

'AHA HO'ONA'AUAO 'ŌIWI HAWAI'I

NATIVE HAWAIIAN EDUCATION COUNCIL

2013-2014 A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

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2013-2014 A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

NU'UKIA - VISION

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

There will be a culturally enlightened Hawaiian nation. There will be a Hawaiian nation which is culturally enlightened.

ALA NU'UKIA - MISSION

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

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

NĀ MANA'O ALAKA'I - GUIDING PRINCIPLES

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

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

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

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

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

- Coordinate the educational services and programs available to Native Hawaiians, including the programs funded through the NHEA.
- Assess the extent to which such services and programs meet the needs of Native Hawaiians and collect data on the status of Native Hawaiian education.
- Provide direction and guidance, through the issuance of reports and recommendations, to appropriate federal, state and local agencies in order to focus and improve the use of resources, including resources made available through the NHEA, 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 Island Councils, supporting the distinct needs of each island community through programs funded by the NHEA and addressing identified priorities and authorized activities.

NĀ PAHUHOPU - GOALS

NHEC identified four strategic goals to guide its work from 2012-2015. The first three goals are delineated in the NHEA; the fourth was added to assert NHEC's commitment to organizational excellence. Under each goal, NHEC agreed on specific objectives, in their order of priority. They are as follows:

- 1. Coordinate the educational related services and programs available to Native Hawaiians each year.
- 2. Assess the extent to which Native Hawaiian education services and programs meet the needs of Native Hawaiians and collect data on status of Native Hawaiian education.
- 3. 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 related to Native Hawaiian education and serve, where appropriate, in an advisory capacity.
- 4. Achieve and demonstrate organizational excellence.

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

THE EDUCATION COUNCIL

PROVIDERS

Brandon Keoni Bunag, Ed.D. Hālau Kū Mana New Century Public Charter School

T. Kamuela Chun University of Hawai'i Community Colleges, Achieving the Dream Program

> Paula De Morales Kahua / PDM & Co.

Sherlyn Franklin Goo Institute for Pacific Education and Culture

Manu Ka'iama University of Hawai'i at Mānoa, Kamakakūokalani Center for Hawaiian Studies

Keiki Kawai'ae'a, Ph.D.

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

Wendy Mow-Taira

Windward Community College, Education Talent Search

Larson Ng, Ph.D. University of Hawai'i at Mānoa, College of Education

> M. Nāmaka Rawlins 'Aha Pūnana Leo

CONSUMERS

Chelsa-Marie Clarabel Lāna'i Island Council

Daniel Cup Choy At-Large Consumer Member

> **Clarence DeLude** Oʻahu Island Council

Kahealaniakealo Faria Ni'ihau Island Council

Maggie Hanohano At-Large Consumer Member

> Aunty Betty Jenkins Nā Kūpuna

Rebecca Kapolei Kiili Maui Island Council

V. Kaʻiulani Pahiʻō Hawaiʻi Island Council

Kainoa Pali Moloka'i Island Council

Dirk Soma Kaua'i Island Council

REPRESENTATIVE FROM THE OFFICE OF HAWAIIAN AFFAIRS

Lisa Watkins-Victorino, Ph.D. Office of Hawaiian Affairs

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

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



Maggie Hanohano Chairperson

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

NHEC EXECUTIVE COMMITTEE



T. Kamuela Chun Secretary

Kamuela Chun is the director of the Achieving the Dream program at the University of Hawai'i Community Colleges, a nationwide initiative aimed at helping more community college students to succeed. He 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.



Lisa Watkins-Victorino, Ph.D. Treasurer

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



M. Nāmaka Rawlins Past Chairperson

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

2013-2014 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #1:

COORDINATE EDUCATIONAL EFFORTS

GRANTEE SYMPOSIA

NHEC conducted two symposia, one on September 19, 2013 and another on January 16, 2014, for recipients of the Native Hawaiian Education Program (NHEP) grant. With a total of 42 grantees in attendance, the September symposium theme was "Telling Your Story Using Mass Media," which featured a panel represented by various media and marketing service providers who shared their ideas on how grantees can relate their program "stories of success" to the public and the media options available to help tell these stories.

With 59 grantees in attendance, the January symposium focused on sustainability: continuing operational feasibility with diversified funding sources. Panels featured grantees that shared their journey towards sustainability, as well as local, national and international funders that shared information about their organizations and advised potential applicants on how to be successful in their pursuit of funding, partnerships and/or sustainability. NHEC also recognized a longtime NHEP grantee organization at its January symposium. Founded in 1994, the Institute for Pacific Education and Culture (INPEACE) is committed to empowering our Native Hawaiian community and has led the way in developing quality programs in early childhood education, workforce development and cultural land stewardship that are deeply rooted in Native Hawaiian culture and traditions.



grantees in attendance at the September symposium



grantees in attendance at the January symposium

NETWORKING, KNOWLEDGE OF OTHER PROGRAMS FOR COLLABORATION, INFORMATION PROVIDED ON WHAT'S HAPPENING IN WASHINGTON, D.C. AND INFO NECESSARY TO PROVIDE TO WASHINGTON, D.C. FOR FUNDING





GRANTEE NEWSLETTER

NHEC established a guarterly grantee newsletter in order to disseminate information about the NHEPfunded programs and services. The first issue, disseminated in May 2014, focused on programs that provided early childhood education services. Subsequent newsletters will focus on K-12 programs, post-secondary and community-based programs, and new NHEP award recipients.

NATIVE HAWAIIAN EDUCATION COUNCIL

NHEP GRANTEES QUARTERLY NEWSLETTER

1st Quarter 2014

Weinal The Native Hawaian Education Council is pleased to distribute this newsletter on behalf of the programs that rec-through the Native Hawaian Education Act Program. Through these quarterly newsletters, we would like to introduce every outstanding programs and provide the latest news and updates on what they're doing. We dedicate this first issue to it providing Early Childhood Education services.

Ka Pa'alana Homeless Family Education Program

nt Foundatio The Ka Paralana Homeless Family Education Program is a program of the Partit Development Foundation (PDP), a not-for-portit 501 (cc)3) that serves comm troughout the state of Havarit. The mission of PDP is to inspire and equip familie communities for success and service, using timelies Native Havarian values and hav Ka Paralana seeks to break the "Culture of Poverhy" by strengtheming the tamily throu innovative outreach and standar delivered with timeless Native Ha

Annually, Ka Pa'alana:

- Prepares about 450 at-risk and homeless children (ages birth to five) for school suc through the implementation of a rigorous, early childhood curriculum that meets NA standards. Success is measured by ASQ and PPVT scores as well as other developme s NAEYO
- Equips about 500 at-lik and homeless parently/caregives to be their child's first and most important teacher through parenting classes that teach child development and parenting skills, as well as developmentally appropriate ways to discipline their child. Success is measured by increased involvement of parentifycaregives in their child's deuc dance in preschool and parenting classes; and
- Empowers about 500 at-risk and homeless adults to be ecitat focus on GED attainment, CBASE completion, and wor momically self-sufficient through the implementat

Hawai'i Preschool Positive Engagement Project University of Hawai'i at Mānoa, Center on Disability Studies

Volume 1, Issue 1

RLY NEWSLETTE

Conversion of the local participation of the loc

Cubicity reevant infanting and supports in their workshops dust comtentions bounded for classion components Modified presentations, hildlid data continue to show Checkin. Check-Out (CICO) and Politive that our targeted behavioral interventions and Support (PBS) successful overal, as measured by increases and point component first Step to Success from boseline to past program. Academic Engaged Time observations and support Engaged Time observations and subport and the subport observations and subport Engaged Time observations and the engaged Time observations and subport Engaged Time observations and subport Engaged Time obser

behavior rating scales. In additional and educator participants report highly satisfied with HPPEP. Some parent comments about the

Her confidence has soared sir

the program. She now has a belonging in school and makes much more easily now."

"Since starting, I learned that my child had different behavior problems than at home. It made me aware that more is going on with him when in and outside the home and... in a classroom situation."

TEACH Projec

 "The book making moment ultimate! I learned that I needed do more that he is able to do n think he can- and let his creat sion out! The results were wonder tive, fun, and I got a glimpse of how he thinks about stuff!"

- group meeting, I woulds on my parenting skills co my parents who are a little dif after the meeting and lister" parent's exner" ✓ "Before the group meeting his thinas and b

"It helps me to focus ma ways I never thought of b

It helped me know that our struct child rearing are normal and negotiable with appropriate tools."

10

age 2

Tütü and Me: Kähelahela

Tütü and Me: Hoʻolako 'Ohana

Visit our website: WWW.NHEC.ORG facebook.













NATIVE HAWAIIAN CURRICULA

NHEC promoted Ulukau: The Hawaiian Electronic Library as a way to make Native Hawaiian curricula available. NHEC developed a program to assist current and past grantees in posting Native Hawaiian curricula on Ulukau. Under the program, grantees could apply for a subsidy to pay for the posting of the NHEP-funded curriculum on the website for the benefit of all. NHEC received a total of eight applications for curriculum covering various subject areas, such as general science, literacy, civics and character education.

APPLICATION FOR ULUKA	
CURRICULUM INFORMATIO	N:
-	
Curriculum Title	
Brief Description of Curriculum (2-3 sente	ences)
Target Group (Please Check One)	
□ Early Education □ K-12 □	I Post Secondary □ Community-Based □ Other:
CONTACT INFORMATION:	
Name of Applicant	Email
24 (P - 4 1)	
Mailing Address	Phone (Cell or Residence)
City	State Zip Code
REQUIREMENTS:	
Please submit the following:	
	m a s PDF file second as any supplemental and/or side of file (sec 2 as and 4 for
□ All final versions of your curriculur	m as a PDF file, as well as any supplemental audio and/or video files (mp3 or mp4 for
A hard-copy of all curriculum mate	terials
□ A hard-copy of all curriculum mate If your curriculum is selected by N	
□ A hard-copy of all curriculum mate If your curriculum is selected by N	erials HEC to be published on the Ulukau website, you will be required to sign Ulukau keep your curriculum on Ulukau in perpetuity. A copy of the licensing agreement h
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MAINTAINED BY KA HAKA 'ULA O KE'ELIKŌLANI COLLEGE OF HAWAIIAN LANGUAGE AT THE UNIVERSITY OF HAWAI'I-HILO



EDUCATION CAUCUS AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT (CNHA) CONVENTION

On September 3, 2013, NHEC and 'Aha Pūnana Leo co-sponsored an Education Briefing and Caucus at CNHA's 12th Annual Native Hawaiian Convention held at the Hawai'i Convention Center on O'ahu. The goal of the Caucus was to develop policy statements that can be used to advocate for Native Hawaiian education policies at state and national levels through organizations such as CNHA and NHEC. With over 100 educators in attendance, the Caucus focused on four areas: 1) Early Childhood Education; 2) Reauthorization of the Native Hawaiian Education Act; 3) Teacher Development (recruitment, training and retention) in Native Hawaiian communities; and 4) Reauthorization of the Higher Education Opportunity Act. At the conclusion of the Caucus, the following synthesized policy statements were developed and later reported at the convention's Public Policy Roundtable: 1) Support bill S.519, Providing Resources Early for Kids Act of 2013, or the 'PRE-K Act' with specific inclusions; 2) Support the reauthorization of the Native Hawaiian Education Act with amendments; and 3) Support the reauthorization of the Higher Education Opportunity Act.







ISLAND COUNCILS

NHEC reactivated Island Councils on each island, organizing themselves by traditional moku (communities), by Hawai'i Department of Education (HIDOE) complex areas, or a hybrid of both dependent upon the unique needs of each island. With the assistance of NHEC staff, all seven Island Councils completed a process to select officers, set meeting schedules to meet quarterly throughout their island, and participated in amending a unified set of bylaws for all members of NHEC. Each Island Council also developed activity plans that are aligned with the current NHEC Strategic Plan and have been provided with the supplies and equipment necessary to assist with their work.





MEMBERSHIP BY ISLAND

I5 Hawaiʻi

18 Maui

12 Lāna'i

22 Moloka'i

> **14** Oʻahu

13 Kauaʻi

COMMUNICATIONS PLAN

NHEC contracted with a consultant to develop a communications plan to design ways of disseminating information on Native Hawaiian education programs and NHEC. NHEC also updated its website and created a Facebook page where a calendar is regularly maintained with upcoming NHEC events, Education Council meetings, Island Council meetings and NHEP grantee events. In addition, a communications intern was hired during the summer to help identify and input statewide media outlet contact information for news releases. A general introductory NHEC video was also developed for viewing on the website and distribution on DVD to various federal, state and local organizations for informational purposes.



*To view NHEC video, visit: nhec.org



NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) CONVENTION

In October 2013, NHEC gave a presentation at the 44th Annual NIEA Convention held in Rapid City, South Dakota on "Building Education in the Native Hawaiian Community: The NHEC Needs Assessment Report." The presentation included the data and methods used to determine four priority concerns: criteria, geographic communities, populations and services. In addition, NHEC submitted two resolutions based on the policy statements developed at the Education Caucus of the CNHA Convention to support early learning measures that strengthen native cultures, and to support Title VII within the Elementary and Secondary Education Act of 1965 (ESEA). Both resolutions passed. NHEC submitted an article to OHA's Ka Wai Ola publication informing the public of the Native Hawaiian participation in the Convention.



NATIONAL INDIAN EDUCATION ASSOCIATION 110 Maryland Avenue, N.E., Suite 104, Washington, DC 20002 (202) 544-7290 (Phone) (202) 544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

NIEA Resolution 2013-12

TITLE: SUPPORT OF EARLY LEARNING MEASURES THAT STRENGTHEN NATIVE CULTURES

WHEREAS, the National Indian Educatic the purpose of advocating, planning, ar needs of American Indians, Alaska Nativ

WHEREAS, NIEA, as the largest national Native, and Native Hawaiian educators, United States, provides a forum to discu of Indian and Native people; and

WHEREAS, through its unique relationsl government has established programs ; American Indians, Alaska Natives, and M reserved or non-reserved homelands; a

WHEREAS, the President's Initiative on communities and is an opportunity to a identities of American Indian, Alaska Na

NOW THEREFORE BE IT RESOLVED, that protection, and use of our Native langu Hawaiian – at the earliest stage of child means to reverse language loss and tha programs for tribes, tribal, and Native F

BE IT FURTHER RESOLVED, that the NIE. significant American Indian, Alaska Nati with these constituents in the developr assessments in the language of instruct component, and support for multiple d ŴŴ ZEESEE III (III) Ŵ ZEESEE IIIIIII

NATIONAL INDIAN EDUCATION ASSOCIATION 110 Maryland Avenue, N.E., Suite 104, Washington, DC 20002 (202) 544-7299 (Phone) (202) 544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

NIEA Resolution 2013-13

-TITLE: SUPPORT OF TITLE VII WITHIN THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

WHEREAS, the National Indian Education Association (NIEA) was established in 1970 for the purpose of advocating, planning, and promoting the unique and special educational needs of American Indians, Alaska Natives, and Native Hawaiians; and

WHEREAS, NIEA, as the largest national Indian organization of American Indian, Alaska Native, and Native Hawaian educators, administrators, parents, and students in the United States, provide: a forum to discuss and act upon issues affecting the education of Indian and Native people; and

WHEREAS, through its unique relationship with Indian nations and tribes, the federal government has established programs and resources to meet the educational needs of American Indians, Alaska Natives, and Native Hawaiians, residing on and off their reserved or non-reserved homelands; and

WHEREAS, it is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Native People of the United States for the education of American Indian, Native Hawaiian, and Alaska Natives and;

WHEREAS, Title VII of the Elementary and Secondary Education Act authorizes programs that serve American Indian, Native Hawaiian and Alaska Hatives, that are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique linguistic and culturally related academic needs of American Indian, Native Hawaiian and Alaska Hative children; and

NOW THEREFORE BE IT RESOLVED, that the NIEA supports the reauthorization of the Elementary and Secondary Education Act (ESEA), particularly Indian, Native Hawaiian and Jakas Native Education Acts, so that Native Education is left as a distinct and separate tille to strengthen Native, tribal, and local control over the education of American Indian, Native Hawaiian, and Alaska Native children; and KŪKĀKŪKĀ COMMUNITY FORUM **'ianuali**2014 **27**

Hawaiians represent at national native education forum

Rapid City, South Dakota, was the site of the 44th annual N a t i o n a l Indian Education Association Convention and Trade Show from Oct. 29 to Nov.



Indian, Native Hawaiian and Alaska Native Education Acts so that Native Education is left as a distinct and separate title in order to strengthen native and tribal control over the education of their

.

2, 2013. A sizable delegation of approximately 40 Hawaiians braved the bracing 40-degree weather to meet other Native educators, to participate in workshops, hear from national leaders in education, learn about the most recent Native education research and engage in NIEA's advocacy work. The biggest Hawaiian contingent was a group from the Native Hawaiian Education Association that sponsored a booth in the trade show promoting the World Indigenous Peoples' Conference on Education that will take place in Honolulu May 19-24, 2014.

Although not as large a group, the Native Hawaiian Education Council (NHEC) sent four members to conduct a workshop on its Needs Assessment Report and to propose two resolutions that came out of their previous work at the Native Hawaiian Education Summit in July 2013 and the Education Briefing and Caucus of the Council for Native Hawaiian Advancement's Native Hawaiian Convention in September 2013. Both resolutions, one supporting early learning measures that strengthen native cultures and the other one supporting Title VII within the Elementary and Secondary Education Act (ESEA), passed handily. With NIEA's adoption of these resolutions, NHEC amplifies its voice in urging Congress to:

• promote and protect Native languages (including Hawai'i's second official language) at the earliest stages of child development and education.

• set aside funds for early learning grant programs for natives.

• require states with significant native populations to consult with them in the development of their state plans for early learning.

• support multiple early learning delivery systems in the state plans, including strong family/parent engagement components.

• reauthorize ESEA, particularly the

children. More than a half-dozen workshops were presented by Hawaiians at the convention. Besides NHEC, Kamehameha Schools and several grantees of the Native Hawaiian Education Program conducted workshops to share information on their curricula, projects and findings that could possibly benefit other native educators. And by the same token, Hawaiians attended workshops presented by other natives in order to learn of their programs and successes.

Time was also set aside during an awards luncheon to recognize educators and their service to the community. Hawaiians in attendance honored with an oli Dr. Keiki Kawai'ae'a, NHEC member, who accepted the William Demmert Cultural Freedom Award on behalf of Ka Haka 'Ula O Ke'elikõlani College of Hawaiian Language, where she serves as director.

Also honored at the awards luncheon was Dr. Walter Kahumoku III, Kamehameha Schools' director of Kauhale Kīpaipai, as he finished his three-year term on the NIEA Board. Dr. Kahumoku served brilliantly as NIEA treasurer, working diligently to bring the finances of the organization around to more firm footing.

As Dr. Kahumoku, the only Hawaiian on the NIEA Board, was stepping down another Hawaiian, Dr. Teresa Makuakane-Drechsel, was elected at this convention to serve on the NIEA Board for the next three years. Dr. Makuakane-Drechsel previously served on the NIEA Board 2008 to 2011 and is a recipient of the 2012 NIEA Lifetime Achievement Award.

The 45th annual NIEA Convention and Trade Show is scheduled to be held in Anchorage, Alaska, Oct. 15 to 19, 2014.

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

ASSOCIATION OF HAWAIIAN CIVIC CLUBS (AHCC) CONVENTION

In November 2013, NHEC conducted two workshops at the 54th Annual AHCC Convention held in Līhu'e, Kaua'i. One workshop was on the "NHEC Needs Assessment" and the other was on "Maintaining Cultural Identity in Education." In addition, NHEC proposed two resolutions that were adopted at the convention to support U.S. Senate Bill S. 519 amendment to ESEA, and to support Native Hawaiian established priority recommendations submitted for the reauthorization of the Native Hawaiian Education Act within ESEA. Association of Hawaiian Civic Clubs 54th Annual Convention Kaua`i, November 10-17, 2013



`O Ka Mauli Ka mea E Ola Ai Kānaka The spirit is what causes man to thrive

1 2	ASSOCIATION OF HAWAIIAN CIVIC CLUBS	1	ASSOCL
3		2	100001
4	RESOLUTION NO. 13 - 20	3	
5		4	
6	URGING NATIVE HAWAIIAN ESTABLISHMENT OF PRIORITIES FOR	5	URGING
7	THE NATIVE HAWAHAN EDUCATION ACT	6	ELEMENTARY A
8	WRIEDE AS, since the first Hampiler Civic Chile one founded in 1019 Nation Hampiler	7	TO
9 10	WHEREAS, since the first Hawaiian Civic Club was founded in 1918 Native Hawaiian education has been a major focus with individual Civic Clubs as well as the entire organization	8 9	WHEREAS, the Hawaiian Civic
10	taking a leading role in efforts to establish Hawaiian Studies at the University of Hawaii and to	10	interest in the educational welfar
12	provide financial aid for Native Hawaiian students to pursue education at many levels; and	10	levels; and
13	provide maneral and for rearve marked students to pursue concernor at many revers, and	11	ievens, and
14	WHEREAS, the Native Hawaiian Education Act (NHEA) was passed in 1988 under the Stafford	13	WHEREAS, early childhood edu
15	Elementary and Secondary School Improvement Act and funded specific organizations for	14	including family-child interactio
16	specific programs, such as the Kamehameha Elementary Education Program for curriculum	15	and reinforce families as the prir
17	development and the University of Hawaii-Hilo for the Gifted and Talented Program; and	16	vears; and
18	Farmer and an end of a state of a control and state of a control and state of a state of a state of a	17	,,
19	WHEREAS, in 1994 NHEA came under Improving America's Schools Act and the Native	18	WHEREAS, research has prover
20	Hawaiian Education Council and Island Councils, created to receive Federal funds, were	19	child's cognitive, social and emo
21	composed of grantees, Department of Education, Office of Hawaiian Affairs and other Native	20	its children while providing stron
22	Hawaiian organizations; and	21	
23		22	WHEREAS, S. 519, also known
24	WHEREAS, in 1994 NHEA became a competitive grant awarded in five specific areas of:	23	K Act, amends the original Act of
25	1)Native Hawaiian family based education centers; 2)Native Hawaiian higher education	24	matching grants to states to enha
26	programs; 3)Native Hawaiian gifted and talented programs; 4) Native Hawaiian special	25	
27	education programs; 5)Native Hawaiian curriculum development, teacher training and	26	WHEREAS, in addition to Engli
28	recruitment programs; and	27	Constitutional Convention as an
29		28	prepared for school and educated
30	WHEREAS, in 2002 NHEA was reauthorized by Congress under the No Child Left Behind Act	29	
31	changing the composition of the Native Hawaiian Education Councils to ten education providers,	30	WHEREAS, S. 519 gives priorit
32	ten education consumers and a representative from the Office of Hawaiian Affairs; and	31	standards; use nationally establis
33		32	early childhood education or a re
34	WHEREAS, the 2002 reauthorization also changed the method of grant disbursement so that	33	NUMBER OF A CONTRACT AND A
35	grant applications no longer need apply to the five specific areas of the 1994 law, but lists four priorities: 1) beginning reading and literacy, kindergarten to third grade; 2) at risk kids; 3) fields	34 35	WHEREAS, Native Americans, by virtue of their trust relationsh
36 37	in which Native Hawaiians are underemployed; 4) the use of Hawaiian language in instruction;	35	
38	and	30	involving federal funds designat
39		38	WHEREAS, while S.519 reserve
40	WHEREAS, as the law is written the application review and scoring process is weighted toward	39	programs, it is silent on funds re-
41	the best written grant application as opposed to the best delivery of a Hawaiian based program	40	be corrected to increase funding
42	creating a situation where immersion and community based programs are declining in favor of	40	American preschool programs; a
43	more University based programs; and	42	· interteur presente er programs, a
44		43	WHEREAS, states with Native A
45	WHEREAS, there is a Senate bill to reauthorize NHEA that will change the composition of the	44	should meet in consultation with
46	Native Hawaiian Education Council to be composed of 15 members representing the Governor	45	
		buil L	
	I lāhui na'auao Hawai'i pono, I lā	inul Ha	awan pono na auao.

ASSOCIATION OF HAWAIIAN CIVIC CLUBS

RESOLUTION NO. 13-21

URGING SUPPORT OF S. 519 AMENDING THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 TO IMPROVE EARLY EDUCATION

WHEREAS, the Hawaiian Civic Club movement has had a long, involved and contributive interest in the educational welfare of the Hawaiian and native Hawaiian community at all age levels; and

WHEREAS, early childhood education instruction can be delivered in a number of models, including family-child interaction learning programs and home visits which take advantage of and reinforce families as the primary educators of their children, particularly in their formative years; and

WHEREAS, research has proven that a high quality early education has a positive impact on a child's cognitive, social and emotional development, and supports a family's ability to educate its children while providing strong cultural foundations, and

WHEREAS, S. 519, also known as Providing Resources Early for Kids Act of 2013, or the PRE-K Act, anneads the original Act of 1965 and directs the Secretury of Education to award matching grants to states to enhance or improve state-funded preschool programs; and

WHEREAS, in addition to English, the Hawaiian language was adopted by the 1978 Constitutional Convention as an official language of Hawaii and children can be properly prepared for school and educated in either of the official languages; and

WHEREAS, S. 519 gives priority to states that have curricula aligned with state early learning standards; use nationally established or best practices; and require teachers to have a degree in early childhood education or a related field; and

WHEREAS, Native Americans, Alaska Natives and Native Hawaiians all have a special status by virtue of their trust relationship to the U.S. Government and should be consulted on matters involving federal funds designated for their benefit; and

WHEREAS, while S.519 reserves funds for competitive grants to Indians for their pre-school programs, it is silent on funds reserved for Native Hawaiian preschool programs but that should be corrected to increase funding to include Native Hawaiians without depriving other Native American preschool programs; and

WHEREAS, states with Native American, Alaska Native and Native Hawaiian populations should meet in consultation with their Native groups to develop their state plans; and

NATIVE HAWAIIAN EDUCATION ASSOCIATION (NHEA) CONVENTION

In March 2014, NHEC organized another panel discussion and presented a workshop at the NHEA 15th Annual Convention held at the University of Hawai'i-West O'ahu campus. The panel, entitled "National Strategies for Native Hawaiian Education," presented an update of federal legislation impacting Native Hawaiian education and promoted the collaboration of organizations to maximize resources and to amplify our voices. The workshop presentation, entitled "How Do We Walk in Both Worlds?: Maintaining Cultural Identity in Education in the 21st Century," introduced the community to the NHEC by providing historical background of the Council and its work, the activities we are involved in today, and how our membership attempts to honor the future of Hawai'i nei.

Native Hawaiian Education Association

15th Annual



At the University of Hawai'i West O'ahu March 27 & 28, 2014





WORLD INDIGENOUS PEOPLE'S CONFERENCE ON EDUCATION (WiPC:E) CONVENTION

In May 2014, NHEC collaborated with numerous organizations in the planning and implementation of the WiPC:E 2014 that was held at Kapi'olani Community College on O'ahu. NHEC hosted a Kupuna Hospitality room to share Hawaiian cultural activities and to learn from other indigenous elders. In addition, NHEC presented the "Native Hawaiian Education Council and its Work: Past, Present and in the Future" workshop.

Photos courtesy of WiPC:E







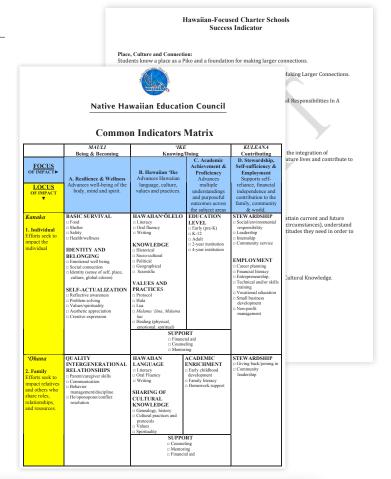


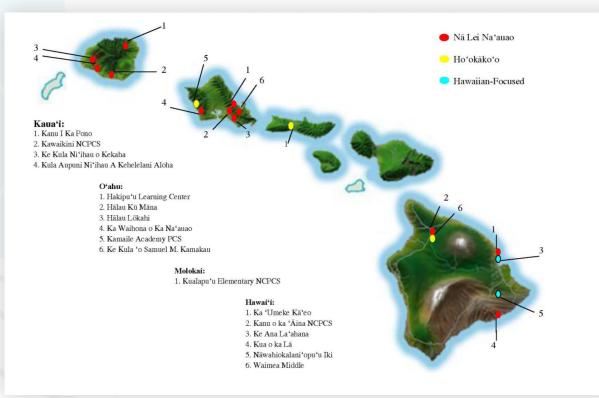
19-24 MAY 2014 / HONOLUL PEOPLES CONFERENCE ON ED

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

HAWAIIAN-FOCUSED CHARTER SCHOOLS

NHEC met with Nā Lei Na'auao, a consortium of Hawaiian-Focused Charter Schools, to share information about the work it was doing on common cultural indicators, which would assist their efforts in developing school-specific assessments. NHEC also pursued information from the United States Department of Education (USDOE) with regard to charter schools' eligibility for NHEP grants, clarifying that their non-profit arms would be eligible, and identified other USDOE grant opportunities for the schools.



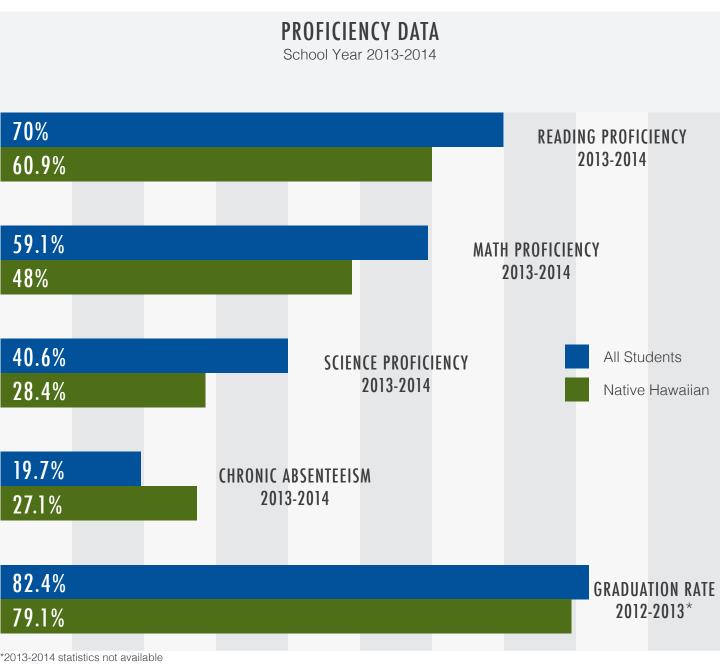


2013-2014 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #2:

COLLECT AND ASSESS DATA

GATHERING HIDOE DATA

NHEC continued to work with HIDOE to gather data specifically on Native Hawaiian students in HIDOE for reports and testimony.



Source: Hawai'i DOE, ARCH ADC Website

COMMUNITY NEEDS ASSESSMENT

NHEC contracted Pacific Resources for Education and Learning (PREL) to share information in the 2011 NHEC Needs Assessment Report with the Native Hawaiian community, while also collecting data to begin updating the report. After conducting 34 community meetings throughout the state, quantitative data was aggregated to 11 community areas in which data on Native Hawaiian education services were reported. Overall, communities reported that scholarship opportunities were the most difficult to access, followed by private elementary and middle school educational services. Culturebased and Hawaiian language programs appeared to be the least offered, but a highly needed service within the Hawaiian community. The qualitative data confirmed the community's desire to see schools teach using Native Hawaiian values and provide opportunities for students to acquire practical and lifelong skills in addition to academics.

I. Priority Communities I. Kahuku Area, O'ahu A. Hilo Area, Hawai'i A. Konawaena Area, Hawai'i A. Island of Moloka'i B. Kapa'a Area, Kaua'i A. Kekaha Area, Kaua'i I. Hana Area, Maui

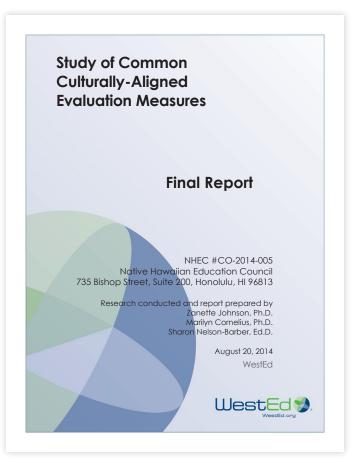




I lāhui na'auao Hawai'i pono, I lāhui Hawai'i pono na'auao.

COMMON INDICATORS STUDY

NHEC contracted WestEd to complete a study of common culturally-aligned evaluation measures to explore how current and past NHEP grantees are assessing and evaluating progress. This is to understand how the NHEC Indicators System can be most effectively used to develop program assessment practices in support of beneficial outcomes for Native Hawaiians. The consultants inventoried, categorized and analyzed assessment measures from grantees to reveal patterns in the use of measures and assessment instruments. The most frequently occurring features included Hawaiian values and Hawaiian cultural knowledge.

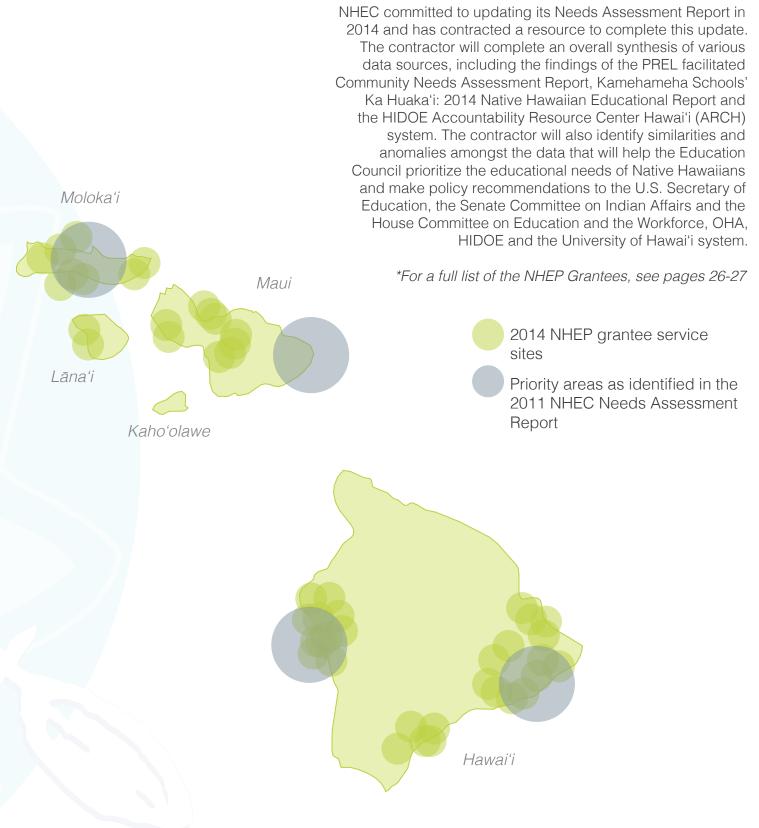


Key Findings

- 99% of grantees are already assessing more aspects of participant and program performance than the GPRA measures require (124 of 125 grants awarded between 2003 and 2012)
- Grantees consistently and highly value cultural outcomes (even when they choose not to explicitly include them in grant proposals or stated objectives)
- Grantees need additional support in creating and adapting assessment tools, archiving data, and using information gathered for program improvement

Ni'ihau Kaua'i	
	Oʻahu

UPDATE TO NHEC NEEDS ASSESSMENT REPORT



THIRD-YEAR GRANTEES

ORGANIZATION	PROJECT NAME
Bishop Museum	All Together Now: A Model Partnership for Improving Native Hawaiian Middle School Education
EPIC Foundation	Project Imi 'Ike
Hawai'i Department of Education	Nānākuli-Wai'anae New Tech Schools
Hui Mālama O Ke Kai Foundation	Hui Mālama O Ke Kai Keiki and 'Ōpio After-school Programs
Institute for Native Pacific Education and Culture	Keiki Steps 3.0: The Next Iteration
isisHAWAII	Ipu Waiwai Kula – 'AE (Aquaponics in Education)
Kai Loa, Inc.	Nā Pualei
Keiki O Ka 'Āina Preschool, Inc.	Support, Advocate for Value, and Educate Our Children (S.A.V.E.) Project
Kualoa-He'eia Ecumenical Youth Project	Hoʻohuli Transitions: Youth to Adult
Mālama 'Āina Foundation	Makawalu O Nā Kumu
	Ka Hana No'eau Project
	Ka Pa'alana Homeless Family Education Program
Partners in Development Foundation	Nā Pono No Nā 'Ohana
	Tūtū and Me: Hoʻolako ʻOhana
Tutor Hawai'i	Endless Horizons
	Growing Pono Schools (GPS)
	Hawai'i Preschool Positive Engagement Project (HPPEP)
	Kākau Mea Nui (Writing Matters)
University of Hawai'i-Mānoa	Project SPIRIT: Supporting Parents in Responsive Interactions and Teaching
	Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics and Behavior Supports
	Mohala Nā Pua Project
	Place-based Learning and Community Engagement in School (PLACES)
	Kaiaulu STEM: Advancing Native Hawaiian achievement, leadership, and career pathways in Science, Technology, Engineering, and Mathematics

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

SECOND-YEAR GRANTEES

ORGANIZATION	PROJECT NAME
Children's Defense Fund	Hawai'i KOA (Knowledge, Opportunity, Achievement)
EPIC Foundation	Journey to Success Project
Hui Mālama O Ke Kai Foundation	Hoʻokahi Waʻa No Nā ʻOhana i Waimānalo
Kawaiaha'o Church	Ulana O Kukui
Keiki O Ka 'Āina Preschool, Inc.	TEACH Project
Lāna'i Culture & Heritage Center	E 'Ike Hou iā Lāna'i
Living Life Source Foundation	Kukui MĀLAMA
	Tūtū and Me: Kāhelahela
	Tech Together: Ka Ulu Ana Project
Partners in Development Foundation	Nā Pono Ka Pilina 'Ohana
	Pili A Pa'a
	Ka Pa'alana Homeless Family Education Program
University of Hawai'i-Hilo	Ke Ola Mau: Aspiration, Achievement and Pathway into Health Careers
University of Hawai'i-Mānoa	Ka Pilina: Achieving & Improving Mathematics Outcomes (AIM Together)
	Program for Afterschool Literacy Support (PALS)
University of Hawai'i-Maui Community College	Liko A'e IV Native Hawaiian Leadership Program
University of Hawai'i-Windward Community College	Nursing Pathways Out of Poverty

FIRST-YEAR GRANTEES

ORGANIZATION	PROJECT NAME
Mālama 'Āina Foundation	Mahope O Ke Kula Ke A'o Mau Ana: The Continuum of Learning

HAWAI'I P-20 DATA

NHEC invited the staff of the Hawai'i P-20 Program to share information being collected as a statewide collaboration to strengthen the education pipeline from early childhood through higher education, to achieve college and career success for all of Hawai'i's students. Analysis of postsecondary transition show that Native Hawaiian graduates have shown improvement in most measures, but continue to lag among statewide averages. One finding from the data indicates that college access has improved, yet Native Hawaiians still have one of the lowest college access rates statewide compared to other ethnicities.

College Access by Race/Ethnicity

RACE/ETHNICITY	Percent of Graduates Enrolling in Postsecondary (First Fall After Graduation)			
	2004	2011	Increase	
Asian (excluding Filipino)	74%	78%	4%	
Filipino	43%	56%	13%	
Statewide	46%	55%	9%	
White	46%	53%	7%	
AA/AI/AN/HS	39%	51%	12%	
Multiple/Other	42%	48%	6%	
Native Hawaiian	32%	44%	12% 🔶	
Pacific Islander	23%	33%	9%	

- Native Hawaiian college access improved tremendously
 - Still amongst the lowest college access rates

AA/AI/AN/HS: African American, American Indian, Alaska Native, Hispanic





2013-2014 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #3:

REPORT AND RECOMMEND

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

NIEA LEGISLATIVE SUMMIT AND DELEGATION VISITS

In February 2014, NHEC participated in the 17th Annual NIEA Legislative Summit and took the opportunity while in Washington, D.C. to visit 12 Congressional offices in the U.S. House and Senate to inform them about the Education Council, the work that is being done in Native Hawaiian education, and to ask for support for a number of legislative policies in place for the betterment of Native education.



- Recommend Continued Funding of the Native Hawaiian Education Act (NHEA), Elementary and Secondary Education Act (ESEA) of 1965 Title VII, Part B, which improves the educational attainment of Native Hawaiians in ways linguistically and culturally aligned to the needs of the students and communities. Support annual funding of \$34 million.
- Recommend Passage of S.1687, Strong Start for America's Children Act. This bill provides states funds to enhance state-funded preschools. It includes Native Hawailans in the eligibility for native set asides; requires native consultation in the development of the state plans; and includes funding for diverse providers.
- 3. Recommend Reauthorization of S.1086, Child Care and Development Block Grant Act with Technical Corrections. This program provides affordable child care specifically for low and moderate income parents while they work or attend school. The reauthorization bill inadvertently excluded Native Hawaiians, who are included in the current law. Technical corrections should apply a consistent definition to the term "tribal organization" that includes Native Hawaiians.
- 4. Recommend Increased Funding for Native Hawaiian Serving Institutions, Higher Education Act (HEA) of 1965, Title III, Part A, Sec. 317, which helps institutions serve low-income students by funding improvements to their academic quality, institutional management and fiscal stability. Funding should increase from \$7 to \$10 million in order to include major eligible institutions in Hawai'i.
- 5. Recommend Inclusion of Native Hawaiians in all Titles of ESEA Reauthorization. Native Hawaiians are the single largest indigenous group in the U.S. and comprise a major portion of at-risk students in Hawai'i, yet are excluded from federal ESEA support because they are not immigrants, inner city youth, or tribal members. Native Hawaiians should be included in <u>all</u> ESEA titles where feasible.
- Recommend Passage of S.1948, Native Language Immersion Student Achievement Act. The bill establishes a grant program to fund Native language educational programs throughout Indian Country in order to improve high school graduation rates, increase college enrollment and better prepare students for employment.
- 7. Recommend Preserving and Protecting the Hawaiian Language by Increasing Funding for Native American Languages Act (1990). Allows Native Americans, Alaska Natives and Native Hawaiians the opportunity to obtain their preschool through post high education in their native languages. (U.S. DOE a Blueprint for Reform on Indian, Native Hawaiian, and Alaska Native Education 2010) Support education in Native American language as a way to revitalize native languages and increase academic performance.



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

INCLUSION OF NHEP IN NATIONAL CONGRESS OF AMERICAN INDIANS (NCAI) FY15 BUDGET REQUEST

NHEC worked with NCAI to continue the inclusion of NHEC in the Indian Country Budget that is submitted to the President and Congress.

The full NCAI 2015 Indian Country Budget Request can be found at http://www.ncai.org/resources/ncai_publications.



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



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

DEPARTMENT OF EDUCATION

Labor, HHS, Education Appropriations Bill

Native Hawaiian Education Program

• Provide \$35 million for Title VII, Part B of the No Child Left Behind Act.

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. Where Native Hawaiians once had a very high rate of literacy, today Native Hawaiian educational attainment lags behind the general population. The Native Hawaiian Education program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. When establishing the Native Hawaiian Education Program, Congress identified specific educational disparities and developed strategies to address them. New grantees in FY 2011 alone are estimated to provide educational programs to over 30,000 Native Hawaiian children and families. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.

EDUCATION ROUNDTABLE WITH U.S. SECRETARY OF EDUCATION ARNE DUNCAN

In March 2014, NHEC participated in a roundtable discussion on Native Hawaiian education during Secretary Duncan's visit to Hawai'i. Important issues were raised, such as Hawaiian-focused charter schools, Native Hawaiian language immersion and culturally responsive evaluation.



Comments Policy

Home

Seeing Success in Hawaii: Duncan's 50th State as Secretary



Andrea, a senior at Hawaii's Waipahu High School, came to the U.S. just four years ago after emigrating from the Philippines, but now she's a proud Waipahu Marauder. From her first day in the classroom, she found the "opportunity to explore" and became interested in cancer research and science.

This fall, thanks to her dedication and the teachers she has at Waipahu, she'll attend Columbia University on a full-ride scholarship.

Andrea was one of many students Secretary Duncan met during a visit to Oahu earlier this week, which also included stops at Joint Base Pearl Harbor-Hickam for a discussion with military families and a visit to Ka Waihona o ka Na'auao Public Charter School. During Duncan's visit to Waipahu, Andrea presented her AP Biology project – "Synthesizing a STAT3 Dimerization Inhibitor Molecule via Retrosynthetic Analysis" – and explained the partnership with the University of Hawaii's Cancer Center that helped her

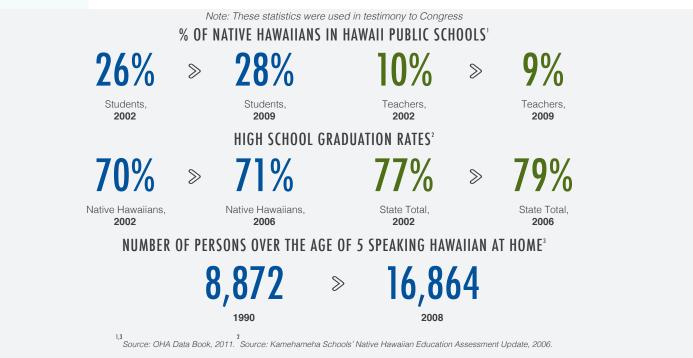


ADVOCACY

NHEC submitted testimony and comments to:

- Senator Tom Harkin (D-IA) and the Health, Education, Labor and Pensions (HELP)
 Committee supporting the reauthorization of Higher Education Affordability Act;
- Senator John Tester (D-MT) and the Indian Affairs Committee on the oversight hearing on Early Childhood Development and Education in Native Country. NHEC included copies of resolutions on early childhood education adopted by the National Indian Education Association and the Association of Hawaiian Civic Clubs that were sponsored by NHEC;
- Senator Mazie Hirono (D-HI) on the reauthorization of the Child Care and Development Block Grant Act. NHEC indicated that although the current law included Native Hawaiians, the reauthorization bill accidently excluded Native Hawaiians in a few instances;
- Mr. Geoffrey Blackwell, Chief of the Office of Native Affairs and Policy of the Federal Communications Commission, requesting that Native language immersion schools be included in the high priority category for connection to the internet;

- Representative John Kline (R-MN) and the Committee on Education and the Workforce on the reauthorization of the Child Care and Development Block Grant Act, supporting an increase in the overall allocation reserved for Natives;
- Senator John Tester (D-MT) in support of the Native Language Immersion Student Achievement Act and the Reaurthorization of Native American Languages Program;
- Ms. Catherine Payne, Chair of Hawai'i State Public Charter School Commission in support of the Hawaiian Focused Charter Schools' proposal for a three-year pilot to test school-specific measures, and offering the results of the NHEC study on common cultural indicators as a starting point for their efforts as they hone into their school-specific measures;
- Ms. Catherine Payne, Chair of Hawai'i State Public Charter School Commission in support of giving the Hawaiian Focused Charter Schools' the time and legal counsel to review the State Public Charter School contract template so that they can negotiate in the best interest of their students and families.



NHEP GRANTEE BRIEFING

On August 6, 2014, NHEC organized its fourth NHEP Grantee Briefing with Hawai'i's Congressional delegates and their staff. 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.

RESOURCES RELATED TO NATIVE HAWAIIAN EDUCATION

NHEC recommended appropriation amounts for the NHEP to the four Hawai'i Congressional delegates and secured letters of support from the Office of Hawaiian Affairs, the Governor of the State of Hawai'i and the President of the University of Hawai'i.





2013-2014 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #4:

DEMONSTRATE ORGANIZATIONAL EXCELLENCE

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

HŌʻIKE I KA HUI 'OI KELAKELA DEMONSTRATE ORGANIZATIONAL EXCELLENCE

STRATEGIC PLAN

NHEC conducted its annual review of the implementation of the plan and the continued relevance and desirability of the goals, objectives and activities.

POLICIES AND PROCEDURES

NHEC reviewed its bylaws and adopted amendments to update them. The "NHEC Member Expectation Statement" was reinstated and updated, and will be signed by all Education Council members and Island Council officers at the beginning of each fiscal year along with the "NHEC Conflict of Interest Policy & Pledge." NHEC continued updating its organizational policies and procedures, which will include administrative and fiscal policies.

MEMBERSHIP PLAN

NHEC implemented its plan to fill vacancies on the Education Council and currently has 20 members: 9 "Providers," 10 "Consumers" and 1 representative from the Office of Hawaiian Affairs. As soon as the Education Council is fully constituted and the USDOE has approved the membership plan, members who have served on the Education Council since its inception may begin to rotate their roles.

OFFICE ADMINISTRATION

NHEC contracted a third-party human resources firm to manage personnel matters for an initial term of one year. Just as the initial term ends, NHEC administration will reevaluate its HR needs and decide whether to continue with this service.

At the end of July 2014, the current Executive Director resigned and an Interim Executive Director was hired to serve as Executive Director while the Education Council conducts a search for a replacement.



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

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