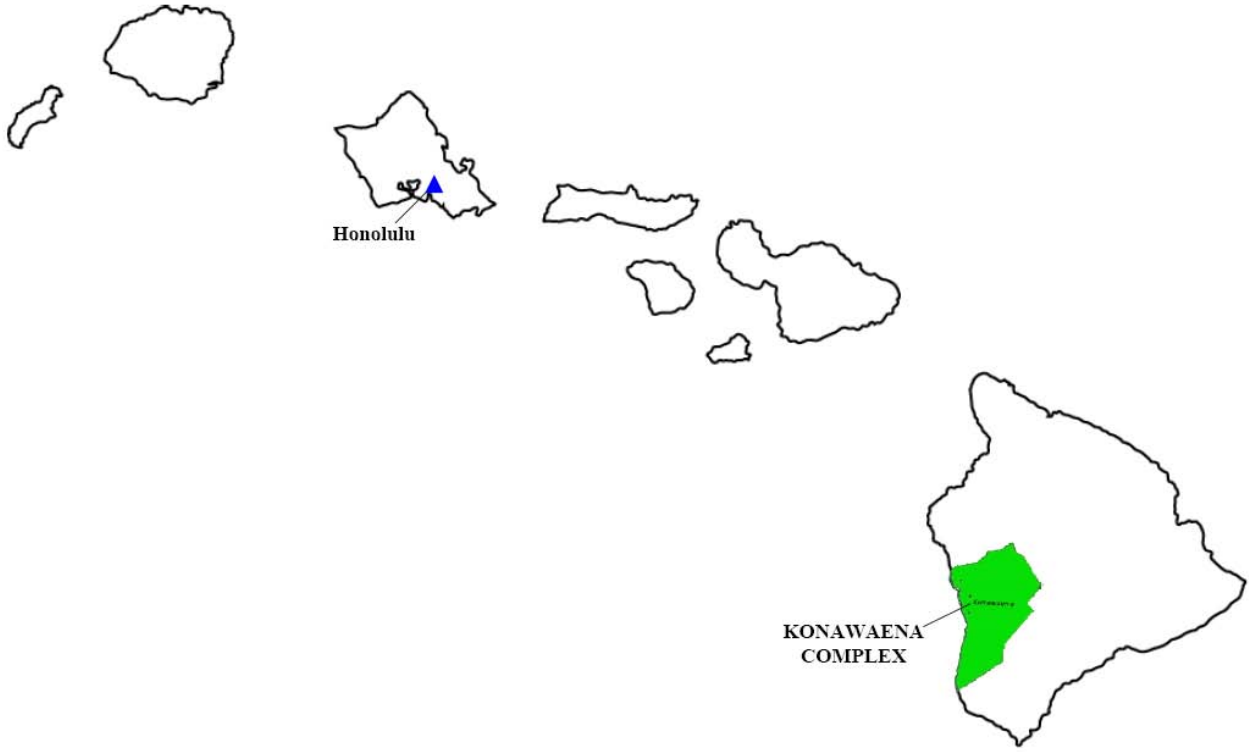
State in that there is a much lower percentage of Caucasians (12%) and higher percentages of Asians (46%), Native and Part-Hawaiians (29%), and bi- and multi-racial groups (30%).

The per capita income in the Central Hilo Area is lower than the State average, and the unemployment rate is slightly higher. More than 25% of the children 4 years and under are living in poverty. In a Statewide survey of 6th, 8th, 10th, and 12th graders, more than half of the adolescents responding in this community reported poor parental supervision (Center on the Family, n.d.).

Table 5. Community profile, Hilo	**School Community**	**State of Hawai‘i**
Population Indicators		
Total population	19,766	1,211,537
Native Hawaiian (%)	39.0	27.7
Families (#)	5,188	287,068
Families with children under 18 years (%)	43.1	45.0
Families headed by a single mother (%)	30.5	18.3
Average family size (#)	3.1	3.4
Economic Indicators		
Median household income ($)	$35,390	$49,820
Households with public assistance income (%)	11.7	7.6
Families with children living in poverty (%)	23.0	11.2
Students eligible for free and reduced-cost lunch program (%)	57.8	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	70.6	59.6
Reading proficiency in 3rd grade (%)	60.3	69.0
Average daily absences, high school (days)	13	9
On-time high school graduation rate (%)	83	80
Schools not meeting AYP (%)	57	49

Source: Hawai‘i Department of Education, 2010.

Konawaena Area, Island of Hawai‘i



Source: Hawai‘i Department of Education, http://doe.k12.hi.us/myschool/map_hawaii.htm

The South Kona area, which is home to almost 11,000 people, is served by the Konawaena Complex and includes the neighborhoods of Kealakekua, Captain Cook, Hōnaunau, Napo‘opo‘o, South Kona, and parts of Hualālai. The complex consists of one high school (Konawaena High), one middle school (Konawaena Middle), three elementary schools (Hōnaunau, Ho‘okena, and Konawaena), and one multi-level, Hawaiian Language Immersion school (Ke Kula O ‘Ehunuikaimalino). The age distribution of the people in this community is unusual in that there are relatively few people between the ages of 20 to 34 and a very high proportion of those between the ages of 35 to 64, compared to the rest of the State. Many of the grandparents who live with their grandchildren—about one third—are regularly involved in the care of the children. Compared to other areas in the State, the ethnic makeup of South Kona is mixed, with relatively high proportions of Caucasians, Hawaiians, and Part-Hawaiians and a lower proportion of Asians.

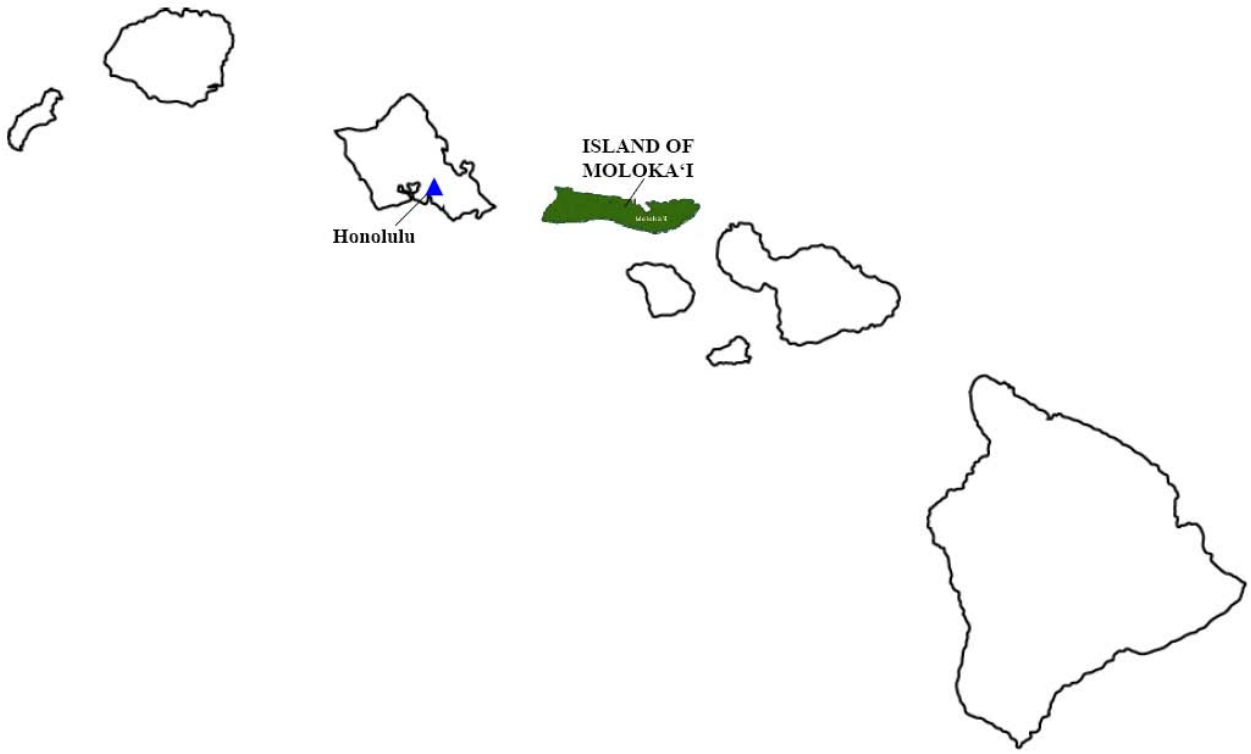
Although unemployment is low, the per capita income in the South Kona Area is lower than the State as a whole. The poverty rate for children under age 5 is high, and the child abuse rate is double the State average. Residential stability—the percentage of people living in the same home

for more than 5 years—is higher than the County and State levels. However, teachers here rank last in the State for longevity in their current school setting, and the percentage of graduating public school seniors is one of the worst in the State (Center on the Family, n.d.).

Table 6. Community profile, Konawaena	**School Community**	**State of Hawai‘i**
Population Indicators		
Total population	10,712	1,211,537
Native Hawaiian (%)	29.7	27.7
Families (#)	2,691	287,068
Families with children under 18 years (%)	43.9	45.0
Families headed by a single mother (%)	20.3	18.3
Average family size (#)	3.1	3.4
Economic Indicators		
Median household income ($)	$42,008	$49,820
Households with public assistance income (%)	7.3	7.6
Families with children living in poverty (%)	12.5	11.2
Students eligible for free and reduced-cost lunch program (%)	57.2	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	57.5	59.6
Reading proficiency in 3rd grade (%)	73.3	69.0
Average daily absences (days)	19	9
On-time high school graduation rate (%)	76.4	80
Schools not meeting AYP (%)	83	49

Source: Hawai‘i Department of Education, 2010.

Island of Moloka‘i



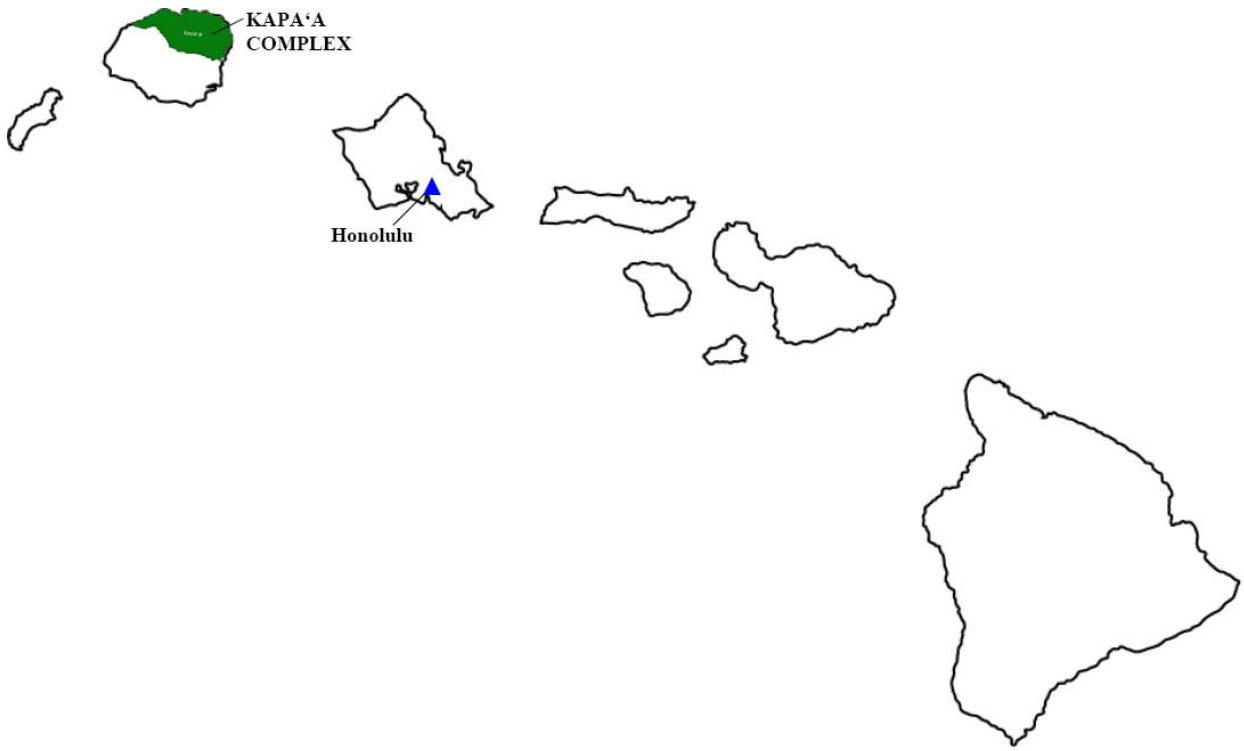
The island of Moloka‘i has a population of about 7,300 people. More than one-third of the population consists of children ages 19 and younger, but the proportion of those aged 20-34 is one of the lowest Statewide. The ethnic makeup of this island differs from the rest of the State in that 60% identify themselves as Hawaiian or Part-Hawaiian. The people of Moloka‘i face a number of economic, social, and educational challenges. Unemployment in Moloka‘i is almost double the Statewide average, and the per capita income is among the lowest in the State. Moloka‘i has the highest percentage of young children living in poverty. Families participate in the Food Stamp and Temporary Assistance to Needy Families (TANF) programs at nearly double the average for the State.

The Moloka‘i complex is comprised of 5 schools: one high school (Moloka‘i High), one middle school (Moloka‘i Middle), and 4 elementary schools (Kaunakakai, Kilohana, Kualapu‘u, and Maunaloa). The percentages of 3rd graders with low SAT reading scores and of “idle teens” (not in school and not working) are among the highest in the State (Center on the Family, n.d.).

Table 7. Community profile, Moloka'i	**School Community**	**State of Hawai'i**
Population Indicators		
Total population	7,257	1,211,537
Native Hawaiian (%)	75.1	27.7
Families (#)	1,761	287,068
Families with children under 18 years (%)	47.0	45.0
Families headed by a single mother (%)	22.5	18.3
Average family size (#)	3.4	3.4
Economic Indicators		
Median household income ($)	$33,894	$49,820
Households with public assistance income (%)	14.1	7.6
Families with children living in poverty (%)	23.6	11.2
Students eligible for free and reduced-cost lunch program (%)	69.4	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	73.7	59.6
Reading proficiency in 3rd grade (%)	66.1	69.0
Average daily absences (days)	13	9
On-time high school graduation rate (%)	91	80
Schools not meeting AYP (%)	60	49

Source: Hawai'i Department of Education, 2010.

Kapa‘a Area, Island of Kaua‘i



Source: Hawai‘i Department of Education, http://doe.k12.hi.us/myschool/map_kauai.htm

The East Kaua‘i Area, also referred to as Kapa‘a, is home to almost 25,000 residents from the neighborhoods of Hanalei, Kapa‘a, Anahola Kealia, Moloa‘a, Wailua, and the surrounding areas. The Kapa‘a Complex serves the area and consists of one high school (Kapa‘a High), one middle school (Kapa‘a Middle), and three elementary schools (Hanalei, Kapa‘a, and Kilauea). The age distribution here is similar to the rest of the State, with somewhat higher proportions of children ages 5 to 19 and adults ages 35 to 64. The ethnic makeup of this area is mixed, with relatively higher proportions of Caucasians and Native Hawaiians and relatively lower proportions of Asians and Other Pacific Islanders than the State as a whole. More than one-fourth of the people here identify themselves as Hawaiian or Part-Hawaiian (Center on the Family, n.d.).

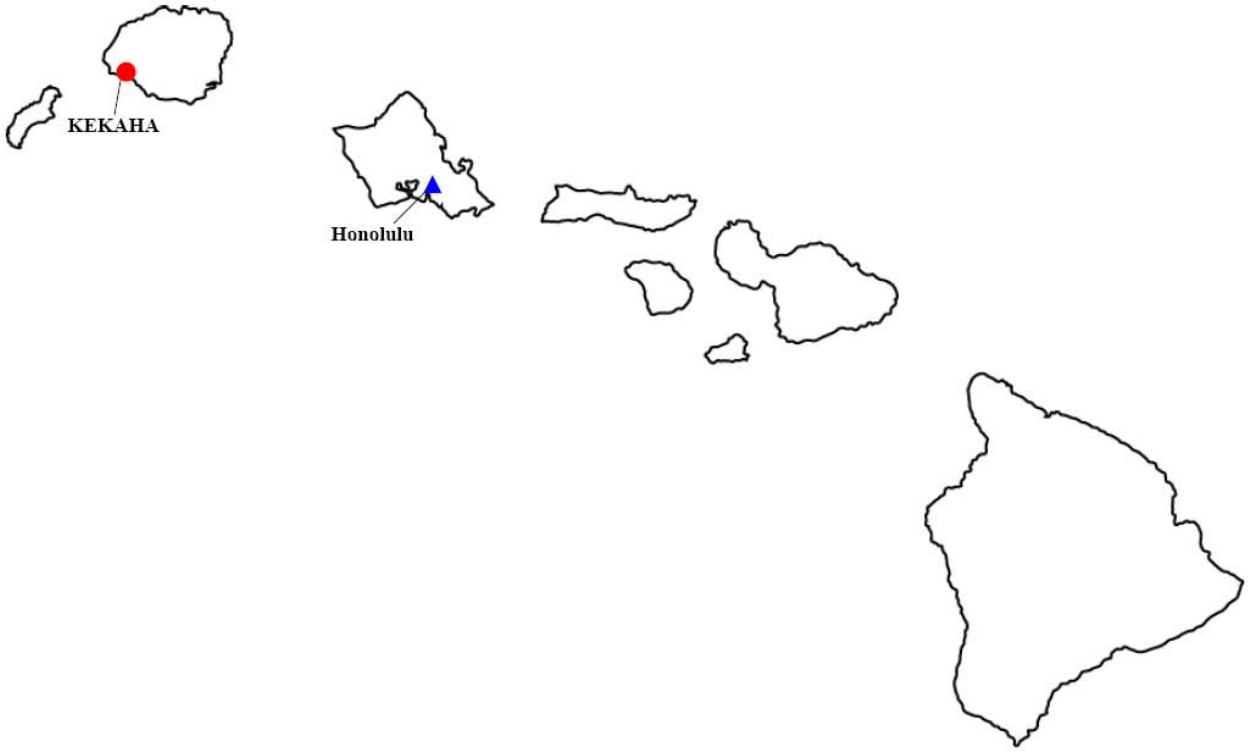
Almost 68% of the young children ages 5 and under have two working parents, yet almost 17% of young children live in poverty—a percentage that is higher than the State average. Consequently, a slightly higher percentage of East Kaua‘i Area families receive benefits such as food stamps and Temporary Assistance to Needy Families (TANF), compared to the State as a whole. The per capital income is slightly lower than the State average, but the percentage of residents who own their own homes is higher. Most of the adults in this community have

completed high school, but the percentage with college degrees is lower than the State average. On the SAT, a high proportion of 3rd graders in East Kaua‘i do poorly. Fewer teachers, parents, and 8th graders report that their schools are safe than in most other communities in the State, and almost half of the adolescents who responded to a Statewide survey of students reported a lack of parental supervision. Only three other communities in the State have a higher percentage of "idle teens" (not in school and not working).

Table 8. Community profile, Kapa‘a	**School Community**	**State of Hawai‘i**
Population Indicators		
Total population	24,873	1,211,537
Native Hawaiian (%)	25.6	27.7
Families (#)	6,178	287,068
Families with children under 18 years (%)	50.9	45.0
Families headed by a single mother (%)	21.8	18.3
Average family size (#)	3.1	3.4
Economic Indicators		
Median household income ($)	$43,305	$49,820
Households with public assistance income (%)	7.8	7.6
Families with children living in poverty (%)	16.5	11.2
Students eligible for free and reduced-cost lunch program (%)	45.4	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	71	59.6
Reading proficiency in 3rd grade (%)	67.6	69.0
Average daily absences (days)	21	9
On-time high school graduation rate (%)	81	80
Schools not meeting AYP (%)	100	49

Source: Hawai‘i Department of Education, 2010.

Kekaha Area, Island of Kaua‘i



Kekaha, literally translated means “The Place.” Geographically, it is the most southwestern small town in the U.S.A. Kekaha is the 4th largest community on the island of Kaua‘i and is situated 17 nautical miles from the privately owned island of Ni‘ihau that limits residency exclusively to the families of Native Hawaiians. Kekaha is a rural plantation community that serves civilian and military families from the Barking Sands and Kekaha areas. Unemployment here is higher than the State average, and the per capita income is in the bottom third of the State. The percentage of individuals over age 65 living in poverty is higher than in most other communities.

West Kaua‘i, in which the Kekaha community is located, has the third-lowest percentage in the State of adults who have completed high school and less than 14% earned a college degree. Kekaha Elementary is one of six schools in the Waimea complex, which consists of one high school (Waimea High), one middle school (Waimea Canyon Middle), and 4 elementary schools (‘Ele‘ele, Kalaheo, Kekaha, and Ni‘ihau) (Center on the Family, n.d.).

Table 9. Community profile, Kekaha	**School Community**	**State of Hawai‘i**
Population Indicators		
Total population	10,683	1,211,537
Native Hawaiian (%)	56.0	27.7
Families (#)	2,683	287,068
Families with children under 18 years (%)	45.8	45.0
Families headed by a single mother (%)	17.7	18.3
Average family size (#)	3.3	3.4
Economic Indicators		
Median household income ($)	$43,132	$49,820
Households with public assistance income (%)	11.0	7.6
Families with children living in poverty (%)	12.5	11.2
Students eligible for free and reduced-cost lunch program (%)	57.4	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	75.0	59.6
Reading proficiency in 3rd grade (%)	71.0	69.0
Average daily absences (days)	13	9
On-time high school graduation rate (%)	88	80
Schools not meeting AYP (%)	83	49

Source: Hawai‘i Department of Education, 2010.

Hana Area, Island of Maui

The town of Hana has an average population of about 2,000 residents. It is an agricultural community with three main employers: the Hotel Hana Maui, the County of Maui and Hana High and Elementary School. Hana High and Elementary School is a K-12 school serving approximately 350 students along 50 miles of rugged coastline from Keʻanae to Kaupō. The school is the center of all student activities. More than 80% of the student population is of Hawaiian ancestry. Because it is a small community, a few unusual cases in the data can skew the results, causing the percentages to move to the high or low extremes.

The per capita income of this area is almost 25% lower than the State as a whole, and approximately 30% of the children ages 4 and younger are living in poverty. Consequently, the percentages of families participating in food stamp and Temporary Assistance to Needy Families (TANF) programs are high compared to the rest of the State. The percentage of those with disabilities is also high: Hana ranks fourth-highest in the State for elderly with disabilities and highest for the percentage of children in special education programs. Hana has the highest percentage Statewide of 3rd graders who score below average on the SAT and the third-highest percentage of "idle teens" (not in school and not working) (Center on the Family, n.d.).

Table 10. Community profile, Hana	**School Community**	**State of Hawai‘i**
Population Indicators		
Total population	1,855	1,211,537
Native Hawaiian (%)	83.3	27.7
Families (#)	406	287,068
Families with children under 18 years (%)	47.3	45.0
Families headed by a single mother (%)	17.2	18.3
Average family size (#)	3.5	3.4
Economic Indicators		
Median household income ($)	$37,898	$49,820
Households with public assistance income (%)	7.6	7.6
Families with children living in poverty (%)	19.4	11.2
Students eligible for free and reduced-cost lunch program (%)	64.1	43.9
Academic Indicators		
Kindergarteners attending preschool (%)	68.0	59.6
Reading proficiency in 3rd grade (%)	64.7	69.0
Average daily absences (days)	13	9
On-time high school graduation rate (%)	68	80
Schools not meeting AYP (%)	100	49

Source: Hawai‘i Department of Education, 2010.

Summary of Priority Communities

Tables 11-14 on pages 26-30 summarize the population, economic, and academic indicators illustrated in the sections above. In general, the seven communities have a large proportion of Native Hawaiian families—many of whom are headed by a single mother—with children under 18 years. Additionally, Native Hawaiians in these communities tend to earn less than the State average, many receive public assistance income, and almost one-quarter of them have children living in poverty. More than 50% of students in the public school system in these communities are economically disadvantaged and are eligible for the free and reduced-price lunch program.

Academic need in the seven communities varies. Preschool attendance prior to entering Kindergarten and the on-time high school graduation rate on average are actually higher than the State averages. However, the proportion of 3rd graders proficient in reading is slightly less than the state average, and the average daily absence rate is considerably higher than the state average. At least 3 out of every 4 schools in the priority communities did not meet AYP in 2011.

Population Profile

Table 11. Population profile of priority communities

Significant Indicators (#/4)	Complex	**Population Indicators[1]**					
		Total Popn[2] (#)	Native[3] Hawaiian (%)	Families[4] (#)	Families: Children <18 (%)	Families: Single Mother (%)	Ave Family Size (#)
State (Census 2000)		**1,211,537**	**23.3**	**287,068**	**45.0**	**18.3**	**3.4**
Hawai'i DOE (2010)		**178,649**	**27.7**	**--**	**--**	**--**	**--**
Complex Average		**93,170**	**38.6**	**22,463**	**47.3**	**20.7**	**3.3**
O'ahu							
3	Kahuku	17,877	**32.4**	3,556	**53.3**	15.2	**3.9**
Hawai'i							
2	Hilo	19,766	**31.3**	5,188	43.1	**30.5**	3.1
2	Konawaena	10,712	**29.7**	2,691	43.9	**20.3**	3.1
Moloka'i							
3	Moloka'i	7,404	**60.9**	1,761	**47.0**	**22.5**	3.4
Kaua'i							
2	Kekaha	10,683	**27.4**	2,683	**45.8**	17.7	3.3
3	Kapa'a	24,873	**25.6**	6,178	**50.9**	**21.8**	3.1

[1] The 4 population indicators used to assess each community exclude "total population" and "total # of families." These two indicators are presented for description purposes only.

[2]Based on Census 2000 data.

[3] Based on Census 2000 data.

[4] Based on Census 2000 data.

Maui							
3	Hana	1,855	**62.7**	406	**47.3**	17.2	**3.5**

- Native Hawaiians account for more than 50% of the population in Hana and Moloka‘i, and for approximately 30% of the population in Kahuku, Hilo, and Konawaena.

- The communities in which 50% or more of families have children under the age of 18 years include Kahuku and Kapa‘a.

- The proportion of families headed by a single mother varies with a low of 17.2 (Hana) to a high of 30.5 (Hilo). On average, approximately 1 out of 4 families from the 7 communities is headed by a single mother.

- The average family size (3.3) is close to the state average (3.4), with the exception of Kahuku, where the average family size is closer to 4 people.

Economic Profile:

Table 12. Economic profile of priority communities

Significant Indicators (#/4)	Complex	**Economic Indicators[5]**			
		Households: Median Income ($)	Households: Pub Assist Income (%)	Families: Children in poverty (%)	Students: Free & Reduced Lunch[6] (%)
State (Census 2000)		**$49,820**	**7.6**	**11.2**	**43.9**
Complex Average		**$40,256**	**9.9**	**19.2**	**57.1**
O‘ahu					
4	Kahuku	**$46,167**	**10.2**	**15.9**	**48.3**
Hawai‘i					
4	Hilo	**$35,390**	**11.7**	**23.0**	**57.8**
3	Konawaena	**$42,008**	7.3	**12.5**	**57.2**
Moloka‘i					

[5] Data on households and families based on Census 2000 data.

[6] Data based on Hawai‘i DOE *21st Annual Superintendent’s Report, 2010*.

4	Molokaʻi	**$33,894**	**14.1**	**23.6**	**69.4**
Kauaʻi					
4	Kekaha	**$43,132**	**11.0**	**12.5**	**57.4**
4	Kapaʻa	**$43,305**	**7.8**	**16.5**	**45.4**
Maui					
3	Hana	**$37,898**	7.6	**19.4**	**64.1**

- On average, the median household income ($40,256) of the seven communities is almost $10,000 less than the state average ($49,820).

- Nearly 10% of the communities receive public assistance income, which is 3% higher than the state average (7.6). Similarly, the proportion of families with children living in poverty (19.2) in the target areas is almost twice the state average (11.2).

- Another indicator of economic disadvantage is the proportion of students from the target communities who are eligible for the free and reduced-cost lunch program. All 7 communities exceed the state average (43.9%), with a "low" of 57.2% (Konawaena) to a high of 69.4% (Molokaʻi).

Educational Profile

Table 13. Academic profile of priority communities

Significant Indicators (#/5)	Community	**Education Indicators[7]**				
		Kinder: Attending Preschool (%)	3rd Grade: Reading Proficiency (%)	Ave Daily Absences[8] (days)	High Schools: On-time Grad (%)	Schools: AYP Not Met[9] (%)
State (Hawaiʻi DOE, 2010)		**59.6**	**69.0**	**9**	**80**	**49**
Complex Average		**69.9**	**68.2**	**15**	**82**	**74**
Oʻahu						

[7] Data is from the 2010 *Trend Report: Educational & Fiscal Accountability* from the Hawaiʻi DOE.

[8] Average daily absences in days is based on high school data.

[9] Data is from the 2010-2011 AYP Results.

1	Kahuku	73.8	74.2	**13**	86	33
Hawai‘i						
3	Hilo	70.6	**60.3**	**13**	83	**57**
4	Konawaena	**57.5**	73.3	**19**	**76**	**83**
Moloka‘i						
3	Moloka‘i	73.7	**66.1**	**13**	91	**60**
Kaua‘i						
2	Kekaha	75.0	71.0	**13**	88	**83**
3	Kapa‘a	71.0	**67.6**	**21**	81	**100**
Maui						
4	Hana	68.0	**64.7**	**13**	**68**	**100**

- In all seven communities, the majority of Kindergarteners attended preschool, and in six of the seven communities, the proportion of Kindergarteners attending preschool exceeded the state average (59.6%).

- The average proportion of 3rd graders from all 7 communities who were considered proficient in reading (68.2%) was slightly less than the state average (69.0%). Almost 40% of 3rd graders from Hilo were *not* proficient.

- The average daily absence rate among high schools students all seven communities exceeds the state average. In fact, students on average missed 13 or more days of school in the 2009-2010 school year.

- The on-time high school graduation rate appears to be a challenge for only 1 community: Hana. In the remaining six communities, the on-time high school graduation rate actually exceeds that of the state.

- In 2011, three quarters (74%) of public schools in the seven communities did not make AYP, compared to 49% of all public schools in Hawai‘i. In two school complexes, no school met AYP: Kapa‘a and Hana.

In sum, the seven priority communities present an overall profile of need. Of the total 13 indicators of need, all met at least 8 indicators. In terms of educational need, Hilo, Konawaena, Moloka‘i, Kapa‘a, and Hana have the highest need. See Table 14 below.

Table 14. Summary of indicators by type and community/complex

Complex	Population Indicators (4)	Economic Indicators (4)	Education Indicators (5)	Total Indicators (13)
Kahuku	3	4	1	**8**
Hilo	2	4	3	**9**
Konawaena	2	3	4	**9**
Molokaʻi	3	4	3	**10**
Kekaha	2	4	2	**8**
Kapaʻa	3	4	3	**10**
Hana	3	3	4	**10**

There are seven unique Native Hawaiian communities with significant socioeconomic and educational needs: Kahuku (Oʻahu), Hilo and Konawaena (Hawaiʻi), the entire island of Molokaʻi, Kapaʻa and Kekaha (Kauaʻi), and Hana (Maui). To better address the needs of these seven communities, NHEP should give preference to projects that serve residents of these communities.

Priority Populations

When determining which populations would benefit the most from NHEP funding, Council members considered cultural and academic need factors. In particular, members considered which populations were the most vulnerable to future academic risk. There are three groups within the Native Hawaiian population that were identified: 1) families from priority, under-served communities, 2) students/stakeholders of Hawaiian-focused charter schools, and 3) middle school students. A rationale for providing services to these target groups is presented in the subsequent section.

Priority Population 1: Families from Priority/Under-Served Communities

Given that the family, or *ʻohana*, is the foundation of Native Hawaiian social well-being (Kanaʻiaupuni, Malone, & Ishibashi, 2005), it is culturally appropriate and potentially more effective to tailor services for families rather than individuals. Existing research provides evidence that family involvement and educational outcomes are positively correlated, and that

increased family involvement has a constructive impact on the domains of children's general educational and literacy outcomes, for both Indigenous and non-Indigenous families (Hsu & Nielson, 2009). In particular, family involvement appears to make a difference in children's literacy achievement from kindergarten through fifth grade (Dearing, 2004) and this involvement is more positively associated with literacy outcomes for children whose mothers are less educated compared with children whose parents are more educated.

There are several characteristics of Native Hawaiian families that can uniquely contribute to their children's developmental and educational outcomes. For example, many Native Hawaiian families reside in multi-generational and multi-family households where grandparents, or *kūpuna*, extended family, and distant relatives and/or close friends of the family reside with each other. In fact, the concept of family in Hawaiian culture is broadly defined to encompass people who are not only blood relations. Family members thus play a critical role in not only caring for young children but in sharing the household's financial and other responsibilities (Kana'iaupuni, Malone, & Ishibashi, 2005). In addition, Native Hawaiian families tend to have a strong sense of shared values and beliefs, including engaging in cultural practices, participating in community events, and volunteering their time and talents for church, charity, or community groups (Stern, Yuen, & Hartsock, 2004). More than half of all Native Hawaiian adults are involved in at least one community activity or organization, and 70% of them assume leadership positions within their respective organizations (Kana'iaupuni, Malone, & Ishibashi, 2005).

Table 15. Selected indicators of shared values and beliefs, by indicator and Native Hawaiian families

Indicator	Native Hawaiian Families (%)	All Families (%)	Difference (%)
Volunteering	61.3	57.8	+3.5
Participating in community events	61.8	55.8	+6.0
Attending religious services	42.2	41.1	+1.1
Regularly engaging in cultural practices	26.1	16.6	+9.5

Source: Stern, Yuen, & Hartsock, 2004.

There are significant challenges facing families from the priority communities: nearly half of them have school-age children and nearly one fourth are headed by a single mother. In addition, twice as many households from the priority communities receive public assistance income compared to families in the State, and twice as many have children living in poverty. In spite of these challenges, however, Native Hawaiian families in these areas have significant social, cultural, and emotional strengths that can enable their resilience. In particular, Native Hawaiian youth have strong ties to their *'ohana* and their communities, are more likely than their non-

Hawaiian peers to know an adult whom they can turn to for guidance, and they strongly identify with their cultural heritage (Kanaʻiaupuni, Malone, & Ishibashi, 2005). Likewise, many Native Hawaiian students from these areas demonstrate civic responsibility related to service to their school and/or community. For example, students from 26 of these schools participated in an average of 49 service projects per school in 2009-10, compared to the State average of 38 projects per school (Hawaiʻi DOE, December 2010).

Table 16. Community service projects by students from select priority communities

Complex	Island	Number of Schools	Service to School/Community (# projects in 2009-10)
Kahuku	Oʻahu	6	315
Hilo	Hawaiʻi	9	616
Molokaʻi	Molokaʻi	5	106
Waimea	Kauaʻi	6	245
		Total projects/complex	1,282
		Total projects/school	49

Source: Hawaiʻi Department of Education, Trend Report, 2010.

Given the unique and significant value placed on the family in Native Hawaiian communities, and the potential for maximizing family strengths in meeting children's educational needs, NHEP funding should address Native Hawaiian families residing in priority and under-served communities.

Priority Population 2: Students/Stakeholders of Hawaiian-Focused Charter Schools

Hawaiian-focused charter schools (HFCS) are schools firmly rooted in culture-based education. For the purposes of this section, HFCS also include Hawaiian Immersion charters which use the Hawaiian language as the medium of instruction. More than 8 out of every 10 students in these schools are of Hawaiian ancestry and nearly 7 out of every 10 students are socioeconomically disadvantaged (Kamehameha Schools, 2011). In the last 10 years, enrollment in HFCS has grown over 500% to over 3,000 students, which reflects an average increase of 16% per year (Kamehameha Schools, 2011). Table 17 below lists the Hawaiian-focused charter schools by island, enrollment, grades enrolled, and proportion of Native Hawaiian students.

Table 17. Hawaiian-focused charter schools

School	Island	Total Enrollment	Grades Enrolled	% NH Students

Hakipuʻu Learning Center	Oʻahu	64	7-12	81%
Hālau Kū Māna	Oʻahu	70	6-12	91%
Hālau Lōkahi	Oʻahu	252	K-12	68%
Ka Waihona o ka Naʻauao	Oʻahu	509	K-6	96%
Kamaile Academy	Oʻahu	659	K-8	70%
Ke Kula 'o Samuel M. Kamakau*	Oʻahu	112	K-12	96%
Ka ʻUmeke Kāʻeo*	Hawaiʻi	228	K-6	96%
Kanu o ka ʻĀina	Hawaiʻi	203	K-12	80%
Ke Ana Laʻahana	Hawaiʻi	64	7-12	98%
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki*	Hawaiʻi	157	K-6	97%
Kua o ka Lā	Hawaiʻi	107	6-11	54%
Waimea Middle	Hawaiʻi	240	6-8	47%
Kualapuʻu Elementary	Molokaʻi	341	K-6	90%
Kanuikapono Learning Center	Kauaʻi	72	4-10	75%
Kawaikini*	Kauaʻi	89	K-12	92%
Ke Kula Niʻihau o Kekaha Learning Center*	Kauaʻi	40	K-12	100%
Kula Aupuni Niʻihau Kahelelani Aloha	Kauaʻi	40	1-12	93%
	Total	**3,247**	**K-12**	**84%**

Source: Kamehameha Schools, 2011 * Hawaiian Immersion Charter Schools

Although charter schools are not included in the list of "persistently lowest achieving schools" by the Hawaiʻi Department of Education (please refer to page 9), preliminary AYP results for School Year 2010-11 indicate that Hawaiian-focused charter schools are struggling, particularly in math proficiency. Only 1 out of a total of 17 schools met AYP this past school year (Hawaiʻi DOE, August 2011). However, the data also show that the proportion of students proficient in reading was only 7% less than all students Statewide and the proportion of students graduating not only exceeded the State average of 79% but exceeded the NCLB target of 80%.

Table 18. NCLB profile of Hawaiian-focused charter schools

School	AYP Results 2010-11	Reading Proficiency	Math Proficiency	Graduation
NCLB Targets	Met	72%	64%	≥80%

All Student Statewide	**Not Met**	**67%**	**55%**	**79%**
Hakipuʻu Learning Center	Not Met	66%	33%	64%[10]
Hālau Kū Māna	Not Met	65%	23%	100%
Hālau Lōkahi	Not Met	65%	32%	--
Ka Waihona o ka Naʻauao	Not Met	60%	42%	--
Kamaile Academy	Not Met	43%	23%	--
Ke Kula ʻo Samuel M. Kamakau*	Not Met	68%	27%	100%
Ka ʻUmeke Kāʻeo*	Not Met	73%	57%	--
Kanu o ka ʻĀina	Not Met	62%	38%	100%
Ke Ana Laʻahana	Not Met	61%	19%	100%
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki*	Not Met	67%	58%	--
Kua o ka Lā	Not Met	40%	10%	80%
Waimea Middle	Not Met	73%	58%	--
Kualapuʻu Elementary	Not Met	61%	59%	--
Kanuikapono Learning Center	Met	60%	20%	--
Kawaikini*	Not Met	45%	11%	--
Ke Kula Niʻihau o Kekaha Learning Center*	Not Met	26%	15%	--
Kula Aupuni Niʻihau Kahelelani Aloha	Not Met	77%	58%	--
Charter School Average	**Not Met**	**60%**	**34%**	**91%**

Source: Hawaiʻi Department of Education, 2011 *Denotes Hawaiian Immersion Charter Schools

Given that enrollment in Hawaiian-focused charter schools is on the rise, that over 80% of students in these schools are Native Hawaiian, and that nearly 70% are economically disadvantaged, NHEP funding should address the educational needs of these students, particularly their significant underachievement in mathematics.

[10] This figure represents the U.S. Department of Education definition for "on-time" graduation rate, i.e. students completing high school in four years. Those graduating before or later are considered not graduated. Hakipuʻu Learning Center (HLC) students design their personal learning plans that reflect their individual learning pace. The HLC graduation rate averages 94% per year (inclusive of those who finished in less than four years, who chose to take more than four years to graduate, and who chose other graduation routes, e.g. Hawaiʻi Job Corps and Hawaiʻi Youth Challenge Academy).

Priority Population 3: Middle School Students

Research shows that academic achievement in middle school strongly predicts high school achievement and graduation (Eccles, 2008; Kurlaender, Reardon, & Jackson, 2008) and subsequent readiness for college (Wimberly & Noeth, 2005). Factors associated with the underachievement of middle school students include changes in motivation and engagement, and academic course failure. Academic motivation and school engagement tend to decline as students transition from 6th to 7th grade, primarily because typical intermediate schools are not providing appropriate educational and social environments (Eccles, 2008). In addition, failing a *single* course in middle school substantially increases the likelihood of dropping out of high school. In short, the strongest predictor of students' confidence in their academic ability is grades (Kurlaender, Reardon, & Jackson, 2008). Coupled with these risk factors is the fact that many middle school students are not taking the necessary early steps to meet their postsecondary goals and become college ready (Wimberly & Noeth, 2005).

Academic achievement, primarily in mathematics, among middle schools students in the priority communities is startling: the proportion of 7th graders proficient in reading and mathematics on the Hawai'i State Assessment (2009-10) is approximately 10% lower than the State average. Scores for 8th graders are not much better: the proportion of students in 8th grade from the priority communities who are considered proficient is still approximately 5% lower than the State average. Please see Table 19 below.

Table 19. Middle school student achievement in select priority communities	**Reading (% Proficient)**	**Math (% Proficient)**
Grade 7		
State Average	**73.0**	**52.1**
Kahuku High & Intermediate, O'ahu	68.2	35.2
Konawaena Middle, Hawai'i	73.8	50.7
Moloka'i Middle, Moloka'i	51.8	29.1
Hana High & Intermediate, Maui	60.0	33.3
Priority Community Average	**63.4**	**37.1**
Grade 8		
State Average	**71.9**	**44.8**
Kahuku High & Intermediate, O'ahu	67.2	30.9

Konawaena Middle, Hawai‘i	69.8	37.6
Moloka‘i Middle, Moloka‘i	48.7	36.8
Hana High & Intermediate, Maui	70.6	58.8
Priority Community Average	**64.1**	**41.0**

Source: Hawai‘i Department of Education, Trent Report: Educational and Fiscal Accountability, SY 2009-10

Not surprisingly, college and career readiness indicators in these schools are also lower than the State average. In particular, students from these schools enroll in 4-year colleges at a much lower rate on average than their peers, and their SAT scores on average are considerably lower than their peers. An encouraging statistic is the on-time graduation rate: the proportion of students from the priority communities graduating from high school in four years is the same as the State average. Please see Table 20 below.

Table 20. College readiness profile of select priority communities	**On-time Graduation Rate**	**College Board SAT scores (Read/Math/Writ)**	**4-year College Enrollment Rate**
State Average	**79%**	**460 / 479 / 442**	**24%**
Kahuku High & Intermediate, O‘ahu	85%	438 / 446 / 420	22%
Konawaena High, Hawai‘i	76%	479 / 469 / 443	14%
Moloka‘i High, Moloka‘i	91%	417 / 433 / 409	24%
Hana High & Intermediate, Maui	68%	418 / 425 / 425	12%
Priority Community Average	**80%**	**438 / 443 / 424**	**18%**
Difference	**+1%**	**-22 / -36 / -18**	**- 6%**

Source: P-20 Hawai‘i, College and Career Readiness Indicators, Class of 2009-10

Given that declines in motivation and school engagement are often prevalent among middle school students, and that these declines are a significant predictor of dropping out of school, NHEP funding should address the educational needs of these students.

Priority Strategies/Services

When prioritizing strategies and services, Council members considered the following criteria:

1. Is there evidence to suggest that the strategy/service is appropriate to, and will successfully address, the needs of the priority populations?

2. Does the strategy/service reflect up-to-date knowledge from sound research and effective practice with Native Hawaiian students?

3. Will the strategy/service likely lead to Native Hawaiian student achievement as measured against rigorous academic standards?

Upon careful review of the available data, the Council selected seven priority strategies that NHEP funding should address: ***early childhood education services, support for proficiency in STEM (science, technology, engineering, and mathematics), strengthening Hawaiian immersion schools, training in culture-based education, support for proficiency in reading and literacy, and strengthening Hawaiian-focused charter schools.***

Priority Strategy 1: Early Childhood Education Services

Large-scale, national studies have established a strong association between high-quality early childhood programs and developmental outcomes that are foundational to academic success (Barnett & Ackerman, 2006; Fuller, Kagan, Loeb, & Chang, 2004; Shonkoff & Phillips, 2000). In addition, studies show that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry (Harvard University, 2006). Consider the following facts:

- Children from low-income families are more likely to start school with limited language skills, health problems, and social and emotional problems that interfere with learning. The larger the gap at school entry, the harder it is to close (National Association for the Education of Young Children, 2008);

- Scientific research shows that 85% of a child's brain development occurs by age five; therefore, a child's experiences during the first five years of life can greatly impact the brain's ability to develop (Hawley, 2000); and

- The most important determinant for high achievement in mathematical achievement in school was 'readiness to learn' when children entered kindergarten (The Future of Children, 2005).

Results from the 2010 Hawai'i State School Readiness Assessment (HSSRA), an instrument designed for both school and system level use to assess whether children enter school ready to succeed and whether schools are prepared to receive those children, demonstrate that *only 7%* of kindergarten classes met benchmarks in all dimensions (Hawai'i DOE, 2010). This means that on average, there were only 7 out of 100 kindergarten classes in which three fourths of the children consistently displayed the skills and characteristics necessary for success in school life.

The kindergarten class profiles in Table 21 below show the proportion of children entering kindergarten from some of the priority communities that were "ready" for school success. The data indicate that only about half of all children displayed familiarity with literacy and math concepts while nearly three-quarters showed adequate physical skills.

Table 21. Kindergarten class profiles of select complex areas

	Developmental Dimension					
	Approaches to Learning	Literacy Concepts	Math Concepts	School Behaviors	Social-Emotional Behaviors	Physical Well-Being
	1----------2----------3----------4----------5 Almost none — About half — Almost all					
Castle-Kahuku	4.0	3.7	3.6	3.9	4.1	4.3
Hilo-Laupāhoehoe-Waiakea	3.7	3.3	3.4	3.6	3.8	4.0
Honokaʻa-Kealakehe-Kohala-Konawaena	3.6	3.2	3.4	3.5	3.8	4.0
Hana-Lahainaluna-Lānaʻi -Molokaʻi	3.9	3.6	3.6	4.1	4.2	4.3
Kauaʻi	3.9	3.3	3.4	3.7	4.0	4.0
Complex Average	**3.8**	**3.4**	**3.5**	**3.8**	**4.0**	**4.1**

Source: Hawaiʻi Department of Education, Hawaiʻi State School Readiness Assessment, Fall 2010

In addition to the relatively low scores on the HSSRA, the priority communities reflect a number of other challenges that can influence children's future academic performance. In 2010, only slightly more than half of all children from the schools in the priority communities attended preschool, compared to 60% of Kindergarteners in the State. Also, only slightly more than half of all 3rd graders were considered proficient in reading, compared to nearly 70% of students in the State. The data indicate that predominantly Native Hawaiian schools in high poverty communities have a compelling need for high-quality early educational services because they are at greater risk for later failure in school.

Given the extraordinary growth that takes place during the first five years of a child's life, the potential for enhancing emergent literacy and numeracy skills during this period, the national momentum at making school readiness a priority, and the significant repercussions of school failure, it is especially important that Native Hawaiian children from at-risk communities have access to high-quality early learning experiences prior to kindergarten.

Priority Strategy 2: Science, Technology, Engineering, and Mathematics

Emerging career opportunities/economic development areas in the State of Hawai‘i include five areas, *three of which are STEM related*: life sciences/biotechnology, information technology, and diversified agriculture (Department of Business, Economic Development and Tourism, DBEDT, 2008). According to DBEDT, Hawai`i's technology sector grew jobs at a 3.3% growth rate compared to the overall Hawai‘i economy at 2.5% from 2002-2007. Technology jobs also paid 38% higher earnings than the average worker in Hawai‘i. These jobs are forecasted to grow 61% faster than the rest of Hawai`i's economy, and 77% of these jobs will require postsecondary education, particularly in STEM-related fields. The effort to improve STEM skills in Hawai‘i is critical to address Hawai‘i’s serious and ongoing challenges in its educational performance and workforce development efforts. These challenges limit the economic future and professional opportunities for our youth, and limit our statewide economic development opportunities (MySTEM Hawai‘i, 2010). New and ongoing STEM activities and initiatives will help assure that contextual learning opportunities are available to every public school student in the State, in order to increase student interest in STEM-related subjects and careers. Additionally these objectives are to raise the educational standards, and make our students more literate in 21st century skills and therefore more competitive in future job markets in Hawai‘i and elsewhere. These efforts will also raise the economic well-being of all citizens of Hawai‘i.

In addition to the educational and economic need for improving STEM achievement in Hawai‘i, national research on students and STEM careers shows that experience with hands-on content is an important element for encouraging students to aim for mathematical and scientific careers (Brody, 2009). If young kids get “turned on” to STEM through experiential learning during these formative years, they are more likely to choose science and math electives in high school and college (Education Development Center, 2008). Yet, many public school students in Hawai‘i do relatively poorly in math and science, especially against national standards. Recent standardized test scores administered throughout Hawai‘i public schools indicate that Hawai‘i is behind the nation in math and science abilities (MySTEM Hawai‘i, 2010). Even more alarming, the gap widens from a grade 4 three point difference to an eight point average difference in grade 8 math when compared to the U.S. national average. Similarly, in science, the gap widens from a grade 4 seven point difference to a twelve point average difference in grade 8 when compared to the U.S. national average. As a result, 81% of students entering community colleges require remediation courses in math (MySTEM Hawai‘i, 2010).

The tables below reflect student achievement in mathematics and science, based on the Hawai‘i State Assessment in 2009-10, from complexes within the priority communities. On average, student achievement in mathematics within the target complexes lags behind the state average by 3 points. In addition, there is a pronounced downward trend in student achievement: as students

get older and progress through school, their scores decrease. This decrease is especially noticeable in 10th grade, where over 70% of students from the target communities on average were ***not*** proficient in mathematics in 2010. Science achievement among students from the priority communities also decreases as they get older: while nearly half are proficient in science in grade 4, less than a quarter are proficient in grade 10.

Table 22. Proportion of students proficient in mathematics by grade level, 2009-10

Complex	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Kahuku	65.4	53.0	52.4	59.8	35.2	30.9	20.9
Hilo	44.1	48.3	45.3	45.5	48.8	41.9	33.2
Konawaena	70.0	54.9	54.1	52.2	49.7	37.3	40.7
Molokaʻi	55.4	45.0	46.9	61.4	29.1	36.8	22.7
Waimea	59.6	46.0	40.8	55.1	53.3	51.7	30.6
Kapaʻa	51.4	47.0	33.3	47.7	42.6	42.5	39.1
Hana	54.5	66.7	50.0	47.1	33.3	58.8	19.0
Complex Ave.	**57.2**	**51.6**	**46.1**	**52.7**	**41.7**	**42.8**	**29.4**
State Ave.	**58.7**	**50.7**	**47.1**	**50.8**	**52.1**	**44.8**	**38.4**
Difference	**-1.5**	**+0.9**	**-1.0**	**+1.9**	**-10.4**	**-2.0**	**-9.0**

Source: Hawaiʻi Department of Education, Trend Report, 2011

Table 23. Proportion of students proficient in science by grade level, 2009-10

Complex	Grade 4	Grade 6	Grade 10
Kahuku	50.8	39.8	21.3
Hilo	45.4	30.5	23.6
Konawaena	46.4	43.7	31.9
Molokaʻi	40.0	37.2	11.8
Waimea	48.5	39.5	15.9
Kapaʻa	50.0	44.3	34.5
Hana	61.1	23.5	19.0
Complex Average	**48.8**	**36.9**	**22.6**
State Average	**48.8**	**40.9**	**26.8**
Difference	**0.0**	**-4.0**	**-4.2**

Source: Hawaiʻi Department of Education, Trend Report, 2011

Given that student academic achievement in STEM is inadequate—particularly among students in the priority communities—and that this limits their economic future and professional opportunities as well as our statewide economic development opportunities, it is important that NHEP funding support increased proficiency in STEM (science, technology, engineering, and mathematics).

Priority Strategy 3: Hawaiian Immersion Schools

Access to education conducted through Hawaiian is a distinct right of Native Hawaiians under the 1978 Hawai‘i State Constitutional Convention, US Native American Languages Act of 1990 and Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples. Education conducted through Hawaiian is also an appropriate priority for the NHEA due to its current success and potential for even greater success under the purpose “to authorize and develop innovative education programs to assist Native Hawaiians” (Sec. 7203 (1)). The Hawaiian Language Immersion (HLI) Program, *Ka Papahana Kaiapuni Hawai‘i*, was developed in 1987 as a one-year pilot program in two schools. Two years later, it grew to a K-6 program in four schools. Currently, the HLIP is provided for over 2,000 students in grades K-12 students throughout the public school system, and is a total immersion program in Hawaiian through grade five when English language arts is introduced for an hour a day. It is defined as an academic program “delivered through the Hawaiian language, based upon Hawaiian knowledge and cultural practices, and attentive to community, family and student goals” (Hawai‘i DOE, 2010).

Table 24. Hawaiian Language Immersion schools by type

Hawaiian Language Immersion Public Schools	Hawaiian Language Immersion Public Charter Schools	Hawaiian Language Immersion Programs, i.e. School-within-a-School (SWS)
Hawai‘i Island		
Ke Kula ‘o ‘Ehunuikaimalino (K-12) Kula ‘o Nāwahīokalani‘ōpu‘u Nui (9-12)	Ka ‘Umeke Kā‘eo Kula ‘o (K-7) Nāwahīokalani‘ōpu‘u Iki (K-8) Waimea Middle[11]	Waimea Elementary
Maui		
(None)	(None)	Pā‘ia Elementary Kalama Intermediate Kekaulike High Nāhi‘ena‘ena Elementary

[11] This school is a conversion charter school, and its Hawaiian language immersion classes are offered in the school-within-a-school (SWS) model.

Molokaʻi		
(None)	Kualapuʻu Elementary[12]	Molokaʻi High & Intermediate
Oʻahu		
Kula Kaiapuni ʻo Ānuenue (K-12)	Ke Kula ʻo Samuel M. Kamakau (K-12)	Hauʻula Elementary Pūʻohala Elementary Waiau Elementary Nānākuli Elementary
Kauaʻi		
(None)	Kula Niʻihau ʻo Kekaha (K-12) Kawaikini (K-12)	Kapaʻa Elementary Kapaʻa Middle Kapaʻa High
Niʻihau		
Kula Niʻihau[13]	(None)	(None)
4	**6**	**14**

Source: http://www.ahapunanaleo.org/index.php?/programs/ohana_infolist_of_immersion_schools/

Kula Kaiapuni ʻo Ānuenue is an example of a state-operated Hawaiian language immersion school, as compared to Kamakau and Nāwahī Iki, which are immersion charter schools. Moreover, the latter two have the distinction of being "laboratory schools" of UH-Hilo's Ka Haka ʻUla o Keʻelikōlani, College of Hawaiian Language. Another interesting fact about Nāwahī Iki (K-8) is that it is a charter school, but the Nāwahī Nui (9-12) is not. The two parts together make Nāwahī a comprehensive K-12, Hawaiian language immersion school, like Ānuenue. Another type of immersion program is the "School-Within-a-School" (SWS) model, like Pūʻohala Elementary and Nahiʻenaʻena Elementary. Kualapuʻu Elementary is an example of both SWS and charter and it differs from other Hawaiian language immersion charter schools in that the primary language of instruction at Kualapuʻu is English.

Program outcomes do not currently exist but are being developed and will be called K-12 Hawaiian Literacy Framework and Performance Standards for Cultural and Language Proficiency (Pacific Policy Research Center, 2010). *Nā Honua Mauli Ola: Hawaiʻi Guidelines for Culturally Healthy and Responsive Learning Environments* is a document developed by the NHEC and University of Hawaiʻi-Hilo (2002). A number of HLIPs—including Nāwahīokalaniʻōpuʻu Nui, Kamakau, Ke Kula Niʻihau ʻo Kekaha, and Kawaikini— use these guidelines. There is broad community support for the Hawaiian Language Immersion Program,

[12] Ibid.

[13] Kula Niʻihau is located on the island of Niʻihau where the first language is Hawaiian. It falls under the Waimea (Kauaʻi) school complex area.

including advocates from non-governmental, political and academic organizations. The University of Hawai‘i-Hilo provides teacher training in Hawaiian language immersion (Kahuawaiola) as well as Hawaiian language courses (Pacific Policy Research Center, 2010). Additionally, although HLI schools have differing governance structures, they all boast strong commitment from multiple community stakeholders.

Hawaiian immersion is seen by other Native American peoples as a national model to be followed in revitalizing their endangered languages while gaining the scientifically proven cognitive advantages of very high level bilingualism (Pease-Pretty On Top, 2003). Like immersion programs elsewhere in the world, schools taught through Hawaiian have tended to produce students who outperform their peers academically (Fortune, Tedick & Walker, 2008). Results from the first longitudinal evaluation of the HLI program (Slaughter, 1997; Slaughter et al. 1995) suggest that the HLI program has been able to promote fluency in the oral Hawaiian language and has also taught students how to read, write and do mathematics through the medium of the Hawaiian language. Furthermore, assessment in English of reading and mathematics indicates that HLI students are also able to demonstrate achievement when tested through the medium of the English language. For example, Ke Kula ʻo Nāwahīokalani‘ōpu‘u, a HLI school on Hawai‘i Island, has had 13 straight years of 100% high school graduation and an average of 80% college entrance from high school. Table 25 below highlights select academic indicators from three HLI schools in the State. The data show that, in general, children at HLIPs do as well or better than their non-HLIP peers at school entrance (e.g., as measured by the School Readiness Assessment), and at school end (e.g., as measured by the high school graduation rates). In addition, parent satisfaction (as measured by the Hawai‘i Department of Education School Quality Survey) also indicates that HLIP parents are significantly more satisfied with their child’s school (Kamehameha Schools, 2011) than parents of non-HLIP students in the Hawai‘i DOE.

Table 25. Academic profile of select HLI schools

	School Readiness[14]	**Reading Prof**	**Math Prof**	**High School Graduation**
State Average	**7%**[15]	**67%**	**49%**	**79%**
Ke Kula ʻo Samuel M. Kamakau	--	61%	28%	100%
Ka ʻUmeke Kāʻeo	4.6/5.0	65%	46%	--
Ke Kula ʻo Nāwahīokalani‘ōpu‘u	5.0/5.0	66%	61%	100%

[14] Average rating (with “5” being the highest) and denoting that almost all entering children consistently displayed the skills and characteristics necessary for success in school life.

[15] The State average is based on the proportion of Kindergarten classes in which at least three fourths of all entering children consistently displayed the skills and characteristics necessary for success in school life.

HLI School Average	**4.8/5.0**	**64%**	**45%**	**100%**
Difference	**--**	**-3%**	**-4%**	**+21%**

Source: Hawai‘i Department of Education, Hawai‘i State School Readiness Assessment Report, 2010-2011; Hawai‘i Department of Education, No Child Left Behind School Report, 2009-10

Given research that shows that high quality Hawaiian Language Immersion Programs (HLIPs) are likely to result in academic success for their students, that the demand for HLIP among predominantly Native Hawaiian communities is strong, and that education conducted through Hawaiian is both a distinct legal right of Native Hawaiians and a priority of the NHEP, the Council views HLIPs as a priority strategy for improving educational outcomes of Native Hawaiian learners.

Priority Strategy 4: Training in Culture-Based Education

In a Native Hawaiian context, culture-based education (CBE) uses the natural and cultural history of the community, and emphasizes hands-on, experiential learning experiences that more closely reflect the heritage learning style of Native Hawaiian students (Meyer, 1998). Essentially, CBE “is the grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices, experiences, and language that are the foundation of an indigenous culture” (Kana‘iaupuni, 2007). Students are provided with opportunities to engage in authentic learning experiences that allow them to become creators of knowledge rather than consumers of information (Theobald & Nachtigal, 1995). CBE results in student gains in factual learning that are equivalent or superior to those of students who engage in traditional forms of instruction (Thomas, 2000), and these gains are more pronounced for students who struggle in traditional instructional settings (Darling-Hammond et al., 2008).

Demmert and Towner (2003) and Kana‘iaupuni (2007) defined CBE as having these critical elements:

- Recognition and use of Native languages;
- Pedagogy using traditional cultural characteristics and adult-child interactions;
- Teaching strategies that align with traditional culture and ways of knowing and learning;
- Curriculum based on traditional culture and Native spirituality;

- Strong Native family and community participation in education and the planning and operation of school activities;

- Knowledge and use of the community's political and social mores;

- Meaningful and relevant learning through culturally grounded content and assessment; and

- Use of data from various methods to insure student progress in culturally responsible ways.

In a recent brief, the Native Indian Education Association (NIEA) reviewed the research on CBE. They found that successful programs for Native students are those that combine CBE with high academic standards (NIEA, 2011). The evidence collectively indicates a positive relationship between improved academic outcomes among Native students and the use of Native language, CBE practices, and high expectations and learning standards (Kamehameha Schools, 2010; Klump & McNeir, 2005; McCarty, 2003; Lipka, 2002; Smith, Leake & Kamekona, 1998). Adding to this body of evidence is the recent work by Native Hawaiian researchers that resulted in the first large-scale empirical study on culture-based education in Hawai'i (Kana'iaupuni, Ledward, & Jensen, 2010). The study provides sound evidence that culture-based educational strategies positively impact student outcomes—including math and reading scores—particularly for Native Hawaiian students. Data from the study demonstrate that cultural approaches have sociocultural benefits (e.g., they strongly enhance relevance and relationships at school) as well as academic benefits (e.g., increases in academic motivation, higher math and reading scores). As Kana'iaupuni et al. (2010) state, "the latter is critical, given limited prior quantitative research on student academic outcomes related to CBE implementation (p.18)." In sum, the research to date underscores that it is the combination of CBE and high academic standards that is most likely to improve Native student academic achievement (NIEA, 2011).

Current research offers a useful framework for actual teaching strategies and demonstrates that teachers who use CBE have an impact on student achievement. In particular, prospective and current teachers who teach Native Hawaiian children and/or people with an interest in improving the educational outcomes for Native Hawaiian children would benefit from this training. As such, training in CBE has been identified as a priority strategy.

Priority Strategy 5: Reading and Literacy

It is a well-known fact that reading and writing (e.g., literacy) are essential skills for functioning effectively in school, on the job, and in society. There is no shortage of research that

demonstrates the link between strong literacy skills and the probability of having a good job, decent earnings, and access to training opportunities. Individuals with weak literacy skills are more likely to be unemployed or, if employed, to be in jobs that pay little or that offer poor hours or working conditions. In addition, reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which perpetuate the cycles of poverty and dependency.

In Hawai‘i, reading scores among Native Hawaiian students lag behind total public school averages by 6 to 9 percentage points across all grades tested (Hawai‘i DOE, 2010). Furthermore, Native Hawaiian achievement in reading (as measured by the Hawai‘i State Assessment) declines with successive grade levels: the percentage of Native Hawaiians scoring above average for reading achievement in Grade 10 is approximately one ninth of the percentage of Native Hawaiians scoring above average in Grade 3 (Kamehameha Schools, 2009).

The table below reflects current reading achievement scores of students from complexes within the priority communities, based on the Hawai‘i State Assessment in 2009-10. On average, student achievement in reading within the target complexes lags behind the state average by about 4 points. However, achievement varies as students’ progress through school. Although the majority of students are proficient in reading in each grade, and proficiency increases noticeably from grade 6 to grade 7, nearly 37% of students in general are ***not*** proficient in reading.

Table 26. Proportion of students proficient in reading by grade level, 2009-10

Complex	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Kahuku	74.2	68.0	68.7	63.0	68.2	67.2	68.2
Hilo	60.3	63.7	58.2	59.0	78.0	69.6	64.7
Konawaena	73.3	62.1	64.9	58.2	74.1	70.9	69.3
Moloka‘i	66.1	48.3	49.0	59.1	51.8	48.7	47.4
Waimea	71.0	59.2	53.4	55.8	77.6	81.1	65.3
Kapa‘a	67.6	56.3	56.4	59.1	65.1	75.4	69.1
Hana	54.5	50.0	53.8	52.9	60.0	70.6	71.4
Complex Ave.	**66.7**	**58.2**	**57.8**	**58.1**	**67.8**	**69.1**	**65.1**
State Ave.	**69.0**	**63.5**	**64.0**	**59.5**	**73.0**	**71.9**	**70.4**
Difference	**-2.3**	**-5.3**	**-6.2**	**-1.4**	**-5.2**	**-2.8**	**-5.3**

Source: Hawai‘i DOE, Trend Report: Educational and Fiscal Accountability, 2009-2010

Given that student academic achievement in reading is inadequate—particularly among students in the priority communities—and that reading is both an essential cognitive and life skill, it is important that NHEP funding support increased proficiency in reading, writing, and/or literacy initiatives.

Priority Strategy 6: Hawaiian-Focused Charter Schools

In recent research conducted by Kamehameha Schools (2010) on the needs, strengths, and outcomes of Hawaiian-focused charter schools (HFCS), evidence suggests that HFCS:

- Demonstrate success in helping "at-promise" students jumpstart academic momentum;
- Provide culturally relevant education in ways that engage both Hawaiian and non-Hawaiian students;
- Cultivate values of environmental stewardship and civic responsibility among future leaders;
- Build on a strong sense of ʻohana to develop caring and supportive school relationships; and,
- Enhance the well-being, family involvement, and economic sustainability of communities (jobs and resources).

For example, when compared with responses from parents of students in non-HFCS, parents of students in HFCS are generally more involved and satisfied with the school: nearly 90% of HFCS parents compared to approximately 60% of non-HFCS parents (Hawaiʻi DOE, 2010; Kamehameha Schools, 2010). In addition, parents of students in HFCS believe that HFCS promote student safety and well-being to a much greater extent than parents of students in non-HFCS.

Table 27. Parent involvement, satisfaction and student safety, by type of school

Indicator	HFCS Parents	Non-HFCS Parents
Involvement	88%	68%
Satisfaction	90%	57%
Student Safety and Well-Being	86%	61%
Average	**88%**	**62%**

Sources: Kamehameha Schools ʻOhana Survey (SY2009-2010), Hawaiʻi Department of Education School Quality Survey (November 2010).

In a recent study (Yamauchi, 2008), family involvement in the education of children attending a Hawaiian language immersion program led to several outcomes. Specifically, participating families believed their involvement promoted "(a) the development of children's values, (b) family and community bonding, (c) children's English language learning, and (d) family members' learning about Hawaiian language and culture." In essence, HFCS have "changed the landscape of education in Hawai'i" (Kamehameha Schools, 2011), characterized by their growing enrollment and family and community support. They represent an innovative alternative to the traditional public school system: teachers use culture-based instructional strategies that are data-driven and project-based, families have many opportunities for meaningful involvement, and the school mission and vision are closely aligned to the family value system and needs**.**

In short, the evidence shows that Hawaiian-focused charter schools provide a high-impact opportunity to improve the educational well-being of Native Hawaiian children: they increase student engagement with school, promote environmental stewardship and civic responsibility, involve parents and communities, and lead to solid improvements in academic achievement.

Priority Strategies/Services Linked to GPRA Measures

The U.S. Department of Education has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for the NHEP:

(1) The percentage of Native Hawaiian students in schools served by the program who ***meet or exceed proficiency standards in reading, mathematics, and science*** on the State assessments;

(2) The percentage of Native Hawaiian children participating in early education programs who consistently demonstrate ***school readiness in literacy as measured by the Hawai'i School Readiness Assessment***;

(3) The percentage of Native Hawaiian students in schools served by the program who ***graduate from high school with a regular high school diploma***, as defined in 34 CFR 200.19(b)(1)(iv), in four years; and

(4) The percentage of students participating in a Hawaiian language program conducted under the NHEP who ***meet or exceed proficiency standards in reading on a test of the Hawaiian language***.

All grantees receiving funding under this program are expected to submit an annual performance report that includes data addressing these performance measures, to the extent that they apply to the grantee's project. The table below illustrates how the six priority strategies identified in the preceding section would address at least one of the four GPRA measures established for the NHEP. The table highlights the GPRA measure that the strategy will address; however, it is possible that each strategy could potentially address more than one GPRA measure.

Table 28. Priority strategies and GPRA measures

Priority Strategy	GPRA 1	GPRA 2	GPRA 3	GPRA 4
Early Childhood Education Services	X	X		
Support for Proficiency in STEM	X		X	
Strengthening Hawaiian Language Immersion Schools/Programs	X		X	X
Training in Culture-Based Education	X	X	X	X
Support for Proficiency in Reading and Literacy	X		X	X
Strengthening Hawaiian-Focused Charter Schools	X		X	X

§ Recommendations

The following recommendations are summarized below by category. In sum, a total of 14 recommendations are suggested.

Priority Criteria

1. Given the gradual upward trend in the Native Hawaiian general and student population, and particularly in start-up charter schools, NHEP funding should address schools and ***communities that have a higher-than-average proportion of Native Hawaiians***.

2. To better serve economically disadvantaged Native Hawaiians, NHEP funding should address ***schools and communities that have a higher-than-average participation rate in the federally subsidized school lunch program and/or are considered economically disadvantaged***.

3. To better address the low academic performance of Native Hawaiian students, NHEP funding should address ***schools with a higher-than-average Native Hawaiian student population and that are considered "persistently lowest achieving schools"*** by the Hawai‘i Department of Education.

4. To ensure that the services to be provided reflect community needs, and to ensure that the community is actively involved in the design, implementation, and evaluation of the project, applicants for NHEP funding should ***document the extent of collaboration with the Native Hawaiian community*** in the grant application process, during implementation of project activities if funded, and in the project evaluation.

Priority Communities

5. There are seven unique underserved Native Hawaiian communities with significant socioeconomic and educational needs: ***Kahuku (O‘ahu), Hilo and Konawaena (Hawai‘i), the entire island of Moloka‘i, Kapa‘a and Kekaha (Kaua‘i), and Hana (Maui).*** To better address the needs of these seven communities, NHEP should give preference to projects that serve residents of these communities.

Priority Populations

6. Given the unique and significant value placed on the family in Native Hawaiian communities, and the potential for maximizing family strengths in meeting children's educational needs, NHEP funding should address ***Native Hawaiian families*** residing in priority and under-served communities.

7. Given that enrollment in ***Hawaiian-focused charter schools*** is on the rise, that over 80% of students in these schools are Native Hawaiian, and that nearly 70% are economically disadvantaged, NHEP funding should address the educational needs of these students, particularly their significant underachievement in mathematics.

8. Given that declines in motivation and school engagement are often prevalent among ***middle school students***, and that these declines are a significant predictor of dropping out of school, NHEP funding should address the educational needs of these students.

Priority Strategies/Services

9. Given the extraordinary growth that takes place during the first five years of a child's life, the potential for enhancing emergent literacy and numeracy skills during this period, the national momentum at making school readiness a priority, and the significant repercussions of school failure, it is especially important that Native Hawaiian children from at-risk communities have access to high-quality early learning experiences prior to kindergarten. Therefore, it is recommended that NHEP funding support ***early childhood education services***.

10. Given that student academic achievement in STEM is inadequate—particularly among students in the priority communities—and that this limits their economic future and professional opportunities as well as our statewide economic development opportunities, it is important that NHEP funding ***support increased proficiency in STEM*** (science, technology, engineering, and mathematics).

11. Given research that shows that ***high quality Hawaiian Language Immersion Programs*** (HLIPs) are likely to result in academic success for their students, that the demand for HLIP among predominantly Native Hawaiian communities is strong, and that education conducted through Hawaiian is both a distinct legal right of Native Hawaiians and a priority of the NHEP, the Council views HLIPs as a priority strategy for improving educational outcomes of Native Hawaiian learners.

12. Current research offers a useful framework for actual teaching strategies and demonstrates that teachers who use CBE have an impact on student achievement. In particular, prospective and current teachers who teach Native Hawaiian children and/or people with an interest in improving the educational outcomes for Native Hawaiian children would benefit from this training. As such, ***training in culture-based education*** has been identified as a priority strategy.

13. Given that student academic achievement in reading is inadequate—particularly among students in the priority communities—and that reading is both an essential cognitive and life skill, it is important that NHEP funding ***support increased proficiency in reading, writing, and/or literacy initiatives***.

14. Evidence shows that Hawaiian-focused charter schools provide a high-impact opportunity to improve the educational well-being of Native Hawaiian children: they increase student engagement with school, promote environmental stewardship and civic responsibility, involve parents and communities, and lead to solid improvements in academic achievement. Given this, it is important that NHEP funding ***support high quality Hawaiian-focused charter schools.***

APPENDIX A.

§ Glossary of Terms

Adequate Yearly Progress (AYP): This is the minimum standard for improvement that all schools must achieve each year according to the federal No Child Left Behind accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either an on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

At Risk: The term "at risk" is widely used but has no consistent definition. It is often used vaguely to refer to poor life outcomes in general. When outcomes for children are mentioned, they tend to refer to very general, long-term deficits, such as school failure, death, economic dependency, or incarceration. Children have been defined as "at risk" with a variety of different indicators, including having limited reading proficiency, having experienced abuse or trauma, having a disability or illness, or having exhibited behavior problems.

Bilingualism: The use of a first language to help non-English speakers maintain academics while learning English. The first language is used as a bridge to learning

Culture-Based Education: The grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices, experiences, and language that are the foundation of an indigenous culture.

Charter Schools: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They were established by State legislation and are directly responsible to the Hawai‘i Board of Education, which monitors their quality and effectiveness, but allows them to operate outside of the traditional system of public schools.

Complex Areas: These are administrative units made up of two or more complexes.

Complex: This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

Dropout Rate: This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as "drop-outs", whose school enrollment statuses are undetermined, or who have not graduated within four years.

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program. Note that this is an indicator of school-community poverty.

Graduation, Graduation Rate, Graduate On-Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date. Special Education students receiving certificates of completion and students requiring more than four years to complete high school are not included.

Hawaiian-Focused Charter Schools: Are initiated, supported and controlled by a Hawaiian community; offer Hawaiian-based curriculum, instruction, and assessment; are committed to perpetuating Hawaiian culture, language, values, and traditions; and actively contribute to the growth of Hawaiian-focused education through participation in ongoing research and dissemination of best practices.

Immersion: Immersion is defined as a method of native language instruction in which the regular school curriculum is taught through the medium of the language. The native language is the vehicle for content instruction; it is not the subject of instruction.

Partial Immersion: Partial immersion differs from total in that the first language, usually English, is used for some percentage of the school day right from the start. In partial immersion, reading and language arts are always taught in English. Beyond that, the choice of subjects taught in each language is a local decision.

Standard-Based Assessment, Hawai‘i Content and Performance Standards: These tests measure student achievement in reading and mathematics based on Hawai‘i content standards. The percents shown are assessment results, not No Child Left Behind (NCLB) accountability results. “Percent Proficient & Exceeds Proficiency” is derived from test results that meet or exceed proficiency (i.e., proficiency cut-score)

Title I: A school is designated as a “Title I” school and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Total Immersion: All curriculum is taught through the medium of the second language in the initial years, including reading and language arts.

Two-way Immersion (Dual Immersion): A program which serves both language minority and language majority students, in the same classrooms. They aim for bilingualism and biculturalism for both groups of students.

APPENDIX B.

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NEEDS ASSESSMENT DEVELOPMENT PLAN
TIMELINE

DATES:	*KULEANA:*	ACTION:
Wed. 6/29/2011	*COUNCIL MEMBERS, STAFF, FACILITATORS*	**Needs Assessment Work Session 1** OHANA Honolulu Airport Hotel, 9:00 a.m. – 4:00 p.m.
Fri. 7/22/2011	*WRITER*	Submit 1st draft to NHEC office by 9:00 a.m.
	STAFF	Distribute 1st draft to Council for review by 4:00 p.m.
Fri. 7/29/2011	*COUNCIL MEMBERS*	Comments on 1st draft **DUE to NHEC office by 4:00 p.m.**
Mon. 8/15/2011	*WRITER*	Submit 2nd draft to NHEC office by 9:00 a.m.
	STAFF	Distribute 2nd draft to Council for review by 4:00 p.m.
Wed. 8/17/2011	*COUNCIL MEMBERS, STAFF, FACILITATORS, WRITER*	**State Council Quarterly Meeting / Needs Assessment Work Session 2** OHANA Honolulu Airport Hotel, 9:00 a.m. – 4:00 p.m. • 9:30 a.m. – 12 noon: Review / comment of 2nd draft
Fri. 9/2/2011	*WRITER*	Submit 3rd draft to NHEC office by 9:00 a.m.
	STAFF	Distribute 3rd draft to Council for review by 4:00 p.m.
Thu. 9/8/2011	*COUNCIL MEMBERS*	Final comments **DUE to NHEC office by 4:00 p.m.**
Fri. 9/16/2011	*WRITER*	Submit FINAL DRAFT to NHEC office by 9:00 a.m.
	STAFF	Forward final draft to Executive Committee for final review.
Wed. 9/21/2011	*EXECUTIVE COMM.*	FINAL REVIEW ACTION / APPROVAL
THU. 9/22 – FRI. 9/30/2011	***STAFF***	**FINAL PREP. OF REPORT** **SUBMIT NEEDS ASSESSMENT REPORT TO USDOE BY SEP. 30TH BY 4:00 P.M. EST**

Rev. 9/2/2011

Nā Ala ʻIke ✶ The Cultural Pathways

1. ʻIke Pilina

He moemoeā no nā hanauna e paʻa pono ana ka pilina mālama a hoʻokō kuleana no ke akua, no ka ʻāina, a no ka hoakanaka nō hoʻi.

E hoʻoulu ʻia nā pilina aloha a mālama i ke akua, ka ʻāina, a me ka hoakanaka ma ka launa like i loko o ka ʻike moʻolelo, mōʻaukala, moʻokūʻauhau, ʻōlelo, a moʻomeheu no kākou a pau.

2. ʻIke ʻŌlelo

Ke hoʻomoeā ʻia nei ka mākaukau a poeko hoʻi o nā hanauna i ka ʻōlelo makuahine Hawaiʻi.

He ʻōlelo i ka ʻōlelo Hawaiʻi i paʻa mua ka moʻomeheu, ka moʻolelo, ka pili ʻuhane, a me nā ʻano pono o ke kanaka maoli, a i mau aku hoʻi ka ʻike kuʻuna i ke ao nei.

3. ʻIke Mauli Lāhui

Ke hoʻomoeā ʻia nei ka paʻa o ka ʻike Hawaiʻi e nā hanauna i mea e lawelawe ai i ke akua, ka ʻāina a me nā kānaka.

He hoʻomau i ke ʻano pikoʻu Hawaiʻi ma o nā hana e hoʻoikaika ai i ka ʻike ʻōlelo, ʻike moʻomeheu a me ka ʻike pilina kūʻauhau i ke akua, ka ʻāina a me ke kanaka.

4. ʻIke Ola Pono

Ke hoʻomoeā ʻia nei ka ehuehu a hauʻoli o ka noho ʻana o nā hanauna i ke kākoʻo ʻana i ka ʻohana a me ke kaiaulu.

He mālama i ka ʻuhane, ka naʻau, a me ke kino kanaka ma ke ʻano kūpono i ka moʻomeheu, i ʻoi aku ka paʻa o ka mauli, ka nohona, a me ke ola ehuehu.

5. ʻIke Pikoʻu

Ke hoʻomoeā ʻia nei ke kūpono o ka hana mai loko mai o ke ʻano pikoʻu ponoʻī o nā hanauna.

He kōkua i ka ulu, ka mohala, a me ke kūpaʻa ʻana o ke kanaka, i ʻoi aku kona pono a me kona aloha ponoʻī, a pēia kona kākoʻo ʻana i kona ʻohana a me ke kaiaulu hoʻi.

6. ʻIke Naʻauao

Ke hoʻomoeā ʻia nei ka mālama ʻia o ka ʻoliʻoli hoʻonaʻauao e nā hanauna i ke aʻo, ka makahiʻo, ka noiʻi, ka ʻike, a me ke aʻoaʻo ʻana.

He hoʻoulu i ke ake o ke kanaka e ʻimi i ka ʻike, e noiʻi aku, a e aʻo, i mea e mau ai ka makemake e kaʻana pū ai i ia ʻike.

7. ʻIke Hoʻokō

Ke hoʻomoeā ʻia nei ka hōʻike pono loa ʻia o ka mākaukau kālaiʻike, ka launa kanaka, a me ka moʻomeheu e nā hanauna e kākoʻo ana i ka ʻohana, ke kaiaulu, a me nā hanauna.

He paipai a kākoʻo i nā hanauna e mākaukau pono ma ke kālaiʻike, ka launa kanaka maikaʻi, a me ka moʻomeheu ma o nā kaiapuni e hāpai ana i nā manaʻolana kūpono kiʻekiʻe.

8. ʻIke Honua

Ke hoʻomoeā ʻia nei ka ʻauamo ʻia o ke kuleana mālama honua e nā hanauna.

He hoʻoulu i ka mahalo o ke kanaka i kona wahi a honua ponoʻī, i paʻa ka manaʻo e mālama a kūpale i nā meaola a pau no ka pono o nā hanauna e hiki mai ana.

9. ʻIke Kuanaʻike

Ke hoʻomoeā ʻia nei ka hoʻolupalupa a kīpaipai ʻia o ko ka honua mau kaiaulu a pau e nā hanauna ma ke kuanaʻike Hawaiʻi, i mahalo ʻia hoʻi nā mea a pau—o ka wā i hala, kēia wā, a me kēia mua aku.

He hoʻopaʻa i ke kuanaʻike Hawaiʻi a paʻa ma ke kanaka i hiki ke kōkua i ke kaiaulu o ka honua holoʻokoʻa.

Relationship Pathway ʻIke Pilina

We envision generations that have respectful, responsible and strong relationships in service to akua, ʻāina and each other.

Nurturing respectful and responsible relationships that connect us to *akua, ʻāina* and each other through the sharing of history, genealogy, language and culture.

Language Pathway ʻIke ʻŌlelo

We envision generations of literate and eloquent Hawaiian language speakers.

Using Hawaiian language to ground personal connections to Hawaiian culture, history, values and spirituality and to perpetuate indigenous ways of knowing and sharing.

Cultural Identity Pathway ʻIke Mauli Lāhui

We envision generations who walk into the future with confidence in their cultural identity and a commitment of service to akua, ʻāina, and each other.

Perpetuating Native Hawaiian cultural identity through practices that strengthen knowledge of language, culture and genealogical connections to *akua, ʻāina* and *kanaka.*

Wellness Pathway ʻIke Ola Pono

We envision generations who lead vibrant, healthy and happy lives as contributors to family and community.

Caring for the wellbeing of the spirit, *naʻau* and body through culturally respectful ways that strengthen one's *mauli* and build responsibility for healthy lifestyles.

Personal Connection Pathway ʻIke Pikoʻu

We envision generations whose actions reflect personal identity that is kūpono.

Promoting personal growth, development and self-worth to support a greater sense of belonging, compassion and service toward one's self, family and community.

Intellectual Pathway ʻIke Naʻauao

We envision generations fostering the cycle of joyous learning through curiosity, inquiry, experience and mentorship.

Fostering lifelong learning, curiosity and inquiry to nurture the innate desire to share knowledge and wisdom with others.

Applied Achievement Pathway ʻIke Hoʻokō

We envision generations who demonstrate academic, social and cultural excellence that supports families, communities and future generations.

Helping generations attain academic, social and cultural excellence through a supportive environment of high expectations.

Sense of Place Pathway ʻIke Honua

We envision generations who accept kuleana for our honua.

Demonstrating a strong sense of place, including a commitment to preserve the delicate balance of life and protect it for generations to come.

Worldview Pathway ʻIke Kuanaʻike

We envision generations who flourish and inspire local and global communities through a culturally Hawaiian perspective that honors all things— past, present and future.

Providing a solid grounding in a Hawaiian worldview that promotes contributions to local and global communities.

I. Introduction & Executive Summary

The Native Hawaiian Education Act was enacted by the United States Congress in 1988 to address the disparities and challenges faced by Native Hawaiians in education achievement and language preservation. The Act is an amendment to the Elementary and Secondary Education Act of 1965 and has been reauthorized by Congress twice, in 1994 and in 2001.

The Act, which expires in 2010, can be reauthorized by Congress for a period of years, or if not reauthorized, is subject to continuation only by budgetary inclusion on an annual basis. The reauthorization process provides an opportunity to not only continue a federal program, but also make improvements to the legislation. As a result, CNHA endeavored to engage its member organizations and the Native Hawaiian Policy Center to pro-actively educate and solicit the input of the Native Hawaiian community on the Native Hawaiian Education Act.

Through a grant from the Native Hawaiian Education Council, support from CNHA's Hawaiian Way Fund, and partnerships with member organizations, 15 consultation sessions or puwalu were scheduled and hosted across the state of Hawaii and via teleconference for off-island Hawaiian organizations. The project began in April 2010 and concluded in September 2010. This report summarizes the project approach and results.

Puwalu held in every county of Hawaii and via teleconference resulted in more than 300 participants, with 1,034 documented comments recorded from community members and leaders. Twenty-two years since the Native Hawaiian Education Act's enactment, there is strong consensus that the existence of the Native Hawaiian Education program has turned the tide on the near loss of the Hawaiian language. This program represents a major catalyst in connecting educational strategies grounded in cultural identity and lifeways to the growth and success of generations of Native Hawaiians. The puwalu results clearly show that while improvements and a realignment of priorities should be implemented, the reauthorization of the Native Hawaiian Education Act is needed and supported by the Hawaiian community, local educators, parents and community stakeholders.

This summary report has been drafted by the Native Hawaiian Policy Center, and will be distributed to partners, stakeholders and made available to the community. The content of the report does not represent the views or opinions of project partners, and has been drafted to document the puwalu project, the process of outreach and consultation, as well as the compilation of major themes and recommendations.

II. Objective & Implementation

The puwalu project coordinated convenings across the state of Hawaii to create opportunities for community representatives and leaders to review and provide input on the Native Hawaiian Education Act and the Native Hawaiian Education Program established by the Act.

Logistics & Outreach

To ensure a broad spectrum of community perspectives, CNHA engaged its network of over 150 member Native Hawaiian Organizations that included civic clubs, homestead associations, and social justice nonprofit organizations. Site logistics and the schedule of sessions were solidified

in all counties of the state, including a teleconference puwalu for Native Hawaiian Organizations based outside of Hawaii. Activities included securing meeting space, negotiating site contracts, liaising with community organizations and individuals, coordinating travel, and accepting event registrations.

The Native Hawaiian Policy Center dedicated its regular monthly policy call to discuss both the reauthorization of the Native Hawaiian Education Act and to promote attendance to the puwalu. In addition, promotional and media releases were made in the form of e-announcements to CNHA members and partners, and press releases were distributed to statewide and national media contacts throughout the project period of April to September 2010.

Puwalu announcements were published weekly in CNHA's electronic newsletter, Native NewsClips, effectively reaching over 4,000 subscribers. CNHA also distributed registration flyers to all Hawaii Department of Education schools, public charter schools, community organizations, Native Hawaiian trust agencies, homestead associations, and civic clubs located in Hawaii and on the continent.

List of Event Communication and Media Announcements

Date	*Description*	*Distribution Audience/Method*
June 6	Monthly Policy Call Topic	CNHA Members and Partners
June 16	Puwalu Dates Announcement	Newsclips/Media
June 16	E-mail Announcement	CNHA Members and Partners
June 23	Puwalu Dates Announcement	Newsclips/Media
June 29	E-mail Announcement	CNHA Members and Partners
June 30	Puwalu Dates Announcement	Newsclips/Media
July 7	Puwalu Dates Announcement	Newsclips/Media
July 14	Puwalu Dates Announcement	Newsclips/Media
July 21	Press Release	Media, CNHA Members & Partners, Newsclips
July 21	Puwalu Dates Announcement	Newsclips/Media
July 28	Puwalu Dates Announcement	Newsclips/Media
July 30	Press Release	Media, CNHA Members and Partners

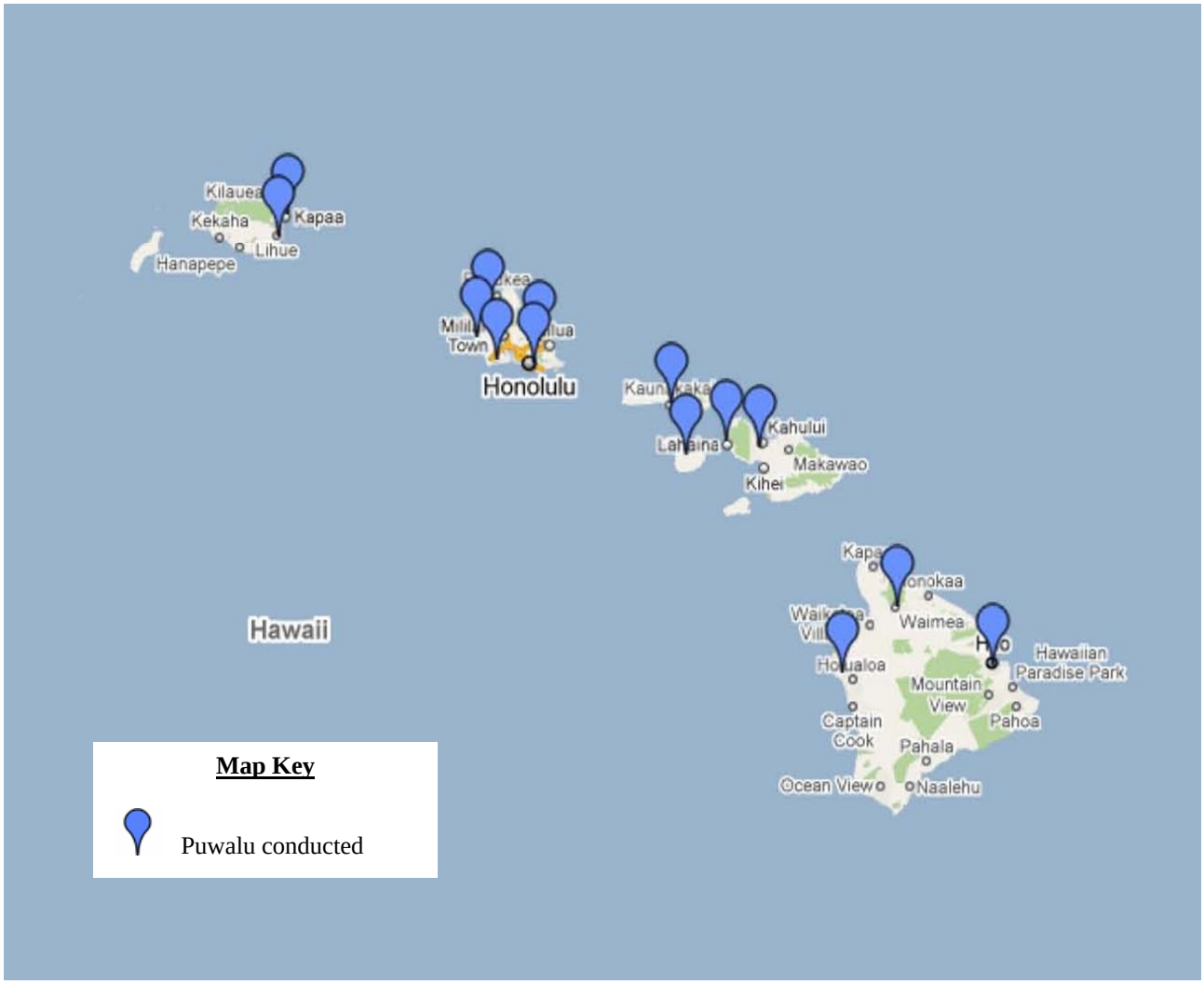
Coordination & Locations

Community organizations and volunteers provided assistance in the execution of each puwalu through site set up, providing light refreshments and welcoming attendees, friends and neighbors. As a result, every session was absolutely community friendly and created an excellent atmosphere to encourage participation, dialogue and input.

Each puwalu was scheduled for two hours in the evening from 6:00 pm to 8:00 pm on the islands of Kauai, Maui, Oahu, Molokai, Lanai and Hawaii. In addition, a teleconference was held for mainland participants and an online survey was made available for individuals who wished to provide input but may have been unable to attend a puwalu or conference call.

The following is a listing of each puwalu scheduled and held during the project period. Figure 1 maps the physical location of all in-person puwalu conducted.

Figure 1: Map of Puwalu Locations, Statewide



Puwalu Dates and Locations

June 21st – Haleiwa Elementary School, Oahu
June 22nd – Stevenson Middle School, Oahu
June 25th – Kealakehe High School, Hawaii
June 28th – Waena Intermediate School, Maui
July 7th – Wilcox Elementary School, Kauai
July 8th – Kapaa Elementary School, Kauai
July 12th – Kuhio Hale, Hawaii
July 13th – Hilo High School, Hawaii
July 14th – King Intermediate School, Oahu
July 21st – Kapolei Middle School, Oahu
July 27th – Lahaina Civic Center, Maui
July 28th – Kaunakakai Elementary, Molokai
August 23rd – KS Learning Center in, Oahu
August 31st – Teleconference
September 9th – Lanai High & Elementary, Lanai

Attendance & Methods of Input

Over 300 individuals attended and/or participated in one form or another during the project period. Attendance at each puwalu has been diverse. Participants included NHEC and Island Council members, Native Hawaiian cultural practitioners, current and former NHEA grantees, public school educators, homestead and civic leaders, public and private nonprofit leaders, parents, charter school representatives, college and high school students, as well as families unaffiliated but very interested in the progress and well-being of Native Hawaiian education.

In addition, since the puwalu project was designed to maximize the ability of community members and leaders to submit input, CNHA provided a variety of ways for all individuals to submit their recommendations and suggestions. Such avenues included the following:

In-Person Attendance – Voice Input Recorded by Facilitators
In-Person Attendance – Written Input on Puwalu Survey Forms
Online, Telephonic and Electronic Input
Walk-In Input

The teleconference, e-mail and telephone submission options were well-utilized by Native Hawaiian Organizations outside the state of Hawaii. Of the 1,034 comments recorded and compiled in this report, slightly less than half of all comments were received through written submission.

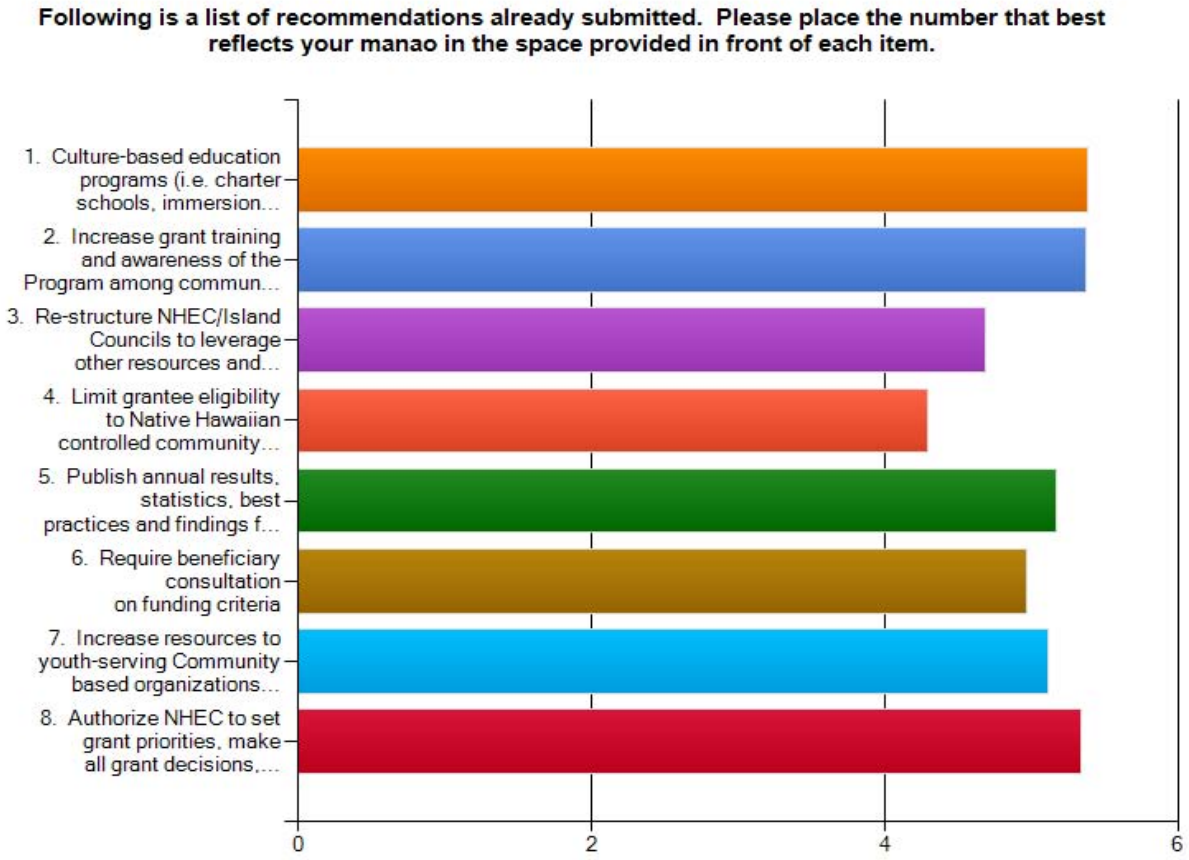
CNHA conducted research and collaborated with stakeholders across the spectrum of the Native Hawaiian community, including agencies directly involved or impacted by the Native Hawaiian Education Act. A compilation of data included copies of the Act, Native Hawaiian Education Program announcements and federal register notices, and the General Accounting Office report on the Act which was completed in March 2008, as well as the most recent fiscal year distribution of grant awards under the program. The puwalu were approached as an opportunity to receive input from community on the Act, and also distribute vital information on the Act from relevant sources.

Format & Facilitation

The format of the puwalu was structured so as to maximize both the quantity and quality of discussion among participants, respecting the time dedicated by attendees away from their families and other obligations. Upon arrival, each attendee was provided with a packet of information containing all presentation slides, a section by section summary of the legislation, a list of eligible activities under the Native Hawaiian Education program, a summary of the GAO report, and a puwalu survey for voluntary completion.

Facilitators opened each puwalu by recognizing NHEC staff and council members in attendance, as well as local community partners assisting in the execution of the puwalu. The first half of every puwalu was dedicated to the information on the Act and Native Hawaiian Education program. The second half of every puwalu was dedicated to facilitated discussion and recording participant comments and suggestions.

Figure 2: Average Rating of Survey Recommendations



Survey results, as shown in Figure 2, indicate strong support and agreement across most of the eight statements, particularly for such recommendations as the creation of a culture-based education funding set-aside, providing grant training and increasing awareness of the Native Hawaiian Education program, empowering NHEC to set grant priorities and have more decision-making power over grants, and publishing annual results, data and best practices from prior grant cycles.

Major Categories of Input & Recommendations

Of the 1,034 comments and recommendations made verbally and in writing, following is the breakdown by category compilation:

- ✓ **23% or 236** Comments Related to Funding Process, Administration & Governance
- ✓ **77% or 798** Comments Related to Funding Purpose, Community and Type of Grantee Priorities

It is important to note that the comments and suggestions put forth by Native Hawaiian Organizations outside the State of Hawaii have also been captured in this report, and reflect the priorities and realities of Native Hawaiian communities flourishing in other states. With

particular emphasis on cultural perpetuation, funding for post-secondary education scholarships, and increased connectivity to the NHEA program, it is clear that this particular segment of our population may require attention and support.

Appending this report is a compilation of comments from all sources, as well as a separate document containing session comments organized by puwalu date and location. A sampling of some of the most prevalent comments frame the following recommendations:

Funding Process, Administration & Governance

1. Delivery of grant training and technical assistance at all stages: pre-application strategic planning, application submittal, post award compliance and grant management
2. Greater transparency through broad publication of all grant awards and awardees
3. Compile data on best practices, performance and results of completed grant awards and distribute to community and potential grant applicants;
4. Improve ability of the NHEC to govern, partner and leverage resources and achieve increased sustainability;
5. Bring greater authority and decision-making to the NHEC in Hawaii;
6. Increase consultation with community in the administration of the program.

Funding Purpose, Community and Type of Grantee Priorities

1. Set-a-side funding for specific focus areas such as Charter, Immersion and Language Schools and Agencies;
2. Strengthen eligibility criteria to greatly increase grantees that are community based organizations controlled by and serving Native Hawaiian communities;
3. Value programs and techniques that utilize Native Hawaiian perspectives, culture, knowledge and practices;
4. Serving K-12 and Kupuna as a priority focus area;
5. Workforce development and integration of technology skill sets emphasized;
6. Geographic and small organization targets to ensure that neighbor island grantees and programs are fairly represented;
7. Financial literacy for all age groups targeted;
8. Use of capital for facilities, particularly educational facilities;
9. Establish unique grant purposes, such as planning grants, project grants, etc.

The Native Hawaiian Education Puwalu Project has been an extraordinary exercise in beneficiary (Native Hawaiian) and community consultation, with extraordinary results. Indeed, the Native Hawaiian community is both highly interested and engaged in the priorities on the ground in communities across the state.

The Native Hawaiian Education Act should be reauthorized and revised to include recommendations and reflections of the community it was intended to serve.

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