ʻAHA HOʻONAʻAUAO ʻŌIWI HAWAIʻI
NATIVE HAWAIIAN EDUCATION COUNCIL

2012-2013
A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS
ʻAHA HOʻONAʻAUAO ʻŌIWI HAWAIʻI

NATIVE HAWAIIAN EDUCATION COUNCIL

2012-2013

A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS
NUʻUKIA - VISION

I lāhui naʻauao Hawaiʻi pono,
I lāhui Hawaiʻi pono naʻauao.

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

ALA NUʻUKIA - MISSION

Ma ka ʻuhane aloha o ke Akua e koi ʻia ka ʻAha Hoʻonaʻauao ʻŌiwi Hawaiʻi e hoʻolaukaʻi, e ana loilo, e hōʻike manaʻo a e hoʻomau i ka ʻike poʻokela o ka hoʻonaʻauao ʻōiwi Hawaiʻi.

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

NĀ MANAʻO ALAKAʻI - GUIDING PRINCIPLES

E aloha Akua, aloha ʻaina
Aloha ʻohana, aloha ʻōlelo
Aloha kanaka i naʻauao kākou
Ma ka paepae ʻike moʻomehe Hawaiʻi.

Our enlightened will come
Grounded in our cultural wisdom
through our spirituality, love of homeland, family, language and community.
To enable Native Hawaiians to reach the Native Hawaiian Education and National Education goals, the Native Hawaiian Education Council shall:

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

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

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

Michelle Balutski
Chairperson
Oʻahu Island Council

Maggie Hanohano
Vice Chairperson
Retired, Hawaiʻi Department of Education

T. Kamuela Chun
Secretary
Achieving the Dream, University of Hawaiʻi

Dr. Lisa Watkins-Victorino
Treasurer
Office of Hawaiian Affairs

M. Nāmaka Rawlins
Past Chairperson
ʻAha Pūnana Leo

Malia Davidson
Maui Island Council

Paula De Morales
Kahua/PDM & Co.

Martha Evans
Lānaʻi Island Council

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

Betty Jenkins
Nā Kupuna

Manu Kaʻiama
Kaulele Project, University of Hawaiʻi at Mānoa

Dr. Shawn Kanaʻiaupuni
Public School Educational Support, Kamehameha Schools

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

Flame Makahanaloa
Molokaʻi Island Council

Wendy Mow-Taira
Educational Talent Search, Windward Community College

V. Kaʻiulani Pahiʻō
Hawaiʻi Island Council

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

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

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

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

Nāmaka Rawlins is the past chair of the Native Hawaiian Education Council. She is the former Executive Director of ʻAha Pūnana Leo, serving nearly 20 years in that capacity, and is now the director of strategic collaborations and serves on the senior leadership team. Throughout her career, Nāmaka has been at the forefront of the language revitalization movement on many levels; teaching, coordinating programs on five islands, and advocating for public policy that supports the preservation of indigenous languages. Nāmaka has been a member of the Native Hawaiian Education Council since 1997.
2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC’S
STRATEGIC PLAN GOAL #1:
COORDINATION OF EDUCATIONAL
EFFORTS AND RESOURCES
KA HO‘OLAUKA‘I HO‘ONA‘AUAO - COORDINATE EDUCATIONAL EFFORTS

GRANTEE SYMPOSIA

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

54 grantees in attendance at the November symposium

53 grantees in attendance at the January symposium

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

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

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<tr>
<th>MEMBERSHIP BY ISLAND</th>
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<td>Hawai‘i</td>
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<td>Kaua‘i/Ni‘ihau</td>
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NATIVE HAWAIIAN CURRICULA

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

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

Curriculum materials are a hidden treasure in Ulukau

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

An underappreciated treasure is that section of the Ulukau site “Hawaiian Curriculum Materials.” There, educators can download teacher guides and other materials, such as outline notebooks and unit plans, that are centered on the 27 curriculum materials already present from biology to voyages and travel. All of these are Hawaiian-focused and introduce Hawaiian words in the context of those subjects.

They are written for varying grade levels, from preschool to 12th grade. The information is accessible in many ways. One can search by subject, title, author or subject matter. For example, a search for “birds” uncovered 18 curricula that mention birds somewhere in their materials. The curricula can also be accessed by title, author or subject matter.

Many of the curricula were written by the Ulukau team and an overwhelming majority of the curricula were funded by grants from the Native Hawaiian Education Act. Alu Like Inc. and the copyright holders of those curricula, helped make this project possible. The curriculum materials on the Ulukau site are a useful example of federal, state and private resources leveraged to create the Ulukau website.

Support from others, including Alo Like Inc. and the copyright holders of these curricula, helped make this project possible. The curriculum materials on the Ulukau site are a useful example of federal, state and private resources leveraged to create the Ulukau website.

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

RESOURCES INCLUDE:

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

MAINTAINED BY KA HAKA ‘ULA O KE’ELIKOLANI COLLEGE OF HAWAIIAN LANGUAGE AT THE UNIVERSITY OF HAWAI‘I-HILO

Maui County, (toll-free) 1-800-233-6565, Office of Hawaiian Affairs, 216 S. Market Street, Suite 700, Honolulu, HI 96813, Ph: 808-586-3601, officeofhawaiianaffairs@oha.hawaii.gov. www.oha.hawaii.gov

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officeofhawaiianaffairs

Watch us:

www.youtube.com/hawaii</span>
EDUCATION FORUM AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT (CNHA)

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

Source: Hawai’i DOE, Office of Strategic Reform
KA HOʻOLAUKAʻI HOʻONAʻAUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION OUTCOMES COUNCIL

NHEC, an active member, contributed to the NHEOC coordination efforts by identifying grantees in the two “Race to the Top” Zones of Innovation: 1) Nānākuli and Waiʻanae Complex Area on Oʻahu, and 2) Kaʻū, Keaʻau and Pāhoa Complex Area on Hawaiʻi Island. These two complex areas contain low performing schools and a large percentage of Native Hawaiian students.

Other members of NHEOC are: Department of Hawaiian Home Lands, Harold Castle Foundation, Kamehameha Schools, OHA, Papa Ola Lokahi, Queen Liliʻuokalani Children’s Center, The Learning Coalition, and University of Hawaiʻi (UH) West Oʻahu.
NATIVE HAWAIIAN EDUCATION SUMMIT

NHEC co-sponsored the July 2013 Summit with OHA, Kamehameha Schools, UH Mānoa, UH Hilo, Hawaiian Legacy Foundation, INPEACE, Getzen Galleries, ‘Imiloa Astronomy Center of Hawai‘i, and Keiki O ka ‘Āina. One of the purposes of the Summit was to examine the national and local landscape of educational accountability and its impact on measuring student success. NHEC was able to further its discussion of common indicators. Other purposes of the Summit were to examine federal and local education policies and how they are formulated; and to identify gaps and needs in the Native Hawaiian education community.
2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC’S
STRATEGIC PLAN GOAL #2:

ASSESSING AND COLLECTING DATA
NATIVE HAWAIIAN-SERVING ORGANIZATIONS: A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

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

Source: Office of Hawaiian Affairs
There will be a culturally enlightened Hawaiian nation; There will be a Hawaiian nation enlightened.
KA ʻOHI ME KE KILO ʻANA I KA ʻIKEPILI - COLLECT AND ASSESS DATA
NHEC collected data at its symposia on 1) measurement tools used by grantees to assess their programs and 2) location of program sites throughout the state.

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

*For a full list of grantees, see page 33.*
NHEC has invited the Data Fellow of the Hawai‘i DOE Office of Strategic Reform to share data specifically on Native Hawaiian students in the Hawai‘i DOE, and reaches out to that office to provide relevant data for reports and testimony.

2013 ACHIEVEMENT - NATIVE HAWAIIANS

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

**MATH**

- 20% WELL BELOW PROFICIENCY
- 30% APPROACHES PROFICIENCY
- 41% MEETS PROFICIENCY
- 9% EXCEEDS PROFICIENCY

**READING**

- 10% WELL BELOW PROFICIENCY
- 26% APPROACHES PROFICIENCY
- 41% MEETS PROFICIENCY
- 22% EXCEEDS PROFICIENCY

Source: Hawai‘i DOE, Office of Strategic Reform
GATHERING HAWAIʻI DOE DATA

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

NHEC contracted with Pacific Resources for Education and Learning in July 2013 to share information on NHEC’s Needs Assessment Report with the Native Hawaiian community throughout the state while also collecting data to begin updating the report. Completion of the contract is scheduled for next fiscal year. A copy of the current Needs Assessment Report can be found at the NHEC website: www.nhec.org.
2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC’S
STRATEGIC PLAN GOAL #3:

PROVIDING GUIDANCE IN
REPORTS AND RECOMMENDATIONS
NATIVE HAWAIIAN-SERVING ORGANIZATIONS: A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

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

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

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

Source: Office of Hawaiian Affairs
COLLEGE AND CAREER READINESS

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

POLICIES AND RESOLUTIONS

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

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

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

KUKAKUKA DISCUSSION FORUM

By Linda Whiting-Victorino, Michelle Balutski and Wendy Roylo Hee

A delegation of four Native Hawaiian Education Council representatives attended the National Indian Education Association Legislative Summit in Washington, D.C., Feb. 23 to 27. In our group were Michelle Balutski, chair; Kamuela Chun, secretary; Linda Whiting-Victorino, treasurer; and Wendy Roylo Hee, executive director. The NHEA Legislative Summit brings together Native Indians, Alaska Natives and Native Hawaiians to discuss education policies and laws that affect them and to advocate to Congress.

KEY LEGISLATION

Under the Native Hawaiian Education Act, an average of $34 million is available annually for grants to innovative education programs for Native Hawaiians. This has been used to fund programs from early childhood education, such as Keiki Steps and Tūtū and Me Traveling Preschool, to college scholarships including Liko a'e.

FISCAL ISSUES

In general, legislators and their aides assessed their concern to Title VII and the Native Hawaiian Education Act. Title VII, our counsel advocated for the reauthorization of the entire ESEA. The Democratic-controlled Senate supports the reauthorization of the entire ESEA while the Republican-controlled House supports only sections, not including Title VII. If Title VII, the major funding measure, is reauthorized, it will be reintroduced and is one of the key legislations that we supported and discussed when visiting congressional offices. In addition, in response to an NIEA request for feedback, our council provided recommendations to specifically include Native Hawaiians, where appropriate, in various parts of the Native CLASS Act where we have been overlooked. Another important piece of legislation in the Esther Martinez Native American Languages Preservation Act of 2016, the only federal program dedicated to the revitalization and continuation of Native American languages, including Hawaiian. This Act expired last year, and even though a simple reauthorization bill was introduced, which merely changed the date of the bill’s authorization, it did not pass.

POLITICAL CLIMATE

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

Native Hawaiian Education Council delegation and other educators escort U.S. Rep. Tulsi Gabbard, third from right, on a tour of the district from left are: NHEC’s Lisa Watkins-Victorino and Michelle Balutski, Walter Kahumoku III of the National Indian Education Association, NIEA’s Kamuela Chun and Wendy Roylo Hee, and Mala Eshleman, statewide project director of the Liko a’e Hawaiian Leadership Program. (Courtesy/Office of D.C. Rep. Tulsi Gabbard.)
REPORT TO NATIONAL CONGRESS OF AMERICAN INDIANS (NCAI)

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

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

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

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

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

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

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

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

CONGRESSIONAL BRIEFING

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

Photo: Stephen Patrick
ADVOCACY

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

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

Note: These statistics were used in testimony to Congress

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<th>% OF NATIVE HAWAIANS IN HAWAII PUBLIC SCHOOLS¹</th>
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<td>Students, 2002</td>
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<td>Teachers, 2002</td>
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<th>HIGH SCHOOL GRADUATION RATES²</th>
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2012-2013
ACHIEVEMENTS IN THE AREA OF NHEC’S
STRATEGIC PLAN GOAL #4:

DEMONSTRATING ORGANIZATIONAL EXCELLENCE
KA MĀLAMA ‘OIHANA - OPERATIONS

STRATEGIC PLAN

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

REVIEW AND AMENDMENT OF BYLAWS

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

MEMBERSHIP PLAN

NHEC developed a plan to fill vacancies on the Council. The plan was submitted to US DOE and the Council has been following its plan to first fill vacancies, then to rotate some of the current members who have been serving for over 20 years.
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<td>Puuhonua Care Facilities of Maui</td>
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<td>Ho'okako'o Corporation</td>
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<td>Pili A Pa'a</td>
<td>Kākau Mea Nui (Writing Matters)</td>
<td>ISISHawaii</td>
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<td>Project Teach</td>
<td>Support, Advocate for Value, and Educate (SAVE) Our Children Project</td>
<td>Sovereign councils of the Hawaiian Homelands Assembly</td>
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<td>Ka Pilina: Achieving &amp; Improving Mathematics Outcomes (AIM Together)</td>
<td>Mohala Na Pua Project</td>
<td>La'i'opua 2020</td>
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<td>Hui Malama O Ke Kai Keiki and Opio After-school Programs</td>
<td>Youth 2 Youth, Inc.</td>
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<td>Endless Horizons</td>
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<td>All Together Now: A Model Partnership for Improving Native Hawaiian Middle School Education</td>
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<td>Kaiaulu STEM: Advancing Native Hawaiian achievement, leadership, and career pathways in Science, Technology, Engineering, and Mathematics</td>
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<td>Project Imi 'Ike</td>
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<td>Ipu Waiwai Kula - 'AE (Aquaponics in Education)</td>
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<td>Hoohuli Transitions: Youth to Adult</td>
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There will be a culturally enlightened Hawaiian nation; There will be a Hawaiian nation enlightened.