

II. Recommendations to the Greater Native Hawaiian Stakeholders and Constituencies in the State of Hawai'i

1 Adopt the Native Hawaiian Education Vision and Goals to Guide Priorities.

There are many organizations which adopted and supported the tenants of the vision and two goals. Adoption of the vision and goals in families, schools, communities as well as organizations can also help to realize the vision and goals in our learning system in the next 10 years.

2 Support Implementation of Policies and Improvement Efforts of the State of Hawai'i, Department of Education System.

(A) Implement Policies 2104 and 2105 more comprehensively, particularly, the organization of the Office of Native Hawaiian Education and administration of related programs, including Hawaiian Language Immersion programs; (B) Implement Policy E-3, Nā Hopena A'o—General Learner Outcomes; (C) Develop assessments in the medium of instruction—the Native Hawaiian language; (D) Integrate Policy and Practice Vertically (Inter-Within the Department itself); (E) Strengthen working relationships with the State Public Charter School Commission for student focused education; (F) Integrate Policy and Practice Horizontally (Intra-Across) with Charter Schools and operational elements such as facilities, transportation, food services and administrative services; (G) Enhance transparency with regard to State Educational Agency (SEA) and Local Educational Agency (LEA) program and related funding opportunities and programs.

3 Support Improvements in the State of Hawai'i, Department of Education's Public Charter Schools and Systems.

Clarify the roles and responsibilities of the State Public Charter Commission, Commission Staff, School Governing and Non-Profit Fiscal Sponsoring Boards in determining appropriate governance (e.g., compliance vs. support, advocacy), standards for student learning, growth and achievement and strategies for fiscal and operational strength.

4 Support the State of Hawai'i, University of Hawai'i System's Efforts.

Efforts include increasing Native Hawaiian student success rates (e.g., non-traditional, first generation to go to college); implementing goals and objectives of its Hawai'i Papa o Ke A'o plan in leadership development, community engagement, and Hawaiian language and cultural parity; and implementing the Hawai'i Graduation Initiative (e.g., 55 by 25, 15 [credits] to finish, campus scorecards).

5 Coordinate and Advance a Native Hawaiian Data Consortium, Beginning with Education Data.

While previous efforts to aggregate data in the State of Hawaii and even among Native Hawaiian organizations (e.g., Kamehameha Schools, Office of Hawaiian Affairs) have matured into significant repositories and data sets (i.e., Hawai'i P-20 Data eXchange Partnership), there is a need to focus, aggregate, juxtapose and mine data sets and studies across the education, health and housing systems to determine collective impact of NHEA and Native Hawaiian education as a whole.

6 Map and Assess Fiscal Education Resources, Community by Community.

Support fiscal and community education resource mapping, both private and public, to recommend more effective and efficient education fiscal resourcing.

7 Support Integrated Education, Health and Housing Resource Opportunities.

Supporting and strengthening communities with large Hawaiian Homeland residential concentrations, support the continued leverage of resource opportunities, appreciating the diversity of need, assets and supports in each community for the benefit of the community.



NATIVE HAWAIIAN
EDUCATION COUNCIL

Native Hawaiian Education Council Needs Assessment Recommendation Report

September 2015

Oriented from a systems perspective, recommendations are organized and presented for specific USDOE and general Native Hawaiian education stakeholders, constituencies and collaborators.

I. Recommendations to the United States Department of Education

1 Prior Priority Recommendations

(A) Reaffirm Priority Populations for Education Service Focus

- (i) Families from priority, under-served communities;
- (ii) Students/stakeholders of Hawaiian-focused charter schools; and (iii) Middle school students.

(B) Maintain Education Priority Funding Criteria in Schools or Communities

- (i) Native Hawaiian student populations that meet or exceed the average proportion in the HIDEOE; (ii) Higher than average State proportions of students who are eligible for the subsidized school lunch program; (iii) Persistently low-performing schools in the Hawai'i Department of Education; and (iv) Schools with evidence of collaboration with the Native Hawaiian community.

(C) Re-examine Previously Designated Priority Communities for Progress and Continuing Education Service Priority

- (i) Kahuku (O'ahu); (ii) Hilo (East Hawai'i Island); (iii) Konawaena (West Hawai'i Island); (iv) Moloka'i (the entire island); (v) Kapa'a (Kaua'i); (vi) Kekaha (Kaua'i); (vii) Hana (Maui) and (viii) Honoka'a (North Hawai'i Island).

(D) Integrate Priority Strategies/Services

- (i) Early childhood education services with family, parent, community programs; (ii) Support for proficiency in STEM with Arts integration and emphasis—STEAM; (iii) Strengthening Hawaiian immersion schools with family, parent, community programs; (iv) Training in culture-based education for broader application in school settings; (v) Support for proficiency in reading and literacy with family, parent and community programs; and (vi) Strengthening Hawaiian-focused charter schools' organizational operational capacity, sustainability and longevity.



NATIVE HAWAIIAN
EDUCATION COUNCIL

Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & Make Recommendations' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.

Learn more at www.nhec.org

2 Policy Recommendations

- (A) **Advance Higher Education Act Reauthorization Priorities that Support Native Student Admissions, Supports and Persistence.** Leverage existing programs to support increase in Native student admissions, supports (e.g., financial aid, counseling) and persistence in a variety of settings (e.g., community colleges, universities). Increase funding for Asian American and Native American Pacific Islander serving institutions and Native Hawaiian serving institutions and combination minority servicing institutions funding.
- (B) **Advance the Schatz Native Language School Study Amendment as Part of the Elementary and Secondary Education Act Reauthorization.** The study will assist Policy makers to better understand the current state of Native American language schools and programs and the appropriate policy supports needed to advance Native student learning, growth and achievement through language and heritage.
- (C) **Reauthorize the Elementary and Secondary Education Act.** Actively engage in advocating for the reauthorization of the Elementary and Secondary Education Act including vigorous engagement in the legislative conferencing process.
- (D) **Integrate and Align Policy Priorities for Native Communities via both the Elementary and Secondary Education and the Higher Education Acts.** Connect middle and high school opportunities to early college programs, admissions, supports, and persistence.
- (E) **Implement the Native Hawaiian Education Reauthorization Act Council Composition Changes in a Manner to Preserve the Native Hawaiian Education Island Community Voice.** The Native Hawaiian Education Reauthorization Act (NHERA) is important to reauthorize and expand the education supports needed via the Native Hawaiian Education Program. However, the specific changes in the Council composition from 21 statewide Native Hawaiian education service providers and consumers to 15 primarily political positions (e.g., County Mayors, Department of the Hawaiian Homelands) are not conducive to preserving Native Hawaiian, education and island community voices. The Council's implementation plan aligns to the language of the NHERA and the ability to preserve Native Hawaiian, education and island community voices.

3 Culture Based Education Recommendations

- (A) **Support and Learn from the NHEC Common Indicators System and Framework Cohort Field Testing Project.** Learnings from the project based on three-year field testing cohorts will

provide empirical data to assist the Department in responding to the 2008 GAO report to develop broader performance measures.

- (B) **Leverage Hawaiian Culture Based Education Values, Guidelines, Methodologies and Frameworks.** Several Hawaiian culture-based guidelines, methodologies and frameworks have been developed, are in use and being updated to strengthen various education and learning settings (e.g., homes, schools, communities) for the benefit of student engagement, learning, growth and achievement. It is important to recognize the existence of and leverage indigenous learning styles, practices, methodologies and pedagogies.

4 Native Educators and Administrators Recommendations

- (A) **Enhance Educator and Administrator Capabilities and Prevalence in Native Learning Settings.** Expand supports for Native educators (e.g., teacher leaders, kupuna/elders, veterans) in a variety of learning settings—classrooms, schools and communities—to increase capacity and prevalence of Native educators in Native learning settings and education systems (e.g., Native Professional Educators Network). Enhancing capabilities should include pre-service and in-service interventions as well as leveraging teacher leaders and teacher leadership.
- (B) **Enhance Educator and Administrator Capabilities to Address Poverty's Impact in a Range of Education Settings.** Expand supports for Native educators (e.g., teacher leaders, kupuna/elders, veterans) in a variety of learning settings—classrooms, schools and communities—to address poverty and its related challenges in education (e.g., attendance, home supports, access).
- (C) **Support Indigenous Leadership Development.** Indigenous leadership development can be developed in classrooms (students, teacher leaders), schools (students, administration) and communities (families) and benefits Native student engagement, learning, growth and achievement.

5 Families and Communities Recommendations

- (A) **Embrace Families and Communities as Education Partners.** Support school efforts to embrace families and communities as education partners via acknowledgement of family cultures and language, learning styles and practices as resources for student engagement, learning, growth and achievement.
- (B) **Increase Availability of and Access to a Range of Early Childhood Education Programs.** Early childhood education continues to be a priority and there should be a range of early childhood education programs (e.g., center based, family child interaction, community based, native language early childhood settings).

- (C) **Fund Efforts to Ensure Safer Learning Environments for All Students.** Safe learning environments for all students should exist and programs and strategies to minimize, reduce and eliminate bullying, harassment, discrimination and address facilities shortcomings should be immediately implemented.
- (D) **Accelerate Family, School and Community Collaborations.** Align programmatic objectives and funding via intentional inter-agency collaborations, for example, United States Department of Education, Department of Health and Human Services, Agriculture, Housing and Urban Development and Department of the Interior.

6 Education Research Recommendations

- (A) **Coordinate and Advance a Native Education Research Agenda.** A Native Education Research Agenda including Native Hawaiians, American Indians and Alaska Natives should be established to guide and be specific and intentional about stakeholders' learning and understanding. The Native Education Research Agenda would include the impact of Native Hawaiian education programs including NHEA-funded programs in various island communities.
- (B) **Study and Gather Empirical Evidence of the Impact of Culture- or Place-Based Education on Student Learning, Growth and Achievement.** One example of a method to study and gather empirical evidence is to engage in Networked Improvement Communities (NICs), which integrates two big ideas: the tools and technologies of Improvement Science joined to the Power of Networks—a shift to Learning Fast from Implement Well. NICs are scientific learning communities that focus on four questions of Improvement Science: 1) What specifically are we trying to accomplish?; 2) What change might we introduce?; 3) Why do we think those changes will make an improvement?; and 4) How will we know that the changes are an improvement? A networked community accelerates learning for improvement and involve simultaneous occurrences of practice in multiple contexts. NICs and other study methods could add to bodies of study, research, learning and improvement.

7 Systemic and Community Collective Impact Recommendations

- (A) **Initiate Developmental Evaluation of the Collective Impact of Native Hawaiian Education.** Developmental evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Innovations can take the form of new projects, programs, products, organizational changes, policy reforms and systems interventions. A systemic effort such as a developmental evaluation can begin

with vaulting education program evaluations to the systemic arena to assess collective impact, including elements of both attribution and contribution.

- (B) **Contribute Education Program Evaluations to Community Collective Impact Studies.** Contributing education program evaluations to a larger collective impact study where attribution and contribution elements are studied will provide valuable empirical evidence of collective impact of programs and organizations in Native communities.

8 Native Hawaiian Education Program Implementation Recommendations

- (A) **Align NHEP Awarding and Funding with Council Needs Assessment Recommendation Reports.** Utilize the Council Needs Assessment Recommendation Reports to align NHEP awarding and funding: i) Bi-furcating the awarding cycles into two three-year segments of awarding—innovation and sustaining, allowing grantees up to six years to embed successful programs and/or practices into Native Hawaiian-serving education systems; ii) Supporting the Council's three-year Common Indicators System and Framework (CISF) cohort field testing project as a means for the Department to consider performance measures to supplement, not supplant, existing GPRA measures; iii) Providing to the Council annual and cumulative analyses of NHEP grants or provide the raw data for the Council to complete the analyses.
- (B) **Leverage the Education and Community Based Knowledge, Expertise and Capabilities of the Council.** Engage and partner with the Council to: i) Improve communications with and support of Grantees; ii) Create a general level of transparency and understanding re: NHEP and Department processes, criteria, awarding and reporting requirements; iii) Improve NHEP process efficiencies and effectiveness; iv) Build NHEP Department program staff capacity and understanding of all facets of Native Hawaiian Education; v) Build capacity of a mixture of competitive grant competition application readers and scorers (e.g., local, continent, native communities, international indigenous, evaluators, island communities, kupuna); vi) Train Council staff to enable them to provide technical assistance to grantees throughout the year including site visits and reports back to the Department in Washington, D.C.; and vii) Effect a "train the trainer" model with Council staff to enable it to conduct Hawai'i-based grant rubric development, application reading, preliminary scoring, including application of inter-rater reliability procedures, and other grant competition quality assurance process activities.