



NATIVE HAWAIIAN
EDUCATION COUNCIL

*2014-2015 ANNUAL REPORT
A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS*



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NU'UKIA - VISION

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

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

'ĀHA 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 NHEC to carry out its duties.
- Provide administrative support and financial assistance to the Island Councils established through the NHEA, supporting the distinct needs of each island community through NHEA-funded programs and addressing identified priorities and authorized activities.

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:

Goal 1: Coordinate the educational related services and programs available to Native Hawaiians each year.

Goal 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.

Goal 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.

Goal 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., Chair
Hālau Kū Mana New Century Public Charter School

Dr. Keoni Bunag is the Po'o Kula (Head of School) of Hālau Kū Māna New Century Public Charter School. He earned his Doctorate of Education from the University of Southern California and has held key positions with Kamehameha Schools as the Director of Operations and Assistant Director of the Enrichment Department for the Extension Education Division. Keoni brings to NHEC a wealth of experience and knowledge in developing and delivering Hawaiian culture-based educational programming for middle and high school students, program evaluation, and data collection, analysis, and reporting. In addition, he is also a lecturer in Hawaiian Studies at Leeward Community College and fervent advocate for Hawaiian language immersion programs.

Kamuela Chun, Past Officer
University of Hawai'i Community Colleges, Achieving the Dream Program

Kamuela Chun is the Director of the Achieving the Dream program at the University of Hawai'i Community Colleges, a nationwide initiative aimed at helping more community college students to succeed. He assisted in the creation of the Asian & Pacific Islander American Scholarship Fund and currently sits on its Advisory Council. Kamuela has been involved in Native Hawaiian education and culture for more than 40 years. In 2005, he was named Educator of the Year by the Native Hawaiian Education Association. He is a renowned kumu hula and chanter, and is often called upon to provide protocol for cultural events. Kamuela was one of those originally appointed to NHEC in 1997.



Paula De Morales
Kahua / PDM & Co.

Paula De Morales taught Hawaiian Language, Hawaiian Studies and Modern History of Hawai'i at Kohala High & Elementary, Hilo High School and Waiākea High School from 1969 through 2001, when she retired from the Hawai'i Department of Education. She currently works with the Kamehameha Schools Kauhale Kīpaipai and the Hawai'i Department of Education to provide cultural professional development for teachers new to an area through the Kahua Program, as well as cultural professional development to leadership teams through the Ho'okele Program. An advocate for culture-based education for many years, Paula has been a major part of the Nā Honua Maui Ola Team since 2000, the Coordinator of Kū Ha'aheo, a NHEA-funded grant from 2000-2003, and has been participating and presenting at the National Indian Education Association Convention and the World Indigenous Peoples Conference on Education for several years. She also worked at Bishop Museum after graduating from the University of Hawai'i at Mānoa with a Bachelor of Arts in Journalism and minor in Anthropology. Paula has served as a member of NHEC since 1997.

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

THE EDUCATION COUNCIL – PROVIDERS

Sherilyn Franklin Goo

Institute for Pacific Education and Culture



Sherilyn Franklin Goo is a Native Hawaiian educator who brings a lifetime of experience to NHEC. She holds bachelor and master degrees in education administration from the University of Hawai'i at Mānoa. Sherilyn spent over 20 years at Kamehameha Schools serving in several capacities, including elementary school principal, assistant to the president, federal relations officer, and early education division director. She is also served as a staffer on the Senate Committee of Indian Affairs for the late Senator Daniel Inouye. In 1994, Sherilyn co-founded the Institute for Native Pacific Education and Culture (INPEACE) with a mission to "improve the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and promote self-sufficiency." She served as its Executive Director from 1995-2005 and currently as second vice president of the board of directors. Sherilyn also serves on the Good Beginnings Alliance, Senior Advisory Council, P-3 Advisory Council, the Hawai'i Council for the Humanities, Prince Kūhiō Hawaiian Civic Club, and the Samuel and Mary Castle Foundation Community Advisory Council. She has been a part of NHEC since its founding in 1997. INPEACE's Native Hawaiian early childhood programs have been the focus of her efforts, with the belief that a strong early foundation is key to subsequent success in life.

Manu Ka'iama, Treasurer

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



Manu Ka'iama has been a professor at the University of Hawai'i at Mānoa since 1991, and is currently teaching at both the Shidler College of Business and Kamakakūokalani Center for Hawaiian Studies. She has previously worked as Director of both the Native Hawaiian Leadership Project and the Kaulele Program at UH-Mānoa, working to assist Native Hawaiians in pursuing higher education. Manu has also served on the boards of multiple organizations, including Native Hawaiian Educators' Association, the Kamehameha Schools Alumni Association, Pacific Islanders in Communications, the Institute for Native Pacific Education and Culture, Ho'omana 'Ōiwi, and the Hawai'i Alliance for Arts in Education. Manu holds a Bachelor in Business Administration and Masters in Accounting, and is also a Certified Public Accountant. She has earned multiple awards for her excellence in teaching, including the Presidential Citation for Meritorious Teaching and the Dennis Ching Outstanding Teaching Excellence Award.

Keiki Kawai'ae'a, Ph.D.

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



Dr. Keiki Kawai'ae'a is the Director of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. She is one of the pioneering families of the Hawaiian immersion education movement and maui ola education P-20. Keiki's professional experience includes the K-12 classroom, curriculum and program development, teacher preparation and professional development. She has been instrumental in the development of the Nā Honua Maui Ola Hawaiian guidelines and cultural pathways and the Moenahā culture-based curriculum design and instructional method. Keiki is a published author and has been an invited speaker at national and international gatherings addressing Indigenous education, language and culture revitalization, native teacher education and Hawaiian and culture-based education. She has received several honors for her work in education, including the National Indian Education Association Educator of the Year, the Chancellor's Award for Excellence and Innovation, the Office of Hawaiian Affairs' Kukui Mālamalama for Excellence in Hawaiian Education, and the Kamehameha Schools Ipu Kā'eo Native Hawaiian Education Award. Keiki has served on NHEC since 1997.

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

THE EDUCATION COUNCIL – PROVIDERS



Wendy Mow-Taira

Windward Community College, Education Talent Search

Wendy Mow-Taira has worked on behalf of children and families her entire life. After earning a Bachelor of Science in Human Development and Master's degree in Social Work, both from the University of Hawai'i at Mānoa, she worked in several domestic violence and child abuse programs. She was Executive Director of the Family Crisis Shelter, Inc. on Hawai'i Island, then later worked at PATCH (People Attentive to Children), a resource and referral program for young families needing child care information, and ALU LIKE, Inc. in the Native Hawaiian Early Childhood Consortium. Wendy currently works with middle and high school students under the TRIO program at Windward Community College, where she assists low-income students prepare for college. Throughout her career, she has gained experience with early childhood, K-12 and post-high education programs. As a Council Member, Wendy is interested in helping to further the coordination of programs receiving funds through NHEA to help Native Hawaiian communities provide input on what programs they feel are needed. She is also working towards Nā Honua Maui Ola being incorporated into educational curriculum for all, not just Hawaiian students.

Larson Ng, Ph.D.

University of Hawai'i at Mānoa, College of Education

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



Nāmaka Rawlins

'Aha Pūnana Leo

Nāmaka Rawlins is the Director of Strategic Partnerships and Collaborations at 'Aha Pūnana Leo. She previously served as its Executive Director for 18 years and was instrumental in transforming the Native Hawaiian preschools into a national model for Native language education. Nāmaka is a graduate of Kamehameha School for Girls and the University of Hawai'i at Hilo Hawaiian Language College. She has been involved with Pūnana Leo and Hawaiian language revitalization as a volunteer in the preschool in Hilo since 1984 while she was a student at the university. 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. In 2014, she organized the National Coalition of Native American Language Schools and Programs. Nāmaka has served on the board of directors of the National Indian Education Association, the State Department of Labor and Industrial Relation's Language Access Advisory Council, the State Early Learning Advisory Board, and has been a member of NHEC since 1997. Nāmaka believes it is important that a representative of the comprehensive indigenous system of education serves on NHEC to express the needs of Hawaiian speaking children and families at local and national levels.

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

THE EDUCATION COUNCIL – CONSUMERS



Chelsa-Marie Clarabal
Lāna'i Island Council

Chelsa-Marie Clarabal was born on Maui, but is four generations deep on Lāna'i. She currently works at Lāna'i Changes. She is the Elder Care Program Manager and the first Ombudsman for Lāna'i. Chelsa is the coordinator of the 2014 Lāna'i Community Christmas Lunch, one of the largest events on the island that honors all kūpuna. During the summer, she helps with Kula Kaiapuni Kawwela 'o Lāna'i, which her children have been attending for the past two years. Chelsa was instrumental in starting a Kula Kaiapuni 'o Lāna'i on Lāna'i.

Daniel Cup Choy
At-Large Consumer Member



Danny Cup Choy is the Government Affairs Manager for 'Ohana Health Plan, where he leads the company's legislative and policy efforts. In his career, he has held several government affairs positions, including working as the Director of Policy & Advocacy for the National Indian Education Association in Washington, D.C. Prior to that, Danny enjoyed a brief stint as a Community Development Specialist with NHEC. Danny is a graduate of Kamehameha Schools, received a Bachelor of Arts in Political Science and Master of Arts in Education from Loyola Marymount University. He was recently honored as the Healthcare Heroes Community Outreach winner for Pacific Business News' Healthiest Employers & Healthcare Heroes 2015.

Clarence DeLude
O'ahu Island Council



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

Kahealaniakealo Faria
Ni'ihau Island Council



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

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

THE EDUCATION COUNCIL – CONSUMERS



Maggie Hanohano
At-Large Consumer Member

After earning Bachelor of Science and Master of Education degrees from Utah State University, Maggie Hanohano returned home to work in the Hawai'i Department of Education as a pre-K-12 special education teacher and district and State Resource Teacher. She experienced a renewal of her cultural identity as a part of Hui 'Imi Na'auao o Hawai'i under the guidance of Donald Kilolani Mitchell, who believed that Hawaiian culture was vitally important to our keiki. Maggie always encouraged cultural pride in her students and taught them to behave as an 'ohana. 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, and was responsible for coordinating reading programs. Maggie hopes to see the reading scores of Hawaiian youngsters improve through building reading skills, vocabulary, and general knowledge. She firmly believes that children must be able to read if they are to succeed in life and that literacy is the foundation for continuing improvement in Native Hawaiian educational outcomes. Maggie has been active with NHEC since its beginning in 1997.

Aunty Betty Jenkins
Nā Kūpuna



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

Rebecca Kapolei Ki'ili, Vice Chair
Maui Island Council



Kapolei Ki'ili was born and raised on Maui. She earned dual Bachelor of Arts in Hawaiian Studies and Communications from the University of Hawai'i at Hilo, where she earned her teaching credentials through its Kahuawaiola Indigenous Teacher Preparation Program in 2004. Upon graduation, Kapolei began working at Pa'ia School in the Hawaiian Language Immersion Program in Kindergarten where she spent her first five years of teaching. Kapolei then completed a Master's in Educational Leadership in 2010 from the University of Hawai'i at Mānoa, College of Education. In this same year, she transferred to King Kekaulike High School to work with the high schools students of the Hawaiian Language Immersion Program. While not a graduate of Ka Papahana Kaiapuni, Kapolei's desire to learn 'ōlelo Hawai'i ignited within at eleven years old. Kapolei has found becoming an immersion teacher has been one of the best experiences thus far. Kapolei serves as the Maui Island Council Chair and its designated representative to NHEC.

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

THE EDUCATION COUNCIL – CONSUMERS

Ka'iulani Pahi'ō

Hawai'i Island Council

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



Kainoa Pali

Moloka'i Island Council

Kainoa Pali is currently the acting Vice Principal at Moloka'i High School where he was a 1994 graduate. Kainoa obtained his Bachelor of Arts degree in Hawaiian Studies as well as a Post-Baccalaureate Certificate in Secondary Education from the University of Hawai'i at Mānoa. Upon completion, he returned home to Moloka'i where he has been teaching for the last 14 years. Kainoa started his career in the Hawaiian Language Immersion Program at Kualapu'u Elementary School and found his passion in teaching Hawaiian Language and Social Studies at Moloka'i High School. He currently resides on homestead land in Kalama'ula Ma Uka with his wife and two young children. He serves as the Chairperson of Kamehameha Schools Hui for Moloka'i and is currently working with Moloka'i community members to develop a soccer league for Moloka'i's young children. Kainoa is the Chair for the Moloka'i Island Council and serves as its designated representative to NHEC.



Dirk Soma

Kaua'i Island Council

Dirk Soma was born in Waimea, Kaua'i, raised in Aliamanu, O'ahu and currently resides in Kalaheo, Kaua'i. A graduate of the Kamehameha Schools, Dirk has spent many years engaging the community in both the private and public sectors. Currently, he is an Instructor and Program Coordinator for Business at Kaua'i Community College and is a partner in a business development firm, Naupaka Consulting, LLP. Dirk serves as Chair for Kaua'i Island Council and as its designated representative to NHEC.



REPRESENTATIVE FROM THE OFFICE OF HAWAIIAN AFFAIRS

Lisa Watkins-Victorino, Ph.D., Secretary

Office of Hawaiian Affairs

Dr. Lisa Watkins-Victorino is the Office of Hawaiian Affairs representative for NHEC and brings impressive academic credentials to the Council. Lisa was appointed to the position of Ka Ou Kihī Kane (Research Director) in April 2014. Prior to joining the Office of Hawaiian Affairs, she was an Educational Officer/Evaluation Assistant in the Hawai'i Department of Education Systems Evaluation and Reporting Section. Lisa was also a Jr. Specialist/Program Assistant with the University of Hawai'i Social Welfare Evaluation and Research Unit and was lecturer at the School of Social Work.



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

ISLAND COUNCILS

With all NHEC Island Councils reactivated, Island Council officers began the 2014-2015 fiscal year with an all-day technical training on NHEC policies and procedures and activity planning with NHEC staff. Held in November 2014 on O'ahu, officers were given the opportunity to receive hands-on training and guidance regarding purchasing for meetings, business related reimbursements, online communication platforms utilized by NHEC, and activity planning for the year. It also served as an opportunity for each island council to share and learn from each other about successes and challenges they have experienced regarding the educational needs of their Hawaiian communities and how they are able to best address those needs as a representative to NHEC.

Island Councils officers spent much of fiscal year engaged in NHEC's strategic planning work for 2015-2020. They were able to provide feedback on strategies and tactics that NHEC should take that would best address the educational needs of Hawaiians on their island and communities. Officers were also involved in work for NHEC's needs assessment update, helping to determine priority recommendations that NHEC would submit to federal, state and local education agencies.

HAWAI'I ISLAND COUNCIL



Ka'iulani Pahi'ō, Chair & Luana Jones, Vice Chair

LĀNA'I ISLAND COUNCIL



(L-R): Chelsa Clarabal, Chair; Christine Costales, Treasurer; Natalie Ropa, Secretary; Malia Davidson, Vice Chair

MOLOKA'I ISLAND COUNCIL



(L-R): Diane Mokuau, Secretary; Kainoa Pali, Chair; Ric Ornellas, Treasurer; 'Iolani Kuoha, Vice Chair

NI'HAU ISLAND COUNCIL



(L-R): Kaleialoha Beniamina Vice Chair; Leiui Kanahahele, Treasurer; Napua Niau, Chair

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

KAUA'I NATIVE HAWAIIAN EDUCATION SUMMIT

On May 16, 2015, the Kaua'i Island Council held the first Kaua'i Native Hawaiian Education Summit at Kaua'i Community College. With over 50 in attendance, key positives from the event included:

- The value of the exposure of NHEC to the broader Kaua'i community;
- Establishment and development of relationships with leaders within key educational institutions on Kaua'i (Kaua'i Community College, Kaua'i Department of Education, Kamehameha Schools, Kaua'i Chamber of Commerce, Junior Achievement, Kaua'i Native Hawaiian Chamber of Commerce, Kaua'i Community College Makaloa Council, Mayor of Kaua'i, ALU LIKE, Inc., Partners In Development, and P.A.T.C.H.);
- Diverse representation of participants (Students from elementary to post-secondary, faculty, administrators, parents, kupuna, and concerned community members);
- Direct feedback from community regarding strengths, weaknesses, opportunities and threats at all five levels of the educational continuum;
- Venue and facilities were extremely conducive to program and activity flow;
- Having community service providers at the event gave attendees opportunities to see what services are in the community to assist them;
- Quality of information provided by presenters ensured relevance of information; and
- Participation by other Island Councils gave a chance to replicate this type of event on their respective moku.



Summit keynote speaker Tia Koerte

KAUA'I ISLAND COUNCIL



(L-R): Dirk Soma, Chair; Billi Smith, Vice Chair; Scott Topp, Treasurer

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

MAUI ISLAND COUNCIL COMMUNITY CAPACITY BUILDING CAMPAIGN AND COMMUNITY NEEDS ASSESSMENT SURVEY COLLECTION

In 2014-2015, the Maui Island Council focused its efforts on building community capacity and better informing the Maui community about NHEC. Maui council officers setup educational booths at a number of community events, including 'Aha Pūnana Leo 'o Maui's Ho'omau Annual Fundraiser, the Maui County Ag Fest, Kamehameha Schools Maui Ho'olaule'a, and the Ritz Carlton Kapalua's Celebration of the Arts Festival. At these events, Maui council officers administered NHEC's Community Needs Assessment survey to interested participants, gathering a total of 30 surveys from the four events. They also gathered contact information for 40 community members interested in staying informed on the work of the Council.

Maui Island Council also distributed the Community Needs Assessment survey to students at King Kekaulike High School in the Hawaiian Language Immersion Program and Hawaiian language classes in an effort to gain a student perspective on the educational needs of Native Hawaiians, collecting a total of 150 surveys. The information collected through these surveys were synthesized and utilized by NHEC in its needs assessment update work.

O'AHU ISLAND COUNCIL CONSTITUENT SURVEY

In the spring of 2015, O'ahu council officers along with invited community educators began the formation of a constituent (program participants) survey, the purpose of which was to gather information levels of satisfaction relating to various aspects of program implementation, execution, and reporting. After the initial drafting of the survey, broader community input was sought via quarterly O'ahu Island Council meetings and by the end of summer, the survey was ready for launch.

MAUI ISLAND COUNCIL



(L-R): Kapolei Ki'ili, Chair; Ku'ulei Hanohano, Vice Chair; Lisa Silva, Treasurer; Toni Matsuda, Secretary

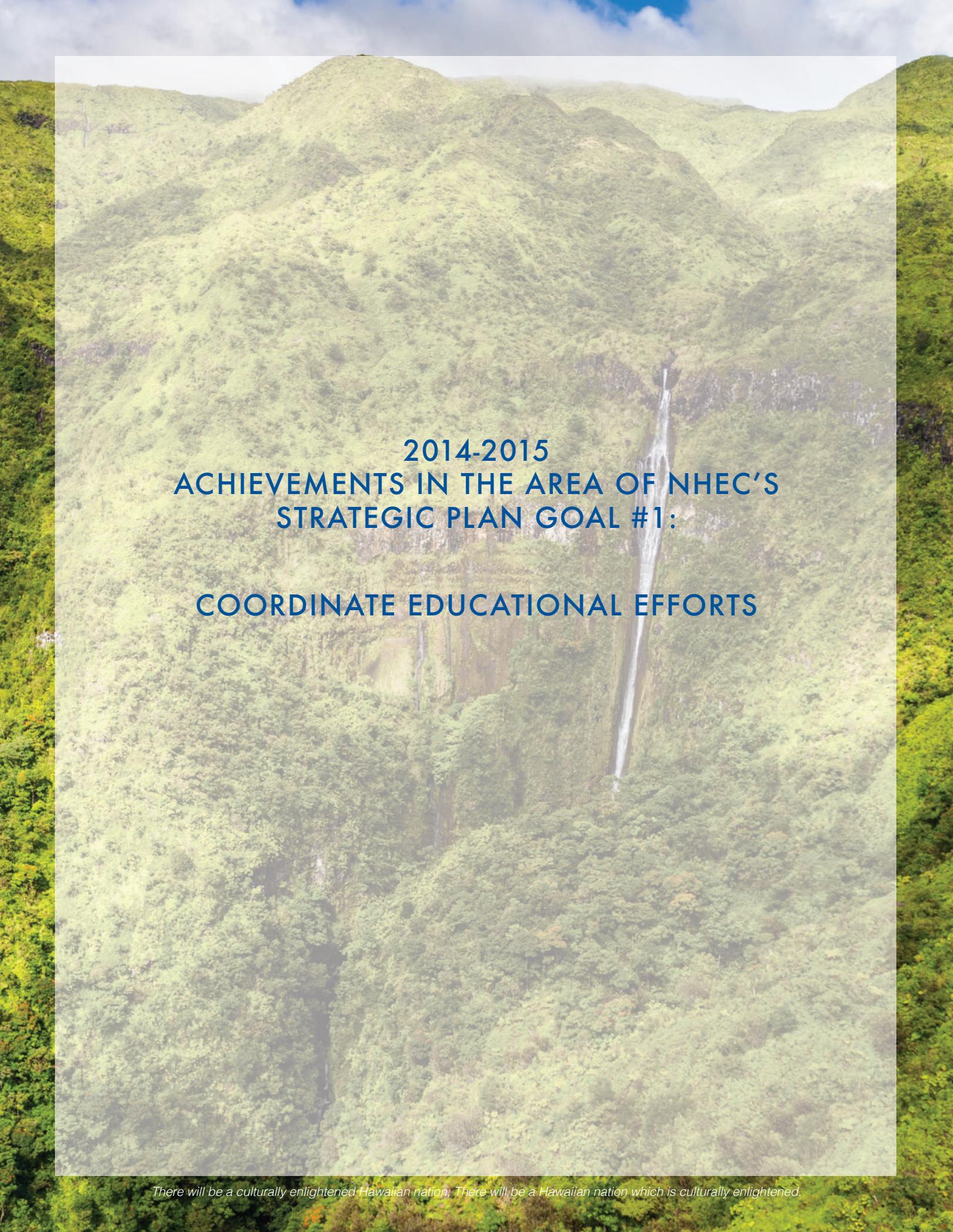
O'AHU ISLAND COUNCIL



Larson Ng, Secretary & Clarence DeLude, Chair



O'ahu Island Council survey workgroup



**2014-2015
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #1:**

COORDINATE EDUCATIONAL EFFORTS

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

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

On September 30, 2014, NHEC and 'Aha Pūnana Leo co-sponsored an Education Briefing and Caucus at CNHA's 13th Annual Native Hawaiian Convention held at the Hawai'i Convention Center in Honolulu. 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 about 50 educators and community members in attendance, the Caucus topics focused on teacher education; Hawai'i State Department of Education data reporting; Hawai'i State Board of Education policies 2104 (Hawaiian Education Programs) and 2105 (Office of Hawaiian Education); Hawai'i Board of Education Policy 4000-General Learner Outcomes; and Early Childhood Education Constitutional Amendment.

At the conclusion of the Caucus, the following recommendations were reported at the convention's Public Policy Roundtable for inclusion in CNHA's 2014-2015 policy priorities: 1) Carry forward the 2013-2014 education policy priorities (support bill S.519, the "PRE-K Act" with specific inclusions; support reauthorization of the Native Hawaiian Education Act with amendments; support reauthorization of the Higher Education Opportunity Act); 2) Support the passing of the Early Childhood Education Constitutional Amendment with priorities for ensuring Hawaiian language and dual-language preschools and funding eligibility for Family-Child Interaction Learning (FCIL); and 3) Urge the Hawai'i Teachers Standard Board to revisit and align policy 8-54-19, 3A to the new Hawai'i Board of Education policies 2104 and 2105.



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

2014 NATIVE HAWAIIAN EDUCATION SUMMIT

The 2014 Native Hawaiian Education Summit (NHES) was held on October 6-8 at the Ko'olau Ballrooms in Kāne'ohe, O'ahu. With almost 200 participants in attendance, the purpose of the 2014 Summit was to gather educational leaders and critical community partners – kūpuna, mākuā, haumana, kumu, and others – to create strategic Hawaiian educational goals for the next decade.

The 2014 Summit's theme, "Ma Ka Mo'olelo 'Ana – Sharing Our Stories", gave thematic focus to the basic philosophy of mo'olelo as it applies in practice, of practice and as living legacy. This philosophy was used as a guide to organize the Summit and build upon previous education gatherings and publication, such as the 1993 and 1997 Summits, 2005 Ka Huaka'i publication by Kamehameha Schools, and the 2006-2007 Nā Lau Lama process.

Setting the context for the 2014 Summit were the following educators:

- Dr. Kalehua Krug grounded participants in the role of mo'olelo in transmitting Native Hawaiian values, practices and expectations that is inherent in our shared mo'okū'auhau.
- Dr. Walter Kahumoku updated participants on the journey of research in Native Education from the days of non-Hawaiians defining success and conducting research to the current shift in research and pedagogy conducted and informed by Native Hawaiians.
- Dr. Keiki Kawai'ae'a (NHEC member) and Dr. Teresa Makuakāne-Drechsel (former Interim NHEC Executive Director) provided a chronological history of Native Hawaiian education and highlighted key initiatives over the past 30 years.

Several Panels provided participants with application and leadership contexts:

- *Mo'olelo of Practice* panelists provided participants with examples of how they as practitioners are informed by the mo'olelo of their mo'okū'auhau and how they use traditional mo'olelo and/or create an evolving mo'olelo process with their respective students.
- *Living Mo'olelo* panelists from two 'ohana provided participants with an example of 'ohana committed to learning and living 'ōlelo Hawai'i.
- *Leadership* panelists, from Kamehameha Schools, 'Aha Pūnana Leo, Office of Hawaiian Affairs, the Hawai'i State Board of Education, Hawai'i State Department of Education and Hawai'i State Public Charter School Commission spoke about how their respective organizations are committed to advancing Native Hawaiian education.



Photos courtesy of Kai Markell: Markell, K. (2007, March 3). Ephemeral life in Hawai'i. Retrieved from http://kaiana.blogspot.com/2007_03_01_archive.html

Ma Ka Mo'olelo 'Ana
Sharing Our Stories
October 6-8, 2014
Ko'olau Ballrooms

*A Summary Report of the 2014 Native
Hawaiian Education Summit*

Lisa M. Watkins-Victorino
Mahina Paishon-Duarte
Teresa Makuakane-Drechsel
April 2015

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

2014 NATIVE HAWAIIAN EDUCATION SUMMIT

A series of facilitated conversations and interactive agreements produced the **Native Hawaiian Education Vision and Goals** for the next ten years.

VISION STATEMENT

'O Hawai'i ke kahua o ka ho'ona'auao.

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

RATIONALE

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

GOAL 1: 'ŌLELO HAWAI'I

In the next 10 years, our learning systems will:

- **Advance 'Ōlelo Hawai'i Expectations** – Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.
- **Actualize a Hawaiian Speaking Workforce** – Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.
- **Amplify Access and Support** – Increase 'ōlelo Hawai'i context & programming to support the kaiāulu.
- **Achieve Normalization** – Pursue normalization of 'ōlelo Hawai'i.

GOAL 2: 'IKE HAWAI'I

In the next 10 years, our learning systems will:

- **Actualize 'Ike Hawai'i** – Increase use of knowledge from traditional and diverse sources.
- **Amplify Leo Hawai'i** – Increase 'ohana and kaiāulu learning and participation.
- **Advance Hana Hawai'i** – Increase resources to support practice and leadership.

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

KEAOMĀLAMALAMA

In the months following the 2014 Native Hawaiian Education Summit, members from the Summit Organizing Committee convened and collaborated to realize a construct in which the work from the Summit could continue. In December 2014, Keaomālamalama: a Native Hawaiian Education Support Hui was formed, taking on the vision developed at the 2014 Summit as its mission statement.

Keaomālamalama's purposes and responsibilities are to:

- Effect system change via the Hawaiian Education movement.
- Convene and collaborate (vs. implement) toward the realization of the 10-year education vision.
- Define, drive and be responsive to larger, system-wide landscapes—educational, political, economic and international.
- Create spaces for families and communities to voice their mo'olelo.
- Support other Hawaiian and educational organizations (vs. replace) toward individual organization accountability and collective impact.

Keaomālamalama is organization agnostic. Members answer to the call of and persist in the work to realize its mission and revolutionize education for Native Hawaiians, develop and strengthen generations of Native Hawaiian educators and lāhui leaders, effect collective impact and perpetuate the work.

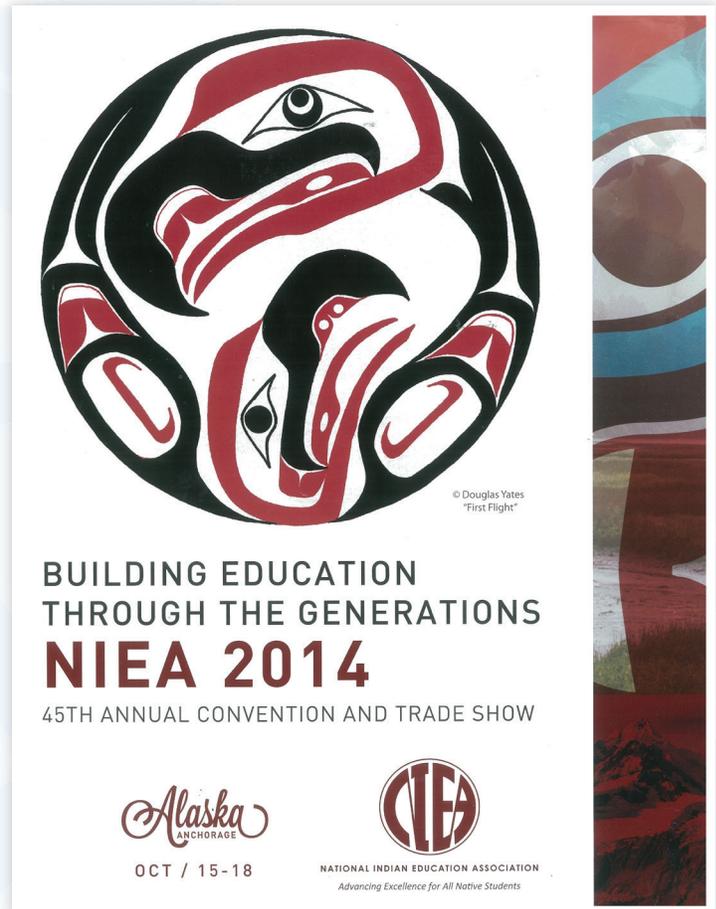


KA HO'OLAUKA'I HO'ONA'AUAO COORDINATE EDUCATIONAL EFFORTS

NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) CONVENTION

In October 2014, Anchorage, Alaska provided the backdrop for the 45th Annual NIEA Convention. NHEC presented a workshop on the continued work on NHEC's Common Indicators Matrix (CIM) as part of its Common Indicators System and Framework. In development since 2008, the CIM elements resonated with convention participants who were a mixture of American Indian, Alaska Native, Native Hawaiian and Maori workshop participants. A visit to the Alaska Native Heritage Center provided insights into the education and cultural preservation methods employed to retain cultural knowledge and practices including language preservation for over 20 state recognized native languages.

Hālau Kū Mana, a Public Charter School located on Oahu, was awarded the NIEA's 2014 William Demmert Cultural Freedom Award in recognition of their positive impact on Native student academic achievement. Also, the interim NHEC Executive Director, Dr. Sylvia Hussey, was elected by the NIEA membership to serve a three-year term as an NIEA Board member.



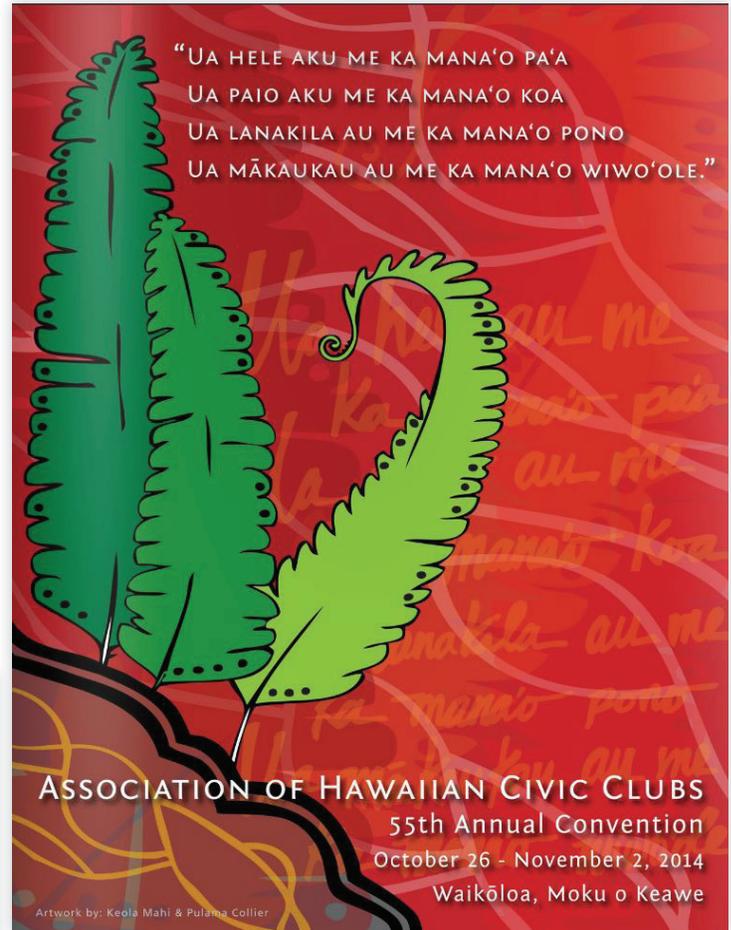
The poster features a large, stylized circular logo at the top center, depicting a Native American figure with a prominent eye and traditional patterns in red, black, and white. To the right of the logo is a vertical strip of colorful, abstract patterns. Below the logo, the text reads: "BUILDING EDUCATION THROUGH THE GENERATIONS NIEA 2014 45TH ANNUAL CONVENTION AND TRADE SHOW". At the bottom, there are two logos: "Alaska ANCHORAGE" and "NIEA NATIONAL INDIAN EDUCATION ASSOCIATION Advancing Excellence for All Native Students". The date "OCT / 15-18" is also present.



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

ASSOCIATION OF HAWAIIAN CIVIC CLUBS (AHCC) CONVENTION

In November 2014, Dr. Sylvia Hussey presented NHEC's Common Indicators System and Framework at the AHCC's Education Committee meeting during the 55th Annual AHCC Convention in Waikoloa. Dr. VerlieAnn Malina-Wright (former NHEC member) also presented the recent work of the World Indigenous Higher Education Consortium regarding program accreditation.



Native Hawaiian Education Council

Common Indicators Matrix

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

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

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

NATIVE HAWAIIAN EDUCATION PROGRAM (NHEP) GRANTEE SYMPOSIUM

NHEC held its NHEP Grantee Symposium on January 22, 2015 at Ko'olau Ballrooms in Kāne'ohe.

The symposium focused on two objectives:

1) Sharing the results of NHEC's Study of Common Culturally-Aligned Evaluation Measures Report and 2) Kicking off discussions regarding possible Council and Grantee next steps regarding the NHEC's common indicators matrix. Symposium activities related to culturally-aligned assessment tools included: 1) Agency sharing of a process used to organize professional work, gain common agreements, plan actions and monitor actions; 2) Participant survey regarding culturally-aligned assessments; 3) Group brainstorming and sharing about promising ideas for culturally-aligned assessments; and 4) Participants' desire to continue participation in NHEC facilitated activities and events about culturally-aligned assessment and other topics. Fifty-one grantees were in attendance representing 29 organizations receiving NHEP funding.

In addition, NHEC recognized longtime NHEP grantee organization Keiki O Ka 'Āina (KOKA). KOKA was established in 1996 to provide educational services to Hawai'i families that are rooted in family strengthening and Hawaiian culture. KOKA programs serve over 4,000 keiki and makua at over 40 sites on O'ahu, Kaua'i, Moloka'i, Maui and Hawai'i Island. These programs serve parents and children prenatal to five years in preparation for kindergarten, as well as specialized support services to enhance keiki development programs such as Native Hawaiian cultural enrichment activities, development of Hawaiian-based family literacy curriculum and family wellness support. KOKA joins two distinguished organization recipients of the NHEC recognition award: 'Aha Pūnana Leo in 2013 and the Institute for Pacific Education and Culture (INPEACE) in 2014.



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

WHITE HOUSE INITIATIVE ON ASIAN AMERICANS AND PACIFIC ISLANDERS (WHIAAPI) WHITE HOUSE SUMMIT ON ASIAN AMERICANS AND PACIFIC ISLANDERS

On May 12, 2015, WHIAAPI hosted the White House Summit on Asian Americans and Pacific Islanders (AAPI) in Washington, D.C. Over 2,000 community leaders, business leaders, advocates and artists from across the country convened in the nation's capital to engage with cabinet officials, administration leaders and nationally recognized AAPI leaders on key issues facing the AAPI community including economic growth, education, healthcare, civil rights and immigration.

As one of his first actions in office, President Obama signed Executive Order 13515 on October 14, 2009, reestablishing WHIAAPI and the President's Advisory Commission on AAPIs, to improve the quality of life for AAPIs through increased access to federal programs in which they may be underserved. Today, AAPIs are the fastest growing racial group in the country, growing over four times as rapidly as the total U.S. population. The AAPI population is expected to double to more than 47 million by 2060.

Over the past five years, WHIAAPI has reached more than 100,000 AAPIs across the country, delving deep into every region to hear the most pressing issues in the AAPI community and taking action to expand access to federal services. Under the leadership of Secretary of Education Arne Duncan, former Secretary of Commerce Gary Locke and former Cabinet Secretary Chris Lu, WHIAAPI released individual strategic plans for 24 federal agencies and offices to increase the AAPI community's access to federal resources; created its Regional Network of over 200 federal employees to build relationships with and offer technical assistance to local AAPI communities across the country; launched its "data.gov/AAPI" website, the most comprehensive hub of government data on AAPIs; established interagency working groups to address specific issues faced by the AAPI community; convened the first-ever community tour and regional summit in Guam; and supported the creation of two professional development programs to ensure that the federal workforce reflects the diversity of this country.

The Summit builds upon these successes, showcases Administration policies and programs that have supported the AAPI community and outlines efforts for the next two years and decades to come. The Summit is part of the main celebratory week of events during AAPI Heritage Month and provides a unique forum for networking with thousands of AAPI leaders as they come to Washington, D.C., from across the nation.

THE WHITE HOUSE SUMMIT *on* ASIAN AMERICANS AND PACIFIC ISLANDERS

MAY 12, 2015 | WASHINGTON, DC

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

NATIVE HAWAIIAN EDUCATION BRIEFING

On May 15, 2015, NHEC, on behalf of Keaomālamalama, facilitated the first Memorandum of Understanding with WHIAAPI and the Council for Native Hawaiian Advancement to convene a briefing focused on Native Hawaiian education and highlighting: 1) the achievements of Native Hawaiian educators to promote the educational success of Native Hawaiian students; 2) the coordinated efforts taking place between Hawai'i's academic institutions, non-profit organizations, and other education sectors to preserve, promote and protect Hawaiian language and culture; and 3) the opportunity for attendees to learn about the opportunities to support the realization of the Native Hawaiian education vision over the next 10 years.

The Native Hawaiian Education Briefing panel participants and supporters gathered at the U.S. Department of Education (USDOE) offices in Washington, D.C. and provided two briefings – an early morning briefing for the Department's senior leadership and a mid-morning public briefing in the Lyndon B. Johnson auditorium to about 100 registered attendees.

Panel representatives from 'Aha Pūnana Leo (including NHEC member Nāmaka Rawlins), the Institute for Native Pacific Education, Kamehameha Schools and the University of Hawai'i at Mānoa Hawai'inuiakea School of Hawaiian Knowledge highlighted successes along the Native Hawaiian education P-20 continuum.

Three infographics (*see following page*) related to Native Hawaiian education were produced by NHEC and included in the packet of information distributed to all participants along with other items provided by participating organizations.

Protecting 'Ōlelo Hawai'i: The Education Revolution to Improve Student Success and Preserve the Hawaiian Language

C·N·H·A U.S. DEPARTMENT OF EDUCATION KEAOMĀLAMALAMA

**Friday, May 15, 2015
10 a.m. – 11:30 a.m.**

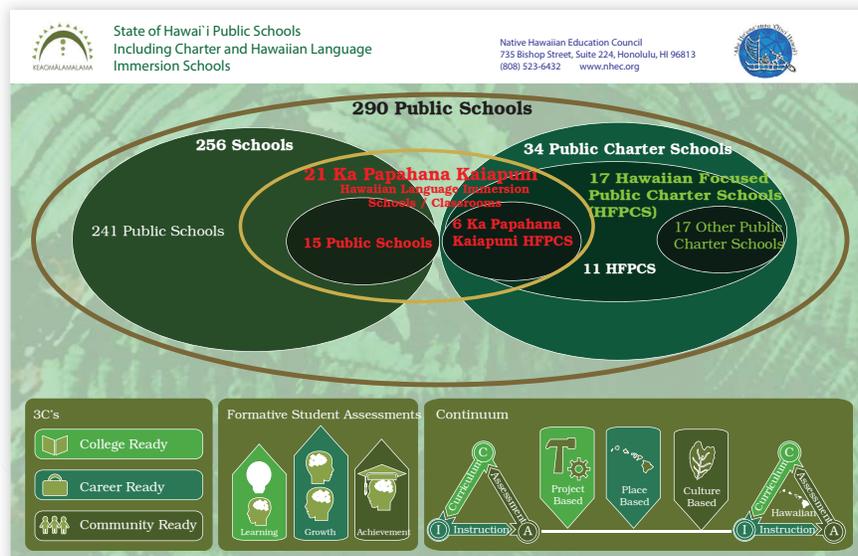
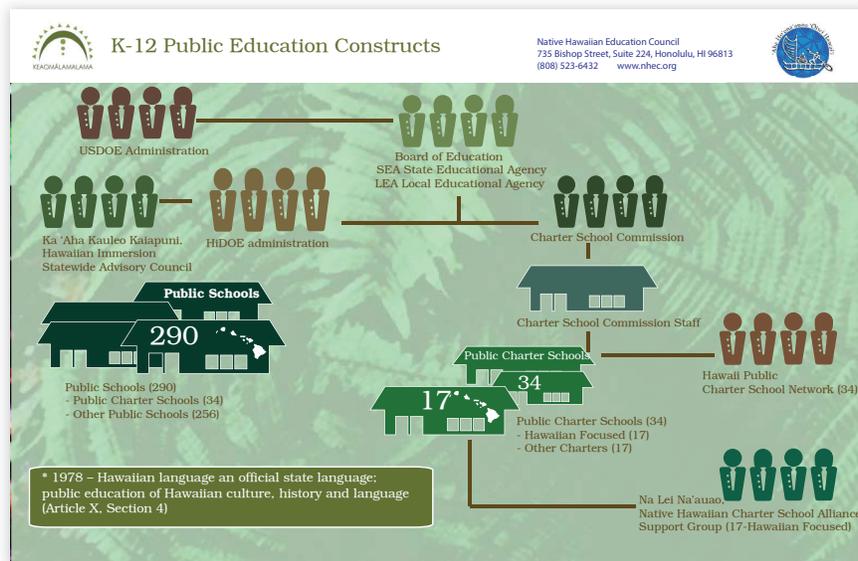
**Lyndon B. Johnson Building Auditorium,
U.S. Department of Education
400 Maryland Ave SW, Washington, DC 20202**

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

Native Hawaiian Education Systems and Education Programs or Systems Serving Native Hawaiians

	Private Entity Delivery	Public Entity Delivery
Early Education Home, Family, Community, Preschool	<ul style="list-style-type: none"> Kamehameha Schools (KS) 'Aha Punana Leo INPEACE Other Independent, Parochial Pre-K to 12 Schools Home Schooling Family/Community Based (e.g., Keiki O Ka Aina) KS Pre-School Scholarships KS Post-High Scholarships Private Universities (BYU-H, Chammanade, Hawaii Pacific University) 	<ul style="list-style-type: none"> HIDOE Hawaiian Focused Public Charter Schools (17) – KS, Council for Native Hawaiian Advancement (CNHA) 501(c)(3) entities supporting HIDOE Public Charter Schools (34) KS Post-High Scholarships
Elementary Education Kindergarten to 5th Grade		
Secondary Education 6th to 8th Grade (Middle School / Intermediate) 9th to 12th Grade (High School)	Public (Federal/State) Entity Funding <ul style="list-style-type: none"> Children's Defense Fund EPIC Foundation Head Start Federal INPEACE isis-HAWAII Kawaiahao Church Keiki O Ka Aina Kualoa-He'ela Ecumenical Lana'i Culture & Heritage Center Living Life Source Foundation Malama Aina Foundation Partners in Development Pacific American Foundation Tutor Hawai'i Head Start 	<ul style="list-style-type: none"> HIDOE Schools (290), including 15 which are Hawaiian Language Immersion Schools; 34 which are Public Charter Schools, 17 of which are Hawaiian Focused Open Doors (State Pre-School Funding, Department of Human Services) HIDOE Hawaiian Focused Public Charter Schools (17) – Office of Hawaiian Affairs College University for High School or Pre-School bridging University of Hawaii System (3 Universities, 7 Community Colleges = 10 Campuses)
Post-Secondary Education Community Colleges, Vocational Schools, Universities		

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(808) 523-6432 www.nhec.org



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

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

2015 NATIVE HAWAIIAN EDUCATION SUMMIT

Following the 2014 Native Hawaiian Education Summit, Keaomālamalama determined a need to provide an opportunity to build on the work and planned another Summit on July 20-21, 2015 at Kamehameha Schools Kapālama, Ka'iwakīlōumoku Hawaiian Cultural Center.

The 2015 Summit would focus on the following objectives:

- Recap the 2014 Summit, including commitments and goals.
- Gauge and celebrate the accomplishments and progress of the 2014 Summit goals: 'Ōlelo Hawai'i and 'Ike Hawai'i.
- Focus attention on developing a set of success indicators that would help tell our own/lāhui mo'olelo.

Similar to the 2014 NHES format, panels were used to help participants frame actions for advancement of the goals, guided by two 'ōlelo no'eau:

'A'ohē 'ulu e loa'a i ka pōkole o ka lou.

There is no success without preparation.

Huli ka lima i lalo.

Add your hands to the growth of the māla.

- 'Ōlelo Hawai'i panelist provided ideas and strategies of how to incorporate 'ōlelo Hawai'i into their day-to-day education, family and community contexts.
- 'Ike Hawai'i panelist provided examples of how they actualize 'ike, amplify leo and advance hana Hawai'i, including integrations with Goal 1: Incorporate 'Ōlelo Hawai'i in their daily practices at home, at work and in their communities.
- *Measuring Success* panelists shared examples of how their respective program or area of study conceptualized and measured success. Examples included the experiences of exploration and learning from the various ways to define, measure, capture and document success in the context of 'ike and/or 'ōlelo Hawai'i.
- *Leadership* panel featured leaders from Kamehameha Schools, Office of Hawaiian Affairs, Hawai'i State Department of Education, 'Aha Pūnana Leo, the University of Hawai'i system and the Hawai'i State Public Charter School Commission. They provided updates on the collaborative agreements and advances made within and among their organizations since the 2014 NHES and reaffirmed supports for the vision and two goals.

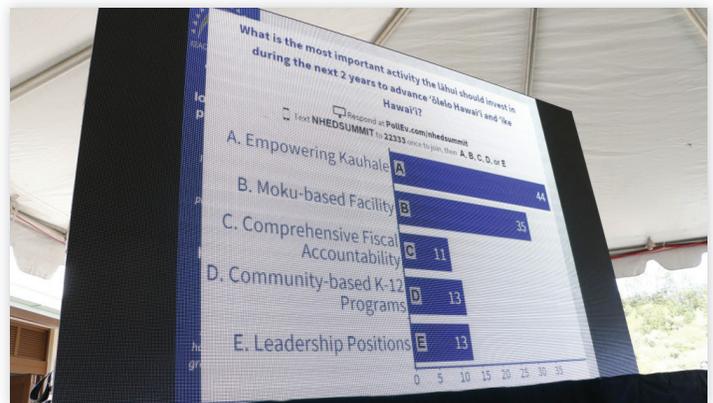
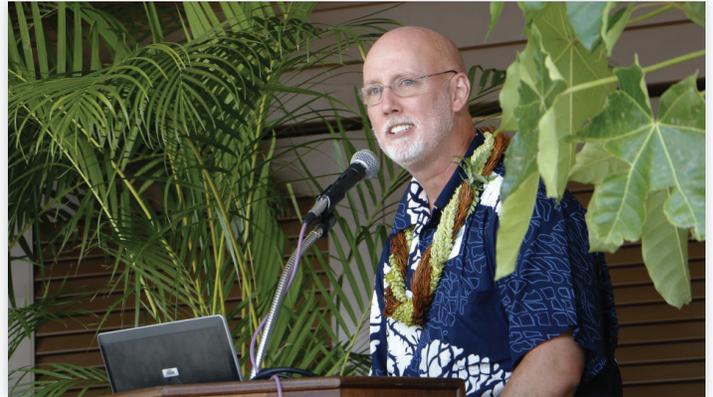


KA HO'OLAUKA'I HO'ONA'AUAO COORDINATE EDUCATIONAL EFFORTS

2015 NATIVE HAWAIIAN EDUCATION SUMMIT

As a result, several themes emerged from participant feedback:

- **Advancement on Native Hawaiian Education** – The importance of strengthening and advancing Native Hawaiian education throughout all educational systems and life via multiple pathways to goal achievement.
- **Call to Action/Implement Change** – A call to implement change at all levels in order to continue forward progress and advancement of Native Hawaiian education including lāhui/collective, self/personal and leadership actions.
- **Commitment and Kuleana** – The importance of making commitments and taking responsibility for advancing Native Hawaiian education as a whole, beginning with personal commitments or re-commitments. For example, expanding the use of 'ōlelo Hawai'i in their lives and 'ohana.
- **Reflecting on the Progress Made** – The importance of reflection and acknowledgement of past accomplishments in Native Hawaiian education and how far the movement has progressed.
- **Continued Work on the Success Indicators** – The importance of continuing the development of descriptions, definitions and characteristics of a successful Native Hawaiian young adult.
- **Empowerment through Native Hawaiian Identity** – A sense of connection between a strengthened Native Hawaiian identity or pride in Hawaiian culture and its practices, to the empowerment of individual Hawaiians and the larger lāhui.



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

CONGRESSIONAL VISITATION

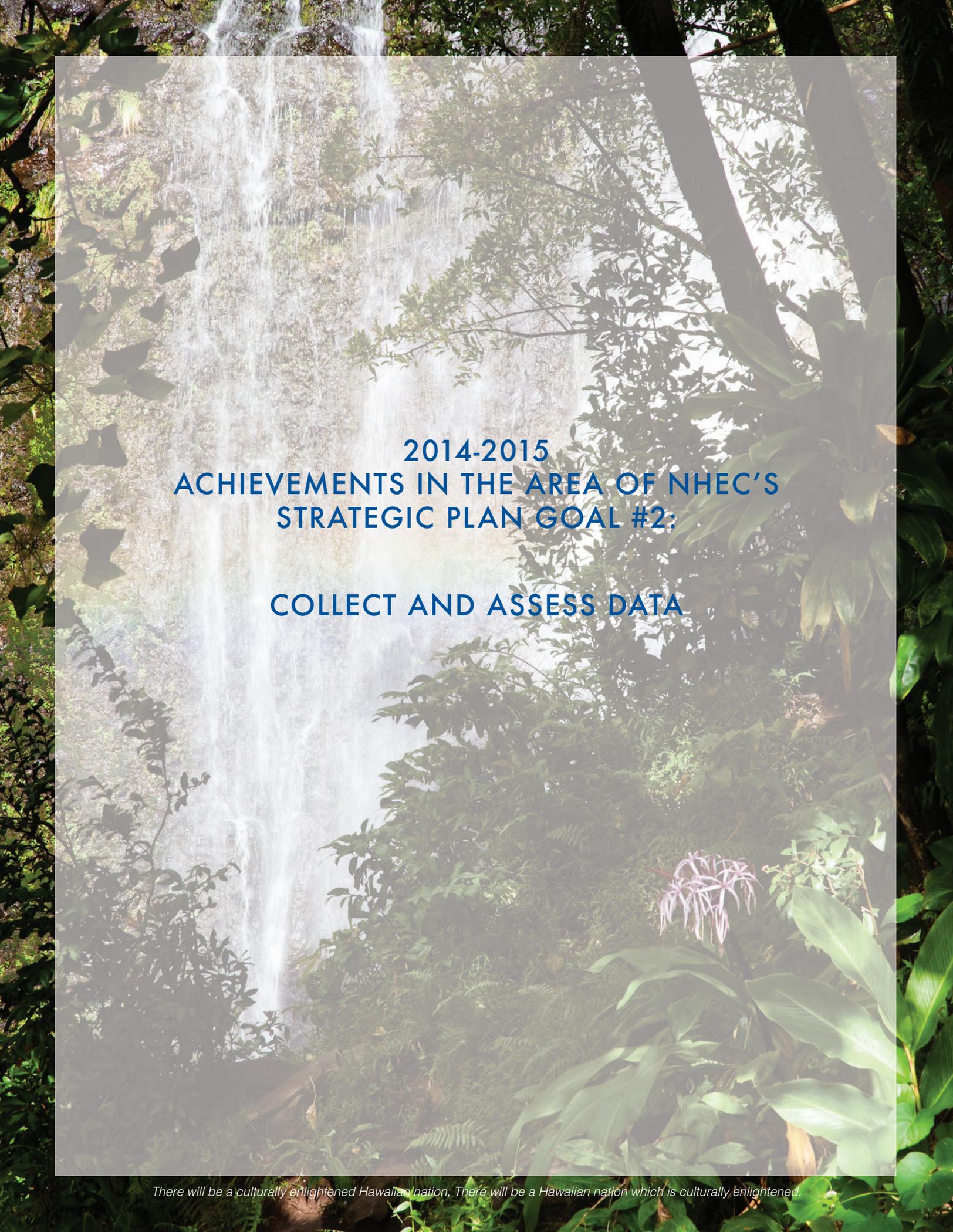
NHEC was asked for assistance with coordinating congressional staff visitations on the islands of O'ahu and Hawai'i. From August 4-14, 2015, the congressional staff member met with students, teachers and administrators, toured program sites and observed Native Hawaiian education programs, including programs funded by NHEP, in communities across both islands and age groups. Program leaders from the Institute for Native Pacific Education and Culture, Laupāhoehoe Community Public Charter School, Keiki o Ka 'Āina Family Learning Centers, Windward Community College's Nursing Pathways Out of Poverty and Kanu o ka 'Āina Learning 'Ohana (supported by NHEC member Ka'iulani Pahi'ō) welcomed the opportunity to share their commitments, struggles, accomplishments and insights.



CONGRESSIONAL BRIEFING AND EXCHANGE

On August 6, 2015, NHEC held its first Congressional Brief & Exchange event at the University of Hawai'i-West O'ahu. The objectives for this inaugural event was to 1) provide an opportunity for Hawai'i's Congressional Delegation staff to provide updates regarding education, health and housing legislation as it related to the Native Hawaiian community and 2) receive and exchange information on top-of-mind topics from education stakeholders. All four of Hawai'i's Congressional offices were represented by staff members or provided updates via written correspondence for distribution to attendees. Attendees, which included NHEP grantees, commented on the value of such an event and would be interested in participating in future, similarly structured events. Following the briefing, members of NHEC's Policy and Advocacy Committee and Executive Committee had the opportunity to further engage with the Congressional staff.





**2014-2015
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #2:**

COLLECT AND ASSESS DATA

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

UPDATE TO NHEC NEEDS ASSESSMENT REPORT

In 2011, NHEC issued a needs assessment report that included priority criteria, communities, populations and strategies/services for NHEP funding.

- Priority Criteria** – (1) The proportion of Native Hawaiians in target schools or communities served, meets or exceeds the average proportion of Native Hawaiian students in the Hawai'i State Department of Education; (2) The project serves Native Hawaiians in schools in which the proportion of students who are eligible for 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** – Seven communities on five islands were identified as priority areas/communities: Kahuku (O'ahu); Hilo and Konawaena (Hawai'i Island); the entire island of Moloka'i; Kapa'a and Kekaha (Kaua'i); and Hana (Maui).
- Priority Populations** – Three priority populations were identified including families from priority, under-served communities; students/stakeholders of Hawaiian-focused charter schools; and middle school students.
- Priority Strategies/Services** – NHEP program funding should address six priority strategies including: early childhood education services, support for proficiency in STEM, strengthening Hawaiian immersion schools, training in culture-based education, support for proficiency in reading and literacy; and strengthening Hawaiian-focused charter schools.

Native Hawaiian Education Council Needs Assessment Report

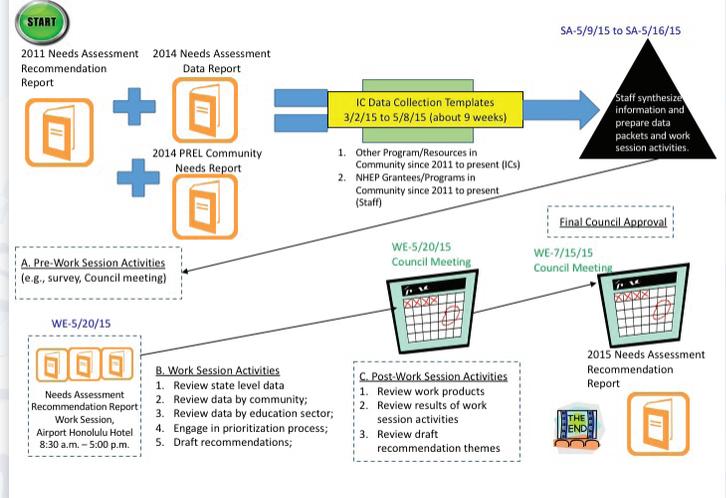
September 30, 2011



Native Hawaiian Education Council

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Needs Assessment Recommendation Report Work



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

UPDATE TO NHEC NEEDS ASSESSMENT REPORT

In January 2015, NHEC issued the 2014 Needs Assessment Data Report updating all of the data and information used in the 2011 report with the following primary findings:

- Over half of Hawai'i DOE high schools have more than 28% of enrolled students who are Native Hawaiian.
- Schools in which Native Hawaiian students comprise the largest proportion of students have higher rates of students who are economically disadvantaged, who receive special education services and who are chronically absent when compared to their peers statewide.
- Schools in which Native Hawaiian students comprise the largest proportion of students have considerably lower rates of students who are proficient in reading, math and science when compared to their non-Hawaiian peers statewide.
- Schools in which Native Hawaiian students comprise the largest proportion of students have lower standardized scores on college readiness tests but do as well if not better in graduating their students in four years.
- Schools in which Native Hawaiian students comprise the largest proportion of students have lower college-going rates and for those students who do enroll in a public two-or four-year campus in Hawai'i, many enroll in remedial or developmental courses in higher percentages than their peers statewide.
- The communities that demonstrate the greatest need in terms of socioeconomic characteristics, academic achievement, high school outcomes and college transition indicators include West O'ahu (Wai'anae and Nānākuli), South Hawai'i (Pāhoa, Kea'au, and Ka'u), and North Hawai'i (Honoka'a).

NHEC decided that a more comprehensive scan of the Native Hawaiian education landscape and context, beyond data previously assessed, was needed in order to formulate broader recommendations. In September 2015, NHEC issued its 2015 Needs Assessment Recommendation Report and summarized recommendations to the USDOE and to the greater Native Hawaiian stakeholders and constituencies in the State of Hawai'i.

Native Hawaiian Education Council 2014 Needs Assessment Data Report



January 5, 2015

Native Hawaiian Education Council

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2015 Needs Assessment Recommendation Report

September 2015



NATIVE HAWAIIAN
EDUCATION COUNCIL

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

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT

In August 2014, NHEC completed its Study of Common Culturally-Aligned Evaluation Measures in which evaluation measures and tools used by former and current NHEP-funded grantees, were identified, inventoried and categorized. Identified in the inventory were Government Performance and Results Act (GPRA)-based, non-GPRA-based, and alternative culturally-aligned measures and tools. The study categorized measures and tools in relation to specific focus and locus dimensions of NHEC's Common Indicators System and Framework (CISF), which is an evaluation framework and set of measures through which the impacts and outcomes of indigenous education programs and projects funded under the Act can be evaluated and reported appropriately, pursuant to the intention of the Act and in alignment with the Native Hawaiian language and culture. The goal of the study was to provide the Council with information, analysis, and recommendations about evaluation measures and tools in relation to the CISF, not to provide the NHEC with assessments of individual NHEP-funded programs or projects, their evaluation strategies, or their performance outcomes.

In January 2015, NHEC's Executive Director participated in a poster session at the Hawai'i Educational Research Association's annual conference in an effort to invite participation in field testing of culture-based assessments as part of its CISF.

On May 29, 2015, the five year CISF project kicked off and the Council, via its contractor, will establish CISF field testing cohorts, including grantee technical assistance and implementation support; monitor and report to the Council of field testing cohort activities over a three year period; and evaluate the results of the field testing cohorts in year four for year five for next steps consideration

**Native Hawaiian Education Council
Common Indicators System and Framework (CISF) Field Testing Project**

Facilitated by Pacific Policy Research Center (PPRC)

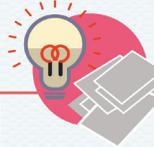
The CISF is a framework of measurement for assessing the outcomes of Native Hawaiian education and culture-based programs in culturally responsive ways.

GOALS OF THE CISF FIELD TESTING PROJECT

(1) To evaluate how participating programs incorporate cultural measures in their evaluation activities; and
(2) To evaluate the accessibility, reliability, and utility of the CISF to measure the culture-based outcomes of Native Hawaiian education and culture-based programs in a systemic manner.

Join 1 of 6 Cohorts

1. Early Childhood
2. Upper Elementary
3. Lower Elementary
4. Middle School
5. High School
6. Multi-Gen/Community



Attend Data Collection Meetings

Meet with PPRC 3 Times Per School Year: 2015-2016; 2016-2017; 2017-2018

1. Cohort program staff participate in interviews
2. Programs provide current assessment instruments and results to PPRC

What Participation in Field Testing Entails:

Work with PPRC by:

1. Responding to communications
2. Helping secure participation agreements and consent forms
3. Attending meetings as needed



Take Online Surveys

Once a year

Participate in Cognitive Interviews

Select individual program participants (e.g. students, kupuna)

Other things you should know

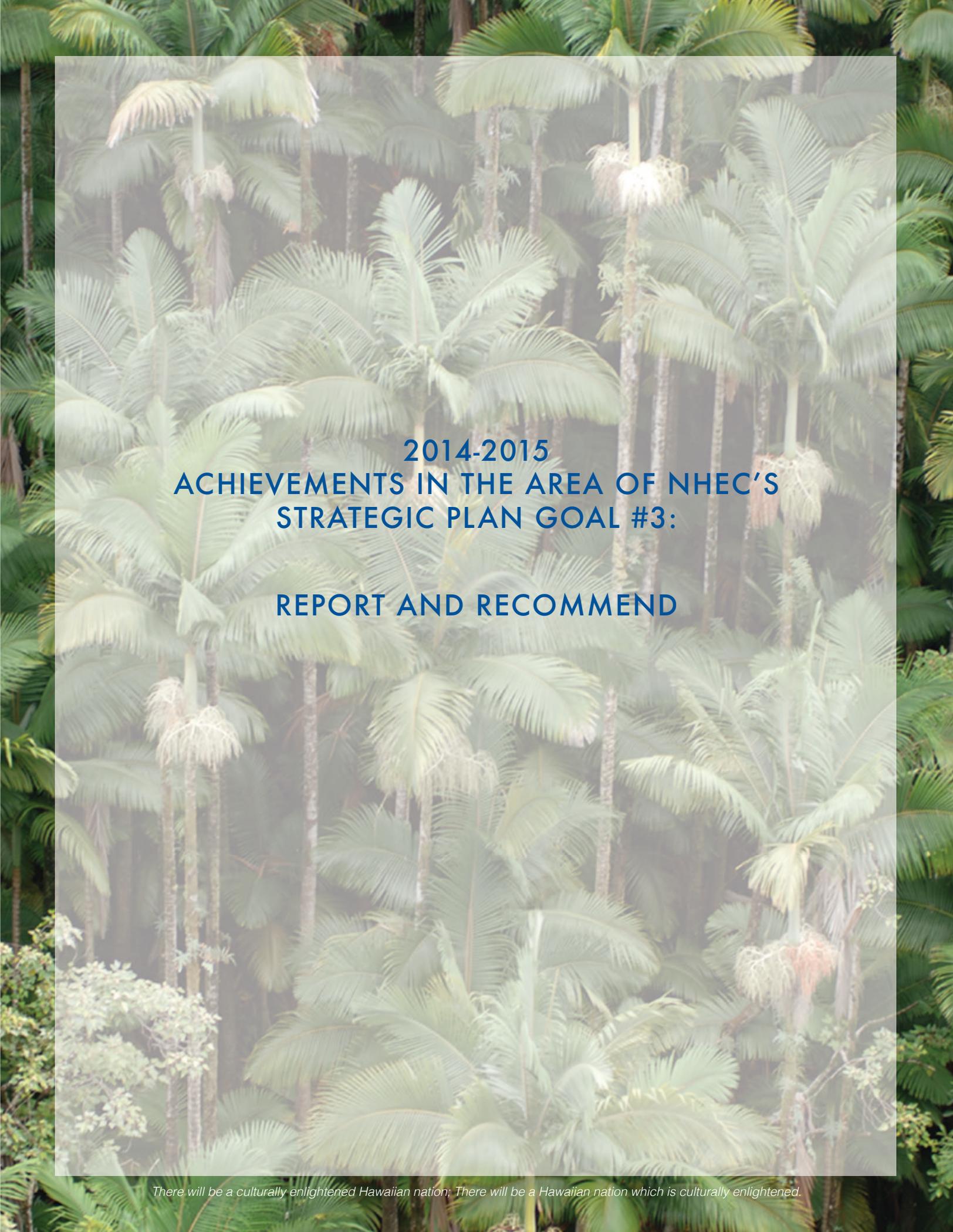
 You will help validate a system of culturally based measures that will enable Native Hawaiian programs to evaluate their successes and outcomes in meaningful ways in the future.

 Each cohort will receive a field testing progress report each year, which programs can use to inform their own annual reporting.

 PPRC will give an annual presentation to the NHEC and participating cohort programs on formative findings.

 After the three (3) years of field testing, PPRC will report on summative findings and lessons learned.





**2014-2015
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #3:**

REPORT AND RECOMMEND

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

NIEA LEGISLATIVE SUMMIT AND CONGRESSIONAL DELEGATION VISITS

In February 2015, NHEC participated in the 18th Annual NIEA Legislative Summit taking the opportunity to join with American Indian and Alaska Native stakeholders to advance and amplify Native education in Washington, D.C. As summarized by NIEA, the Summit provided participants with “opportunities to access federal partners via pre-meetings, information on the Elementary and Secondary Education Act reauthorization, updates on fiscal year 2016 funding increases and strategies for advocating effectively to Congress and the Administration.” At the Summit, the NHEC group met, mingled and built relationships with other Native education stakeholders.

NHEC met with Hawai'i's congressional delegation: Senators Brian Schatz and Mazie Hirono and Representatives Tulsi Gabbard's and Mark Takai's staff to share NHEC's legislative priorities, including a recurring priority—reauthorization of NHEA, particularly retaining the current Council composition. NHEC also took the opportunity to meet with its federal officers from the U.S. Department of Education and leaders from the Congressional Asian Pacific American Caucus, the Department of the Interior, the Office of Native Hawaiian Relations and the White House Initiative for Asian Americans and Pacific Islanders.



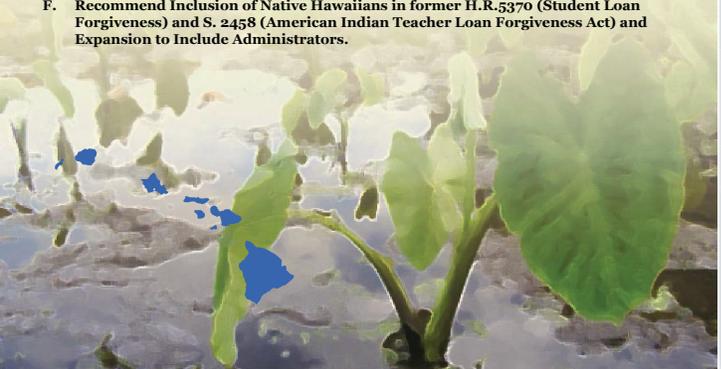
Native Hawaiian Education Council
Recommendations for the 114th Congress - February 2015

Native Hawaiian Education Act (NHEA) Reauthorization Recommendations

- A. Remember the Bi-Partisan Origins of the 1988 NHEA and Need for Continued Bi-Partisan Collaboration.
- B. Retain Existing Language of Elementary and Secondary Education Act, Title VII, Part B, All Sections.
- C. Continue Funding of the NHEA.

Elementary and Secondary Education Act (ESEA) Reauthorization Recommendations

- A. Support the Tenants of the House Introduced Student Success Act (H.R.5).
- B. Prioritize Amendments to the ESEA Aligned with National Native Communities.
- C. Recommend Inclusion of Native Hawaiians in all Titles of ESEA Reauthorization.
- D. Recommend Insertion of a Native Language Immersion Program into the ESEA Reauthorization within Title VII, All Parts—Indian, Native Hawaiian and Alaska Native Education Act.
- E. Recommend Insertion and Alignment of the Native American Language Act (1990) into the Reauthorized ESEA.
- F. Recommend Inclusion of Native Hawaiians in former H.R.5370 (Student Loan Forgiveness) and S. 2458 (American Indian Teacher Loan Forgiveness Act) and Expansion to Include Administrators.



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

NATIONAL CONGRESS OF AMERICAN INDIANS (NCAI) BUDGET INCLUSION

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.

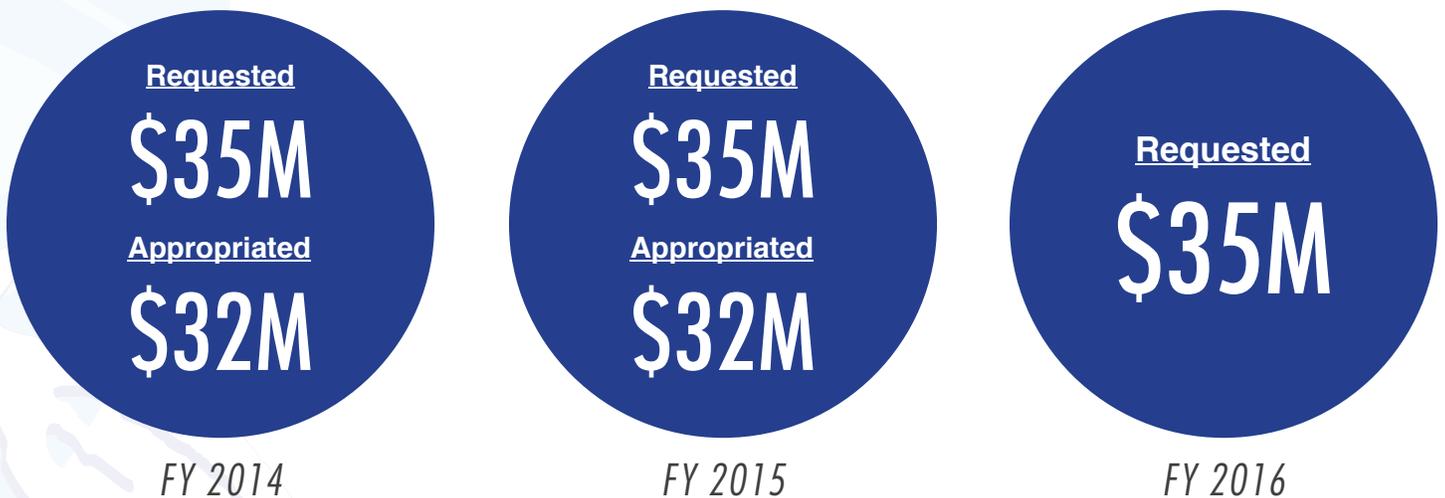
Department of Education

Labor, HHS, Education Appropriations Bill

Native Hawaiian Education Program

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

Current funding for Title VII, Part B decreased by \$2 million to \$32 million under sequestration and has been maintained at that level in Fiscal Years 2014 and 2015. Increases are needed as this critical grant program funds the development of curricula and education programs that address the unique needs of Native Hawaiian students to help bring equity to this Native population. The Native Hawaiian Education Program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. When establishing the Native Hawaiian Education Program, Congress acknowledged the trust relationship between the Native Hawaiian people and the United States. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.



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

RESPONSE TO 2015 NATIONAL CONTENT TEST FOR CENSUS 2020

In January 2015, NHEC had an opportunity to provide input on the 2015 National Content Test for Census 2020 as a means to help enrich the clarity, quality and utility of information collected through the census and provided recommendations on ways to minimize the burden of data collection on respondents. Comments were submitted regarding four main content areas: 1) race and origin; 2) within-household coverage; 3) optimizing self-response; and 4) language.

For a copy of the response, see Appendix A.

RESPONSE TO THE NATIVE HAWAIIAN EDUCATION REAUTHORIZATION ACT (NHERA)

In February 2015, the Hawai'i and Alaska Congressional delegations submitted a bipartisan, stand-alone bill in both the Senate and "the Native Hawaiian Education Reauthorization Act of 2015," which contains a number of amendments to the 2001 NHEA. However, NHEC was not given an opportunity to submit amendment recommendations or feedback on the NHERA proposed revisions.

In April 2015, NHEC submitted a formal response to Hawai'i's four Congressional delegates regarding NHERA. In the letter, NHEC recognized the delegation's effort and focused priority to reauthorize the NHEA, but also informed them of the implications that the proposed changes of the council composition would have on the voice and perspective of NHEC by removing a great majority of educators; excluding grassroots community representation; omitting any requirement for Native Hawaiian representation; and appointing elected officials and leadership of state agencies that have no jurisdiction or responsibility over educational policy. NHEC did also recognize other changes within the NHERA that would allow broader access of NHEP funds to Native Hawaiian serving organizations, broader expenditure priorities, and extends greater authority to NHEC in their data assessment efforts.

For a copy of the response, see Appendix B.



Native Hawaiian Education Council

April 13, 2015

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

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

The Honorable Tulsi Gabbard
United States House of Representatives
300 Ala Moana Blvd.
5-104 Prince Kuhio Bldg.
Honolulu, HI 96850
HAND DELIVERED

1609 Longworth House Office Building
Washington, DC 20515
VIA E-MAIL

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

722 Hart Senate Office Building
Washington, DC 20510
VIA E-MAIL

The Honorable Mark Takai
300 Ala Moana Blvd
Room 4-104
Honolulu, HI 96850
HAND DELIVERED

422 Cannon House Office Building
Washington, DC 20515
VIA E-MAIL

The Native Hawaiian Education Council (NHEC or Council) appreciates Hawai'i and Alaska's Congressional Delegations' show of bi-partisanship in both the Senate and House by introducing in February, the stand-alone Native Hawaiian Education Reauthorization Act (NHERA) of 2015. The continued educational support for Native Hawaiian students, schools, families, and communities is vital in furthering Native Hawaiian student learning, growth and achievement. The Council recognizes, supports and values the Delegation's focused priority to reauthorize the Native Hawaiian Education Act (NHEA), particularly in the current congressional, legislative and political environment. While the Council may not support all of the changes articulated in the NHERA, the Council understands that reauthorization is and should be a focused priority.

735 Bishop Street, Suite 200 * Honolulu, Hawaii 96813 * 808-523-6432 (phone) * 808-523-6464 (fax) * nhec@nhec.org



Native Hawaiian Education Council

January 30, 2015

VIA email: jjessup@doc.gov

Jennifer Jessup
Departmental Paperwork Clearance Officer
U.S. Department of Commerce
Room 6616
14th and Constitution Avenue, NW
Washington, DC 20230

Re: Proposed Information Collection; Comment Request; 2015 National Content Test

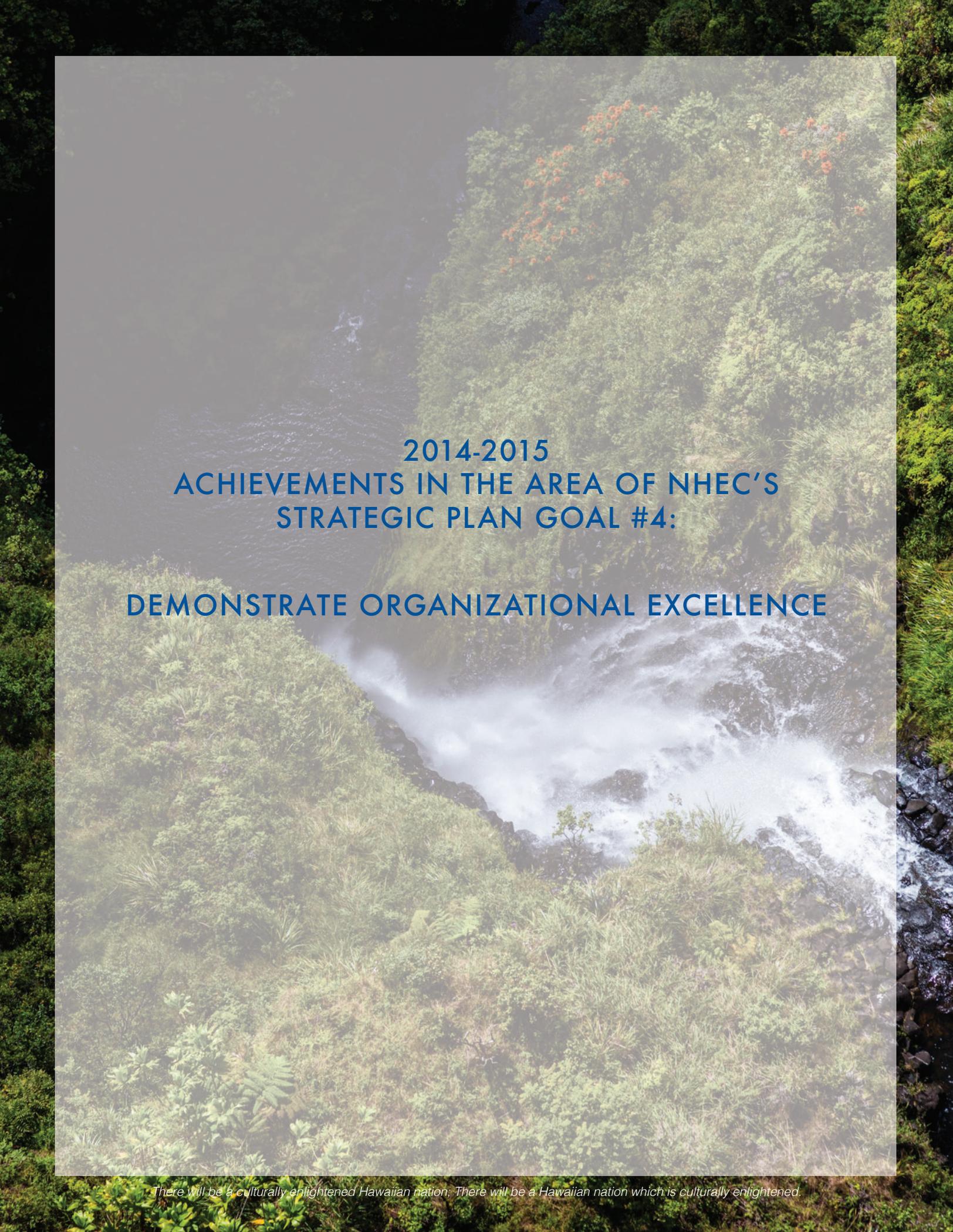
Dear Ms. Jessup:

The Native Hawaiian Education Council (NHEC or Council), is authorized by the Native Hawaiian Education Act of 1988, to coordinate, assess, 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, policies and procedures to improve the educational attainment of Native Hawaiians. We appreciate the opportunity to respond to the proposed information collection published by the Census Bureau on December 2, 2014 at 79 Fed. Reg. 71377, which seeks input on the upcoming 2015 National Content Test. We offer the following comments on the topics of the 2015 National Content Test as ways to enhance the quality, utility, and clarity of the information to be collected; and ways to minimize the burden of the collection of information on the respondents, including through the use of automated collection techniques or other forms of information technology.

I. Race and Origin Content

Asian Americans and Native Hawaiian and Pacific Islanders (NHPIs) are among our nation's fastest growing and most diverse racial groups. Often viewed as homogenous, these communities include more than 50 detailed subgroups that can differ dramatically across key social and economic indicators. Without accurate data by detailed subgroup, some of the most disadvantaged in our communities are rendered invisible to policy makers, leaving their critical needs unmet. Through the decennial census, American Community Survey, and other national surveys, the Census Bureau stands as the single most important source of disaggregated data, currently providing data on the size and characteristics of 24 Asian American and 22 NHPI detailed subgroups. Maintaining or

735 Bishop Street, Suite 200, Honolulu, Hawaii 96813 Phone: 808-523-6432/Fax: 808-523-6464



2014-2015
ACHIEVEMENTS IN THE AREA OF NHEC'S
STRATEGIC PLAN GOAL #4:

DEMONSTRATE ORGANIZATIONAL EXCELLENCE

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

NEW LEADERSHIP

In September 2014, NHEC started a search to fill the vacated Executive Director position, and in November, the position was offered and accepted by Dr. Sylvia Hussey. Prior to joining NHEC, Dr. Hussey spent 12 years at Kamehameha Schools overseeing various areas such as admissions, financial aid and scholarship services and last served as Vice President for Administration. Dr. Hussey is also a certified public accountant in the State of Hawai'i with 25 years of experience in operations, strategic planning, information technology and business and project management. Dr. Hussey received her Doctorate of Education in Professional Educational Practice and Master of Education in Private School Leadership from the University of Hawai'i at Mānoa and earned a Bachelor of Science in Accounting from Brigham Young University–Hawai'i.



MEMBERSHIP PLAN

As part of the Council's strategic planning process for the next five years, the NHEC Membership Committee, comprised of Council members and staff, worked on developing a plan to align its Council membership with its term limit mandate in the NHEA. The plan would essentially begin to rotate long serving members off of the Council and install new members within three fiscal years, at which time Council membership will be in a three-year term cycle. NHEC will finalize the "membership rotation" plan in the beginning of the 2015-2016 fiscal year with implementation set for the beginning of 2016 following approval from the USDOE.

OFFICE MOVE

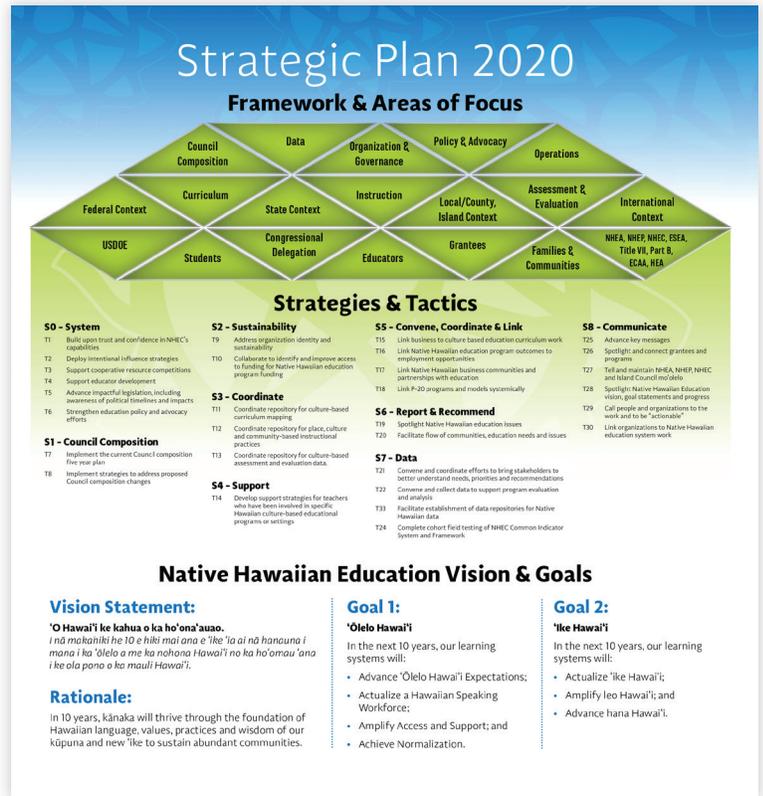
As part of a fixed cost reduction strategy, NHEC moved its office into a smaller suite in April 2015. Because of the operational and administrative changes in the last few years, NHEC no longer needed the amount of space it had occupied since 2009 and managed to secure a space within the same building that could accommodate its staff and operational needs.

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

STRATEGIC PLAN 2020

Throughout 2014-2015, NHEC engaged in a thoughtful and deliberate process to update, refresh and create a new five-year strategic plan on the heels of the sun-setting of its existing plan.

- **September 2014** – NHEC kicked off the strategic planning and plan development process.
- **November 2014** – NHEC members and Island Council officers began to articulate key items for the new plan.
- **January 2015** – Ka Haka Ula o Ke'elikōlani hosted NHEC members and Island Council officers at Hale 'Ōlelo for a two-day strategic planning retreat on Hawai'i Island. During the two days, participants identified areas of focus and facets of work.
- **March 2015** – NHEC members approved the strategic plan in concept and current design.
- **April 2015** – NHEC members submitted its 2015-2016 grant application, including its final five-year Strategic Plan 2020.
- **July 2015** – NHEC members approved Strategic Plan 2020.



POLICIES AND PROCEDURES

In September 2014, the Council finalized its review and amendment of the NHEC Bylaws. NHEC also continues to have its members recommit to the work and responsibility of the Council by having all Education Council and Island Council members revisit and sign the “NHEC Member Expectation Statement” and “NHEC Conflict of Interest Policy & Pledge” at the beginning of each fiscal year. NHEC also updated its fiscal and travel policies and procedures and combine them with newly drafted administrative policies to produce its “Organizational Policies and Procedures Manual.”



**2014-2015
COUNCIL IN THE COMMUNITY**

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

KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

PAPA OLA LŌKAHI MASTER PLAN

In September 2014, NHEC was invited to participate in *Ke Ala Mālamalama I Maui Ola: Hawaiian Health Master Plan*, on the Education and Training work group. NHEC participated in a series of meetings between November 2014 and June 2015 to assist in defining broad strategies, objectives and actions plans to effect the outcomes of this systemic effort.

Papa Ola Lōkahi is similar to NHEC as it is funded by the Native Hawaiian Health Care Improvement Act (NHHCIA) and its duties and responsibilities are identified in federal legislation. It is the only federally recognized and authorized entity with the responsibilities outlined in the NHHCIA regarding Native Hawaiian health.



We welcome you to continue in the effort to create a Hawaiian Health Master Plan.

Tuesday, June 9, 2015

9 am to 2 pm

**Chaminade University
Hale Hoaloha, Room 103
3140 Wai'ālae Avenue
Honolulu, Hawai'i 96816**

Directions to Chaminade University:

- Take the H-1 Freeway to King Street, Exit 25A
- Turn left on to Wai'ālae Avenue
- Follow Wai'ālae a short distance to 3rd Avenue
- Make a left onto the campus entrance drive

Campus Directions:

- From Wai'ālae Avenue, stay to the right of E Komo Mai Oval.
- Turn right on First Road, in front of Clarence T.C. Ching Hall.
- To drop off passengers, proceed to Hale Hoaloha (Building #22):*
 - Turn left on Second Road.
 - Turn left again, and Hale Hoaloha will be on your right-hand side.
 - Go straight on First Road and follow the directions to the Parking Structure.
- To the Parking Structure (Building #3):*
 - Stay in your right-hand lane to the parking structure.
 - Visitors may park in Chaminade stall numbers 5 through 170. You will need to display a parking permit, which will be sent to you upon confirmation of your attendance.
 - To walk to Hale Hoaloha, exit the parking structure to your left. Hale Hoaloha will be on your left-hand side, at the end of First Road.
 - For kūpuna or others requiring assistance, you may proceed to the Campus Security building (#7 on the map) to be shuttled to Hale Hoaloha.

KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

NO HEA MAI 'OE – 2015 NATIVE HAWAIIAN AND PACIFIC ISLANDER CONFERENCE ON 2020 CENSUS RECOMMENDATIONS

In July 2015, NHEC Executive Director Sylvia Hussey and NHEC member Aunty Betty Jenkins attended the No Hea Mai 'Oe – 2015 Native Hawaiian and Pacific Islander Conference on 2020 Census Recommendations. Sponsored by Papa Ola Lokahi as a designated Census Information Center and the University of Hawai'i's John A. Burns School of Medicine, the conference brought community leaders from Hawai'i and the Pacific together with U.S. Census Bureau, Advancing Justice, White House Initiative on Asian Americans and Pacific Islanders, National Advisory Committee and the Utah Department of Health-Health Disparities leaders and staff. Information exchanges at the conference helped participants, including NHEC, to better understand and provide feedback about the 2020 Census process, testing and technological innovations, and the American Community Survey tool, and to provide recommendations regarding civil rights, data requirements, NHPI data requirements, and identities for coding.

Ensuring an Accurate Count of Our Nation's Population:

The Future of the Census Race and Hispanic Origin Questions

A REPORT OF A NATIONAL CONVENING OF CENSUS STAKEHOLDERS
WASHINGTON, D.C. / JULY 10, 2014 /

"No Hea Mai 'Oe"
2015 Native Hawaiian and Pacific Islander Conference on 2020 Census Recommendations"

Sullivan Conference Center, Honolulu, Hawai'i 96813
July 14, 2015

SPECIAL GUESTS

Elizabeth "Aunty Betty" Kawohikalanani Ellis-Jenkins
Kupuna

An educator by profession, Aunty Betty was born and raised in Hilo, educated at Hilo's Standard School and the Kamehameha School for Girls. Her education journey took her to Ohio, where she was the first student of color and the first from Hawai'i. After graduating from college, she began her teaching career in Ohio, California, and eventually the Federated States of Micronesia, Guam and Hawai'i.

As a cultural consultant, Aunty Betty continues her high interest in kupuna (grandparent) advocacy, cultural awareness and awakening, kupuna wisdom and indigenous health and wellness. She provides workshops and presentations, participates in conferences and serves various boards. She presently sits on the Papa Ola Lokahi Board as its kupuna consultant. She married "Uncle Jack" Jenkins (1928-2011), a Tar Heel from North Carolina; they have three children and nine grandchildren.

Hinaleimoana Wong-Kalu
Cultural Practitioner, Kumu, Protector, Advocate

Hinaleimoana Wong-Kalu continues to be a staunch advocate in the Hawaiian community for independence for Hawaii from the U.S. and devotes much time to the betterment of her people. She taught at Hālaū Lōkahi Public Charter School for 13 years and at Ke Ola Mamo Native Hawaiian Health Care System for five years prior to becoming a full time teacher. She worked within the LGBT community serving the needs of native transgendered women in Hawaii as a case manager and outreach worker.

Hinaleimoana is a graduate of Kamehameha School, Kapālama Campus, Class of 1990, and a twice graduate of the University of Hawai'i at Manoa with degrees in Hawaiian Studies and Education.

Hinaleimoana currently works as an independent consultant and also accompanies her documentary film "Kumu Hina" to do speaking engagements and educational sessions in conjunction with the film. She was born and raised in Liliha-Pu'uni in Kona, O'ahu and currently lives with her husband who is a native of the Kingdom of Tonga.

"NO HEA MAI 'OE
2015 NHPI CONFERENCE ON 2020 CENSUS RECOMMENDATIONS"

Tuesday, July 14, 2015
8:30am – 4:30pm
Sullivan Conference Center
Honolulu, Hawai'i 96813

8:30-8:40 am	PROTOCOL: Hinaleimoana Wong-Kalu, Cultural Practitioner
8:40-8:50 am	WELCOME: Sharlene Chun-Lum, Executive Director, Papa Ola Lokahi Introduction of guests by rank, presenters, facilitators, etc.
8:50-9:00 am	PARTICIPANTS INTRODUCTION: Momi Fernandez, Director, Census Information Center (CIC), PDL Brief history of census in Hawai'i (purpose of pōhaku), summarizes purpose of gathering, activities, NH identity, report to be distributed as a product of the conference
9:00-9:10 am	COLLABORATION: Souleek Stroud, Immediate Past President, Association of Hawaiian Civic Clubs
9:10-10:30 am	INTRODUCTION OF PRESENTERS: Momi Fernandez, PDL Lisa Blumerman, Associate Director, Decennial Census Programs, U.S. Census Bureau: 2020 Census: Program Overview, Testing, and Technological Innovations Hyon Shin, Chief, Racial Statistics Branch, Population Division: <i>Producing Data for Native Hawaiians and Other Pacific Islanders in the 2020 Census</i>
10:30-10:45 am	Q&A
10:45-11:00 am	BREAK
11:00-11:45 am	PANEL DISCUSSION: Facilitated by Daniel Ichinose, Advancing Justice - L.A. Panelists: Arturo Vargas, Executive Director NALEO, Hyon Shin, Terry Ao Mimiis, Advancing Justice-D.C. (AAJC), Jacob Fitzsimmons, Jr., White House Initiative on Asian Americans and Pacific Islanders (WHAAPI), National Advisory Committee, Utah Department of Health - Health Disparities
11:45-12:00 pm	Q&A
12:00-1:00 pm	LUNCH
1:00-2:15 pm	RECOMMENDATIONS: CIVIL RIGHTS ISSUES/DATA REQUIREMENTS Facilitated by Terry Ao Mimiis, recorded by Amanda Allison and Melissa Data (POL)
2:15-2:30 pm	BREAK
2:30-3:45 pm	COMMENTS TO NHPI DATA REQUIREMENTS Facilitated by Momi Fernandez, recorded by Amanda Allison and Melissa Data (POL)
3:45-4:15 pm	RECOMMENDATIONS: IDENTITIES TO CODE Facilitated by Hyon Shin, recorded by Melissa Chun (POL)
4:15-4:30 pm	EVALUATIONS AND ENDING PROTOCOL: MAHALO

KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

PACIFIC BUSINESS NEWS HEALTHIEST EMPLOYERS & HEALTHCARE HEROES

In July 2015, NHEC member Danny Cup Choy was honored as a Community Outreach Healthcare Hero by Pacific Business News and Sponsors of the 5th Annual Healthiest Employers and Healthcare Heroes Wellness Fair and Awards Celebration. In his previous role as Director of Policy and Advocacy at the National Indian Education Association, Danny earned a reputation for being a thoughtful, diligent and an intelligent advocate of sound state and national policies that benefited Native Hawaiians and the community as a whole. He reviewed complex policy proposals, helped formulate decisions and acted as a catalyst for discussion. He influenced and helped effect positive change on state and national education and health policies.

From the Pacific Business News

[:http://www.bizjournals.com/pacific/print-edition/2015/07/31/healthcare-heroes-community-outreach-winner-daniel.html](http://www.bizjournals.com/pacific/print-edition/2015/07/31/healthcare-heroes-community-outreach-winner-daniel.html)

Healthiest Employers & Healthcare Heroes 2015

Healthcare Heroes Community Outreach Winner: Daniel Cup Choy

Daniel Cup Choy takes the grass-roots approach to health

SUBSCRIBER CONTENT: Jul 31, 2015, 12:00am HST



Jason Ubay

Reporter- Pacific Business News

[Email](#) | [Twitter](#)

Throughout his career, [Daniel Cup Choy](#) has worked to build and connect communities, both inside and outside the scope of his job.

For example, he established and coordinated a drive that registered 10,000 new voters before the 2006 and 2008 elections.

A graduate of Kamehameha Schools, Cup Choy has been in positions that have helped Native Hawaiians and the state. He has been director of policy and advocacy at the National Indian Education Association in Washington, D.C., and has been executive director of the Native Hawaiian Organization Association, which seeks to protect, promote and advance opportunities for Native Hawaiian-owned businesses.

Now, as government affairs manager at Ohana Health Plan, he works closely with its members, legislators, industry members and the community at large.

"We try to work in communities where our members come from, which is the Medicaid members and behavioral health," he said. "We give a lot of time to the homeless effort, mental health causes, and we try to support a lot of the grass-roots nonprofits."

In that role, he meets with elected officials and has advocated for legislation.

As the leader of Ohana Health Plan's community outreach efforts, he is working this year with legislators at the state Capitol for a "Kupuna Power" day, featuring educational booths,





NATIVE HAWAIIAN EDUCATION COUNCIL

Supplemental Materials



Native Hawaiian Education Council

January 30, 2015

VIA email: jjessup@doc.gov

Jennifer Jessup
Departmental Paperwork Clearance Officer
U.S. Department of Commerce
Room 6616
14th and Constitution Avenue, NW
Washington, DC 20230

Re: Proposed Information Collection; Comment Request; 2015 National Content Test

Dear Ms. Jessup:

The Native Hawaiian Education Council (NHEC or Council), is authorized by the Native Hawaiian Education Act of 1988, to coordinate, assess, 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, policies and procedures to improve the educational attainment of Native Hawaiians. We appreciate the opportunity to respond to the proposed information collection published by the Census Bureau on December 2, 2014 at 79 Fed. Reg. 71377, which seeks input on the upcoming 2015 National Content Test. We offer the following comments on the topics of the 2015 National Content Test as ways to enhance the quality, utility, and clarity of the information to be collected; and ways to minimize the burden of the collection of information on the respondents, including through the use of automated collection techniques or other forms of information technology.

I. Race and Origin Content

Asian Americans and Native Hawaiian and Pacific Islanders (NHPIs) are among our nation's fastest growing and most diverse racial groups. Often viewed as homogenous, these communities include more than 50 detailed subgroups that can differ dramatically across key social and economic indicators. Without accurate data by detailed subgroup, some of the most disadvantaged in our communities are rendered invisible to policy makers, leaving their critical needs unmet. Through the decennial census, American Community Survey, and other national surveys, the Census Bureau stands as the single most important source of disaggregated data, currently providing data on the size and characteristics of 24 Asian American and 22 NHPI detailed subgroups. Maintaining or

Jennifer Jessup
January 30, 2015
Page 2

improving upon the quality of these detailed data is essential to informed public policy on our communities and the fair allocation of federal, state, and local funding.

Testing thus far suggests some changes being considered would result in decreased detailed race reporting among Asian Americans and NHPs. As results of the 2015 National Content Test will help guide the Census Bureau’s decision-making, and represents the last major testing opportunity before decisions must be made, it is critical that all steps are taken to address the consistent decrease in detailed race reporting among Asian Americans and NHPs seen across different tests.

A. Key Principles for 2020 Census

We believe the following overarching principles should guide the Census Bureau as it moves forward with its efforts on determining the race and ethnicity questions for the 2020 census. In many of our conversations and in the design proposals for testing variations in the measure of race and ethnicity, the Census Bureau has noted “balance,” “equity,” and “symmetry” as central tenets of this effort. However, this approach overlooks two other important, and fundamental, tenets that are centrally important for Census data collection on the race and ethnicity of U.S. persons:

- 1) Ensuring that we do not move backwards from the detailed reporting achieved in the 2010 Census, which should serve as the baseline for effective practice and;
- 2) Ensuring the accuracy of the data collected.

Principle #1: 2010 Census as a Baseline for Effective Practice - We cannot go backwards

Any data collected in future census must meet the standard already achieved in 2010. This is a minimum or floor, with the hopes that future efforts can build on this foundation. We cannot go backwards in terms of the quality of detailed data collected on Asian American and NHP groups. In order to honor this principle, we recommend the following practices:

- **A maximum number of check boxes should be included, with the number used during the 2010 Census serving as a minimum** - Check boxes capturing detailed race groups improve detailed race reporting and should be utilized for all race groups, regardless of whether or not the race and Hispanic origin questions are combined.;
- **A maximum number of examples should be included, with the number used during the 2010 Census serving as a minimum** - Examples are critical in soliciting detailed race reporting from detailed race groups not represented by check boxes and should also be utilized;

Jennifer Jessup
January 30, 2015
Page 3

- **NHOPI response options should be clearly identified separate from Asian American response options** – Increasing the visibility of NHOPI response options will help promote their detailed race reporting, which was particularly low during the 2010 Census.

Any further testing should:

- Keep (at a minimum) the practice of having 6 separate check boxes for Asian sub-categories and 3 separate check boxes for Pacific Islander sub-categories.
- “Other Asian” and “Other Pacific Islander” categories should be included, with listings of the same number of examples used in the 2010 Census (at a minimum, 5 for Other Asian American and 2 for Other Pacific Islander).
- Improve upon this baseline, e.g. increasing the number of check boxes and listing of examples, not decreasing these options.

Principle #2: Accuracy

Without accurate data by detailed subgroup, the diversity in the Asian American and NHPI communities means some of the most disadvantaged in our communities are rendered invisible to policy makers, leaving their critical needs unmet. In reviewing proposed research panels, we observed that the proposed formats decreased both the number of separate checkboxes and listings of examples for Asian American and NHPI race groups compared to Census 2010 – practices that have been demonstrated by research to be both ineffective and a threat to accuracy. The most recent AQE testing results¹ confirm that:

- **Removing check boxes used to capture detailed race groups also decreased the amount of detailed race reporting among Asian Americans.** Indeed, these formats yielded the lowest detailed race reporting among Asian Americans of any format tested.
- **Removing a subgroup or national origin from the list of examples for each broad race category reduced reporting for that group.** Testing conducted as part of the 2005 National Census Test² suggests that limiting or removing the list of examples has a negative impact on detailed reporting.

In addition to the recommendations above regarding check boxes and examples, we recommend the following to ensure more accurate data on the Asian American and NHPI communities:

¹ U.S. Census Bureau. “2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment.” http://www.census.gov/2010census/pdf/2010_Census_Race_HO_AQE.pdf

² Nicholas, Alberti, 2006. “2005 National Census Test: Analysis of the Race and Ethnicity Questions.” [Http://www.census.gov.edgekey.net/cac/race_ethnic_advisory_committees/docs/2006_Nov_results_3_2005_test.pdf](http://www.census.gov.edgekey.net/cac/race_ethnic_advisory_committees/docs/2006_Nov_results_3_2005_test.pdf)

Jennifer Jessup
January 30, 2015
Page 4

- **Oversampling Asian Americans and NHPs by ethnic group in future testing protocols**, ensuring an adequate sample of both large and small groups across all panels;
- **Providing adequate Asian and Pacific Island language assistance** to ensure meaningful responses from limited-English proficient Asian Americans and NHPs and to ensure results are not biased by English-fluent respondents.

B. Question Format

1. Separate race and origin questions

We support the continued testing of the separate race and origin questions. This format continues to provide the best detailed reporting on Asian American, and NH and PI groups and is our preferred method of data collection on race and ethnicity so long as the detailed reporting remains higher with this format. Preservation of the NH checkbox (stand-alone) is consistent with Census' 2000 and 2010.

2. Combined question with checkboxes and write-ins on same screen

The combined question has consistently provided less accurate data for Asian Americans and NHPs ethnic groups. Because the Census Bureau is not planning to test a combined question that provides specific group checkboxes for Asian Americans and NHPs in its paper version, we are concerned that by testing and adopting these design practices, the Census Bureau is introducing new barriers for Asian American populations that did not exist before that will certainly harm the accuracy of the data being collected. Additionally, the manner in which data is collected for both large and small groups must address the accuracy needs of both. Given the historical opportunity that the 2020 Census presents to accurately capture America's changing racial and ethnic demographics – we cannot waste time or resources in re-testing bad designs and creating new barriers to accuracy in detailed reporting.

Thus, we are concerned with potential biases that may be introduced when checkboxes for detailed subgroups are only offered on the internet-based version of the Census form (Gonzalez 2014; Collins et al. 2014; Choi and DiNitto 2013). Even in recent years, as access to technology has increased dramatically, there are still barriers to access for the elderly and low-income people.³ Understanding the effects of this divide is critical given that Census data is used to ensure political representation as well as healthcare services,

³ Gonzales, Amy L. "Health benefits and barriers to cell phone use in low-income urban US neighborhoods: Indications of technology maintenance." *Mobile Media & Communication* 2.3 (2014): 233-248; Collins, Sarah A., et al. "Digital divide and information needs for improving family support among the poor and underserved." *Health informatics journal*(2014): 1460458214536065; Choi, Namkee G., and Diana M. DiNitto. "The digital divide among low-income homebound older adults: Internet use patterns, eHealth literacy, and attitudes toward computer/Internet use." *Journal of medical Internet research* 15.5 (2013).

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in-language job training centers, and senior care centers (US Bureau of the Census 2010).⁴ Although internet-surveys are increasingly popular, response rates tend to be lower using this method than traditional survey methods, potentially biasing results (Fan and Yan 2010; Shih and Fan 2008).⁵ Extrapolating from past research, we can assume that those who are elderly, low-income, and less English-language proficient will be least likely to access the internet-based survey. These are the very populations within the Asian American and NHPI communities that we hope would have the option to fill out a detailed subgroup checkbox, but that will be more likely to access a paper version of the Census form (which will not include the detailed subgroup check-box option).

NH colleagues fear that if the data is collected by aggregated race identifiers, then data will be published and reported in the same manner, by example of collection. By reporting aggregated NHPI data, it further marginalizes all the detailed race populations represented within this race identifier. NH and PI health, education and welfare needs are dissimilar by reason of political relationship and different historical experience with the U.S. federal government. Disaggregated collection and reporting is the standard that the U.S. Census Bureau should demonstrate to other data collectors and distributors. This issue alone impacts over a half-million NHs in the U.S. Federal agreements and funding mechanisms require specific detailed race data that represents the population of NHs at their maximum.

We encourage you to include the same version of the Census questions on race on both the paper and internet versions of the survey so that any differences in the likelihood of providing detailed subgroup information can be properly attributed (i.e. to question format or to form medium). With regard to these concerns, we make the following recommendations:

- 1) Collect data on which AANHPI subgroups are the least likely to fill out the Census form on the internet (refusal rates by subgroup)
- 2) Collect data on whether refusals vary by age and English-language proficiency; if these data are available, provide information to the public about refusal rates by English-language proficiency and ethnic subgroups.
- 3) Preserve the stand-alone NH checkbox as presented in Census 2000 and 2010 paper versions.

A significant proportion of AANHPIs are not English-language proficient and their participation in the testing will be reduced by any design that does not include Asian languages. We encourage you to make every effort to include outreach and information

⁴ <http://www.census.gov/2010census/language/english.php>

⁵ Fan, Weimiao, and Zheng Yan. "Factors affecting response rates of the web survey: A systematic review." *Computers in Human Behavior* 26.2 (2010): 132-139. Shih, Tse-Hua and Xitao Fan. "Comparing response rates in email and paper surveys: A meta-analysis." *Educational Research Review* 4.1 (2009): 26-40.

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related to the September testing in-language and request that you share your plan for outreach and how the Census will collect and record data on refusals/non-respondents. Finally, we ask that you share your plan for recruiting Native Hawaiian/Pacific Islanders into the September 2015 tests. Without their inclusion, it is impossible to understand how changes to the Census will affect these smaller, often non-English proficient, groups.

3. Combined question with checkboxes and write-ins on separate screens (Internet-only)

It will be important to provide maximum number of examples, with the number used during the 2010 Census serving as a minimum. Examples are critical in soliciting detailed race reporting from detailed race groups. The checkboxes and examples utilized in the 2010 Census should be offered on the first screen and subsequent screens for Asian Americans and NHPs.

4. Combined question branching with detailed checkbox screens (Internet-only)

A maximum number of check boxes should be included in the branching detailed checkbox screens, with the number used during the 2010 Census serving as a minimum. A maximum number of examples should be included for the write-in option, with the number used during the 2010 Census serving as a minimum.

C. Race Response Categories

We support the testing of a separate MENA category.

II. Coverage Content (Internet Only)

Efforts to test ways to improve accurate within-household coverage are important as our nation becomes more and more complex. As the Census Bureau itself notes, the household structure has been diversifying in this country as a result of demographic trends such as: increases in immigration rates and the proportion of the population that is foreign born; changing migration streams now coming predominantly from Asia and Latin America, rather than from Europe; increases in cohabitation and blended families due to more divorces and remarriages; increases in the proportions of co-habitor households with children; and dramatic increases in grandparent-maintained households and non-relative households.⁶ It will be important to ensure we have an accurate count of each household. At the same time, it is important to note that some of the factors that may make a household more complex will mean that the household is less likely to have access to the internet, such as a poorer household or a more heavily-immigrant, limited English-

⁶ <https://www.census.gov/pred/www/rpts/Complex%20Households%20Final%20Report.pdf>

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proficient household. To that extent, efforts to test coverage content through other means beyond the internet will be important to explore.

III. Optimizing Self Response

We believe the focus of optimizing self-response should be about optimizing the self-response of hard to count populations. As noted in the notice, the Census Bureau has found depressed self response rates among certain respondents/areas with lower Internet usage. This testing is important to ensure that our communities are properly engaged in this effort. The Census Bureau should not just rely on internet access by traditional broadband means but should develop a strong mobile platform for response to help address disparities in broadband use between racial/ethnic and socio-economic groups. The Census Bureau should also study the results of this testing across different racial, ethnic and subgroup groupings as well as by owner versus renter and by age

IV. Language

We are concerned that the notice does not detail the “additional options for non-English speakers to complete the questionnaires.” There are more than 800 spoken Asian languages and dialects. Seventy-five percent of Asians speak a language other than English at home, creating quite a challenge in information dissemination efforts.⁷ In addition, older generation immigrants have a different adaptation rate when it comes to speaking/understanding the English language.

Without more detail we can only assume that the Census Bureau's plans to provide language assistance to the many limited-English people that need help filling out their forms outside of Spanish is not fully developed. Lack of English fluency is a real barrier in getting many limited English proficient persons to fill out their surveys. The Census Bureau's own focus group research leading into the last census found that Asian Americans believed that lack of in-language questionnaires and lack of English-language fluency were among the major barriers to having greater participation in the census among the Asian American communities.

Similar to the Census Bureau's efforts to include in-language messages in the 2010 Census Advance Letter, the Census Bureau should test including in-language messaging to optimize self-responses in additional Asian languages. The Census Bureau should target language minority communities not just by the size of Limited English Proficient community but also for those groups that have the highest LEP rates and high levels of "linguistically isolated" households, which may represent smaller groups but ones with huge needs. The Census Bureau must also ensure that its translations are of high quality,

⁷ Asian American Health Initiative, <http://www.aahiinfo.org/english/asianAmericans.php#profiles> (last visited Feb. 17, 2010).



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easily understood in language, and do not inadvertently offend the language community. The Census Bureau should establish and share a systematic process for high quality and accurate translations for both questionnaires (and the subsequent communications campaign) that includes identifying and utilizing appropriate partners. Messaging developed must be easily translated into other languages and the Census Bureau should engage appropriate partners through its partnership program to review messaging for efficacy, including cultural appropriateness.

V. Conclusion

We hope these comments are helpful to the Census Bureau as it finalizes its plans for the 2015 Content Test. We are happy to discuss any of these topics in greater detail and appreciate the opportunity to comment in the first instance. Please feel free to contact me at sylvia@nhec.org or 808-523-6432 if you have any further questions.

Sincerely,



Dr. Sylvia M. Hussey
Executive Director





Native Hawaiian Education Council

April 13, 2015

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

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

The Honorable Tulsi Gabbard
United States House of Representatives
300 Ala Moana Blvd.
5-104 Prince Kuhio Bldg.
Honolulu, HI 96850
HAND DELIVERED

1609 Longworth House Office Building
Washington, DC 20515
VIA E-MAIL

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

722 Hart Senate Office Building
Washington, DC 20510
VIA E-MAIL

The Honorable Mark Takai
300 Ala Moana Blvd
Room 4-104
Honolulu, HI 96850
HAND DELIVERED

422 Cannon House Office Building
Washington, DC 20515
VIA E-MAIL

The Native Hawaiian Education Council (NHEC or Council) appreciates Hawai'i and Alaska's Congressional Delegations' show of bi-partisanship in both the Senate and House by introducing in February, the stand-alone Native Hawaiian Education Reauthorization Act (NHERA) of 2015. The continued educational support for Native Hawaiian students, schools, families, and communities is vital in furthering Native Hawaiian student learning, growth and achievement. The Council recognizes, supports and values the Delegation's focused priority to reauthorize the Native Hawaiian Education Act (NHEA), particularly in the current congressional, legislative and political environment. While the Council may not support all of the changes articulated in the NHERA, the Council understands that **reauthorization** is and should be a focused priority.

APPENDIX B – RESPONSE TO THE NATIVE HAWAIIAN EDUCATION REAUTHORIZATION ACT (NHERA)

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As the Elementary and Secondary Act (ESEA)/The Every Child Achieves Act of 2015 moves through the 114th Congress, we wanted to provide specific and direct feedback about the language contained in the NHERA which is part of the larger umbrella ESEA reauthorization. In general, The Every Child Achieves Act of 2015 at a high level, lets states develop accountability systems, maintains important information for parents, teachers and communities, helps states improve low-performing schools and strengthens state and local control¹—which at a surface level is positive for Native Hawaiians in a state where constitutional language, governance and education responsibilities exist at the state level. However, a title by title review indicates an intentional exclusion of support programs for Native Hawaiians even in Title VII, hence the Council reiterates its support for **reauthorization**.

In addition, Attachment A is a copy of the Council's FY 15-16 grant application, containing our recently approved strategic plan and its alignment to the 10-year Native Hawaiian Education (NHE) vision and goals.

Council Composition - Current. The Council's 21 seat composition has consistently included, since its inception, stakeholders of Native Hawaiian education representing sectors along the P-20 spectrum, and is inclusive of early childhood, Hawaiian language immersion, Hawaiian focused public charter schools, K-12 place based, enrichment, career and technical education, and post-secondary program experiences. The diverse experience of Council members is comprised of administrators, teachers, and *kupuna* of the State of Hawaii, Department of Education (HIDOE) who bring, on average, over 30 years of grassroots community representation. Administration, faculty and staff members of our State's universities and community colleges have also served on the Council contributing expertise in the fields of finance, data and research, Hawaiian language, teacher development, scholarships and student supports. The historical depth and breadth of Native Hawaiian education and island community based experiences and insights enabled the Council to carry out its statutory responsibilities of coordination, assessment, data collection and direction and guidance.

Our approved strategic plan included in Attachment A, references implementing a Council membership strategy beginning in FY 15-16 to align Council representation similar to other non-profit organization Board. The strategy calls for systematic selection of education sector (e.g., pre-K, public, immersion, charter, post high), island community representation and experience diversity. The strategy provides for honoring and valuing the wisdom of our *kupuna* on the Council as well as opportunities for building leadership with young adults.

Council Composition – Revised. We understand the Council's past operating practices contributed to the change in Council composition with an intent for greater accountability. While the representatives of county and state government and private entities may provide greater accountability, the Council believes the implementation of the new 15 member Council

¹ Senate Committee on Health, Education, Labor and Pensions

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will: (1) Politicize the work of the Council; (2) Preclude University of Hawai'i (UH) system and charter school network access to Native Hawaiian Education Program (NHEP) funds as grantees; and (3) Silence the grassroots island community voices, particularly the wisdom gained from our *kupuna*.

The new 15 member Council would be composed of the President of the University of Hawai'i, the Governor of the State of Hawai'i, the Superintendent of the State of Hawai'i Department of Education, Chairperson of the Office of Hawaiian Affairs, the Executive Director of Hawai'i's Charter School Network, the Chief Executive Officer of the Kamehameha Schools, the Chief Executive Officer of the Queen Liliuokalani Trust, a representative of a private grant-making entity, the Mayor of the County of Hawai'i, the Mayor of Maui County, the Mayor of the County of Kauai, one appointment by the Mayor of Maui County from the island of Moloka'i or Lana'i, the Mayor of the City and County of Honolulu, the chairperson of the Hawaiian Homes Commission and the chairperson of the Hawai'i Workforce Development Council. These are organizations that are generally large, complex and have significant responsibilities for not only education but health and housing; and have not historically demonstrated effective working practices among themselves for the benefit of their constituencies or stakeholders. The Council is in the process of gathering feedback from these named organizations and positions regarding the proposed 15-member Council and intends to share the feedback with you and your staff in mid-May.

Island Councils. The absence of specific Island Council language greatly concerns the Council as the grassroots island community connection and voice will be silenced and become "Oahu-centric". Island Councils ensure that each island community's unique needs are represented by providing a direct connection to the Council and affirming the community voice. Quarterly community meetings, that are consultative in nature, are held to collect and disseminate information. The Island Council construct of the Council's composition, supports the transparency and direct connection to the community constituency of the Council and the Native Hawaiian Education Act funded programs and opportunities. Politicized Council seats held by county mayors or designees will result in seats filled for four years with Council members who do not have current governance responsibilities for education in general or Native Hawaiian education in the state, in their county or on their respective islands. Three examples from Hawai'i Island, Lana'i and Ni'ihau, are provided below to illustrate the value of the Island Council construct in fulfilling the Council's statutory responsibilities.

Hawai'i Island. Island Council officer positions provide leadership opportunities and generally represent smaller *moku* (island) community geographies. *Moku* representation, for example on Hawai'i Island, is particularly important as the educational needs, challenges, resources and strengths of communities in Hilo (east), Kona (west), Kohala (north) and Ka'u (south) vary greatly. Hawai'i Island Council (HIC) meetings are held in different island communities quarterly to gather and disseminate information. Current Hawai'i Island Council officers live and work in Waimea (north), Puna (south), Kona (west) and Hilo (east) for a charter school, community based education program, public Hawaiian language immersion school and

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the university, respectively. Volunteer time and travel, planning and Council meeting attendance requirements are met by HIC officers, as best as possible, despite personal hardships, challenges and sacrifices. One mayoral designee could not adequately provide the “on the ground” breadth of community voices for such a geographically and educationally diverse Hawai`i Island.

Lana`i. The near complete private ownership of the island of Lana`i, for example, already creates unclear responsibilities for education governance and responsibilities. Yet, a small, but dedicated group of educators, comprise the Lana`i Island Council wearing multiple “hats” in their tiny island community working in home, public, university and community school settings. One Maui County mayoral designee for both Lana`i and Moloka`i could not adequately provide the “on the ground” diversity of island community voices needed for Lana`i, Moloka`i and Maui; whereas the current Island Council construct does provide the “on the ground” voice.

Ni`ihau. The NHERA Council composition language is silent on the Kaua`i mayor or designee’s responsibility for its Ni`ihau island constituency. As of November 2014, the Ni`ihau Island Council (NIC) officers are named and participated in Council fiscal and administrative procedures training and strategic planning—no small Council feat, considering the complete and extremely private ownership of an island that has responsibility for its Native Hawaiian population. In addition, the Oahu based NIC representative led the Ni`ihau Teacher Education Initiative at the University of Hawai`i at Manoa’s College of Education, providing the trusted community connection for the NIC. Again, one Kauai mayoral designee will likely not replicate the connection to or adequately convey the educational needs of the Ni`ihau community.

Council Composition - Opportunities. By contrast, the Council also recognizes that NHERA’s Council composition changes bring opportunities. For example, naming the top government, university, school or private entity organization executive can ensure the priorities of Native Hawaiian education in island communities are “top of mind” and not buried several layers into an organization’s bureaucracy; and designee provisions can more realistically meet Council attendance and work expectations. Also, precluding UH system and charter school network participation would increase opportunities for smaller community based schools and programs (e.g., public charter school support organizations, family engagement programs) to qualify for NHEP funding. Finally, continuing the grantee limitation and described process and criteria for designees (input from the Native Hawaiian community and not less than five years of Native Hawaiian education or cultural activities as a provider or consumer), assures the Council that designees have the experience necessary to effectuate the Council’s unchanged (for the most part) statutory responsibilities.

Other NHERA Changes. Notwithstanding the above, the Council noted and supports other changes in the NHERA as follows: (1) *Section 7202. FINDINGS*, the synthesis of 21 to seven findings and believe the synthesized language retained key points; (2) *Section 7203. PURPOSES*, explicit language regarding Native Hawaiian language medium and culture-based education programming; (3) *Section 7204. NATIVE HAWAIIAN EDUCATION COUNCIL GRANT*, refer to above feedback regarding Council composition changes; more explicit statements regarding the

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use of Council funds to provide technical assistance and data collection from grantees (and related information systems), compared to past practice of “requests” of data from grantees; hiring of an executive director; and the explicitness of the aligned annual reporting requirement of the Secretary of Education to the Council’s annual report to the Secretary; (4) *Section 7205. GRANT PROGRAM AUTHORIZED*, expands and makes explicit the types of entities (e.g., charter school, consortia), priorities of expenditures (e.g., repair and renovation of public schools) and professional development supports for educators in the NHERA; and (5) *Section 7206. ADMINISTRATIVE PROVISIONS*. The Secretary providing a copy of all direct grant applications to the Council, the “supplement not supplant” and the “not less than \$500,000 for the grant to the Education Council” language.

The Council’s Executive Director Dr. Sylvia Hussey will be in Washington, D.C. for the White House Initiative on Asian Affairs and Pacific Islanders (WHIAAPI) Summit during the week of May 11th through 15th. She has been asked to establish meeting time to update you and your staff on the Council’s work this fiscal year and our plans for the next five years in more detail. Visits with other Native Hawaiian organizations and educational institutions will be coordinated to maximize everyone’s time. Dr. Hussey will also be participating in a Native Hawaiian Education briefing on Friday, May 15th and a formal invitation from WHIAPPI will be distributed shortly.

If you or your staff have any questions regarding the Council’s feedback or any of the attachments, please feel free to contact the Council’s Executive Director Dr. Sylvia Hussey or myself at (808) 523-6432.

Me ka ‘oia ‘i‘o (Sincerely),



Dr. Brandon K. Bunag, Chair

Attachment

cc: Native Hawaiian Education Council, Island Council Officers

MAHALO



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