Federal and State Policy Updates

Kaua`i Island Education Summit

Kaua`i Community College

Saturday, April 30, 2016
Federal and State Policy Overview

Federal

Every Student Succeeds Act (ESSA)
- a reauthorization of No Child Left Behind of 2001 (NCLB) and Elementary and Secondary Education Act (ESEA) of 1965
- Native Hawaiian Education Act reauthorized in 2015
  - $32.3MM for 5 years

Individuals with Disabilities Act (IDEA)

Career and Technical Education Act (CTE)

Higher Education Act (HEA)
- Reauthorization

State

Native Hawaiian Education Vision and Goals

Na Lei Na`auao Alliance
- Hawaiian Focused Charter Schools

Na Hopena A`o
- Office of Hawaiian Education
- State Department of Education
Native Hawaiian Education Council
Federal and State Policy and Policy Implementation Recommendations

Federal Policy and Policy Implementation Recommendations

Advance Higher Education Act (HED) Reauthorization Priorities that Support Increased Native Student Recruitment, Retention, and Persistence

- SUPPORT: Leverage existing programs to support increase in Native student recruitment, admissions, supports and persistence.
- EARLY COLLEGE: Encourage community colleges and universities to design and implement innovative programs to bridge high school and early college experiences in local community settings.
- ZERO PERCENT: Zero percent interest student loans.
- DUAL FUNDING: Fund dual eligible institutions of higher learning that qualify for both Asian American and Native Hawaiian Pacific Islander (AANAPI) Serving Institutions and Alaska Native and Native Hawaiian (ANHH) Serving Institutions. Title III grant opportunities.

Implement the Every Student Succeeds Act (ESSA) with Student Centered Priorities

- COMMUNITY CONSULTATION: Actively engage in community consultation opportunities regarding the “assessment” and “supplement not support” elements of ESSA implementation.
- LANGUAGE STUDY: Ensure the Native Language Schools and Programs study is completed to 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.
- NATIVE LANGUAGE PROGRAMMING: Fund the creation and expansion of native language immersion programs in public schools.
- DATA DECALIFICATION: Advocate for disaggregation of Native Hawaiian data from Asian and Pacific Islander data.

Implement the Native Hawaiian Education Reauthorization Act (NHERA) with Legislative Intent

- NATIVE HAWAIIAN EDUCATION COUNCIL: Implement the Council's recommendation in a manner to preserve the Native Hawaiian education island community voice. Engage and partner with the Native Hawaiian Education Council to assist with transitions and implementation.
- NATIVE HAWAIIAN EDUCATION PROGRAM: Implement competitive grant process based on priorities identified in the 2015 Needs Assessment Report. Implement NHEP process improvements to award in a more timely fashion and minimize workforce impacts.

Accelerate Integration of Policy Priorities

- EARLY CHILDHOOD: Identify and increase funding for early childhood family interaction learning programs.

State Policy and Policy Implementation Recommendations

Adopt the Native Hawaiian Education Vision and Goals to Guide Priorities

- Support Implementation of Policies and Improvement Efforts of the Hawaii Department of Education System

- ASSESSMENTS: Develop assessments in the medium of instruction—the Native Hawaiian language.
- ART & FUNDING: Establish an appropriate arts and culture program. The Department of Education shall adopt implementation strategies and tools that incorporate the arts and culture in all aspects of education.

- INTEGRATION: Integrate policy and practice vertically and horizontally within the Department itself.
- STRENGTHEN: Strengthen working relationships with the State Public Charter School Commission for student focused education. Integrate policy and practice horizontally (intra-agency) with charter schools and operational elements such as facilities, transportation, food services and administrative services.

- TRANSPARENCY: Increase transparency with regard to State Educational Agency (SEA) and Local Educational Agency (LEA) program and related funding opportunities and programs.

Support Improvements in the Hawaii Department of Education's Public Charter Schools and Systems

- GOVERNANCE: Clarify the roles and responsibilities of the State Public Charter Commission, Commission staff, school governing and non-profit fiscal sponsoring boards. Adequate legal representation and no underfunding of school due process rights.

- AUTHORIZED: Urge the Hawaii State Legislature to authorize the Board of Education to establish a second authorized public charter school.

- FUNDING AND FACILITIES: Provide parity to charter schools regarding funding and facilities.

Support the State of Hawaii's University of Hawaii System's Efforts

- STUDENT SUPPORT: Increase Native Hawaiian student success rates (e.g., non-traditional first generation to go college). Increase tuition waivers for Native Hawaiian students. Implement the Hawaii Graduation Initiative (e.g., 55 by 25, 15 [credits] to finish, campusọcred). Support programs for Native Hawaiian students, including ‘Idile Hawai” programs.

- HAWAII PAPA O KE ALOHA: Implement goals and objectives of its Hawaii PAPA o Ke Aloha program in leadership development, community engagement, and Hawaiian language and culture parity.

Support a Bill for an Act Relating to Increasing the Payment Amount for the Office of Hawaiian Affairs’ Pro Rata Share of the Public Land Trust

- BILL FOR AN ACT: Focus on passage and then implementation of the Bill for an Act.

Accelerate Integrated Education, Health and Housing Resource Opportunities

- INTER AGENCY COLLABORATION: Support and strengthen community with large Hawaiian Homelands and 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 Act (NHEA)

Native Hawaiian Education Council (NHEC)
- Change in Council Composition
- Priorities for the NHEP Grants
- Community Consultation

Native Hawaiian Education Program (NHEP)
- Educational Priority Recommendations from NHEC
- Repair and renovation of public schools with high concentration of NH students
- Programs that improve NH academic achievement by meeting unique cultural and language needs
Under the Every Student Succeeds Act (ESSA) of 2015, opportunities for participation and coordination from Native Hawaiians are increased with a focus on language and culture to improve student outcomes.

Native Hawaiian Education Program (NHEP)
The ESSA requires the Department of Education to award grants via the NHEP to give priority to:
- Programs that meet the educational priority recommendations of the Native Hawaiian Education Council (NHEC);
- The repair and renovation of public schools that serve high concentrations of Native Hawaiian students;
- Programs that improve academic achievement of Native Hawaiian students by meeting their unique cultural and language needs.

Priority would also be given to programs where a nonprofit entity, serving disadvantaged Native Hawaiians, applies as part of a partnership or consortium.

Change in NHEC Composition
The composition of the NHEC is revised under the ESSA. 15 named government and Native Hawaiian organization leaders replace the 21 Native Hawaiian, island community-based providers and consumers of education services. (See reverse for change comparison)

The named organization leader may designate someone who has experience in Native Hawaiian education or cultural activities with traditional cultural experience given due consideration.

Community Consultation
The NHEC is to hold community consultations not less than once on each of the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, and Kaua‘i. This public meeting is to allow the Council to gather input on current grantees, priorities and needs of the community, and to discuss Native Hawaiian education concerns.

Current Council Composition under the 2001 NHEA Reauthorization (P.L. 107-110)
The NHEC shall consist of no more than 21 members of the following:
- At least 10 shall be Native Hawaiian education service providers
- At least 10 members shall be Native Hawaiians or Native Hawaiian education consumers
  - NHEC designated seven of the 10 consumer seats for a representative from each of the Island Councils established through NHEA from the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, Kaua‘i, and Ni‘ihau.
- A representative of the State of Hawai‘i Office of Hawaiian Affairs
- Island Councils shall consist of parents, students, and other community members who have an interest in the education of Native Hawaiians, and shall represent a cross-section of individuals concerned with the educational needs of all age groups, from children in preschool through adults. At least three-fourths of the members of each island council shall be Native Hawaiian.

Change in NHEC Composition
The NHEC is revised under the ESSA. 15 named government and Native Hawaiian organization leaders replace the 21 Native Hawaiian, island community-based providers and consumers of education services. (See reverse for change comparison)

The named organization leader may designate someone who has experience in Native Hawaiian education or cultural activities with traditional cultural experience given due consideration.

Community Consultation
The NHEC is to hold community consultations not less than once on each of the islands of Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, and Kaua‘i. This public meeting is to allow the Council to gather input on current grantees, priorities and needs of the community, and to discuss Native Hawaiian education concerns.

Current Council Composition under the 2015 NHEA Reauthorization
The NHEC shall consist of 15 members of whom shall be the following, or a designee*:
- The Governor of the State of Hawai‘i
- The Mayor of the County of Hawai‘i
- The Mayor of the County of Maui
- The Mayor of the County of Kaua‘i
- The Mayor of the City and County of Honolulu
- A representative from the island of Moloka‘i or the island of Lāna‘i
- The President of the University of Hawai‘i
- The Superintendent of the State of Hawai‘i Department of Education
- The Executive Director of the Hawai‘i Charter School Network
- The Chairperson of the Office of Hawaiian Affairs
- The Chairperson of the Hawaiian Homes Commission
- The Chairperson of the Hawaii Workforce Development Council
- The Chief Executive Officer of the Kamehameha Schools
- The Chief Executive Officer of the Queen Lili‘uokalani Trust
- An individual representing one or more private grant-making entities

* A designee serving on the Council must demonstrate no less than five years experience as a consumer or provider of Native Hawaiian educational or cultural activities, with traditional cultural experience given due consideration.
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 as Guiding Priorities.
   There are many organizations which adopted and supported the pillars of the vision and two goals. Adoption of these principles will also be useful. Organizations can also help to realize the vision and goals in our learning system in the next 10 years.

2. Support Implementation of Public 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 4-1-1, Na Hōkū Koa – General Learner Outcomes. (c) Develop assessment in the medium of instruction – the Native Hawaiian language. (d) Integrate Policy and Practice Vertically in order to have a Department wide. (e) Strengthen working relationships with the State Public Charter School Commission for student focused education. (f) Integrate Policy and Practice Horizontally across with Charter Schools and operational elements such as facilities, transportation, and lunches and administrative services. (g) Enhance transparency and effectiveness in relation to the State Educational Agency (SEA) and the State AE pre-1113 program and related funding opportunities and programs.

  clarify the roles and responsibilities of the State Public Charter Commission, Commission Staff, School Governing and Non-Profit Fiscal Sponsoring Board, in determining appropriate governance (e.g., compliance vs. support) 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 Efforts.
   Efforts include increasing Native Hawaiian student success rate (e.g., non-traditional, first generation to go to college, implementing goals and objectives in Hawai‘i Pono i and the proposal in leadership development, community engagement, and Hawaiian language and cultural shifts, and implementing the Hawai‘i Graduation Initiative (e.g., 35 by 25, 19 credits) to finish, campus outcomes).

5. Coordinate and Advance a Native Hawaiian Data Consortium, beginning with Education Data.
   While previous efforts to aggregate data in the State of Hawai‘i and among Native Hawaiian organizations (e.g., Kamehameha Schools, O‘ahu-based Native Hawaiian Alliance) have met with significant opposition and data use, i.e., Hawai‘i Pono i Data Exchange Summit, there is a need to focus, aggregate, juxtapose and mine data sets and datasets across the education, health and housing systems to determine collective impact on Nā Hānai and Native Hawaiian Education as a whole.

   Community by Community.
   Support fiscal and community resources mapping, both public and private, to recommend more effective and efficient education fiscal resources.

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

Native Hawaiian Education Council Needs Assessment Recommendation Report

I. Recommendations to the United States Department of Education

1. Pilot Priority Recommendations:
   (a) Reaffirm Priority Populations for Education Service Areas
       (i) Families from poverty-under-served communities
       (ii) Students/eligible students 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 average proportion in the HPND; (ii) Higher than average State proportion of students who are eligible for the subsidised school lunch program; (iii) Persistence 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 Dedicated Priority Communities for Progress and Continuing Education Service Priority
   (i) Kahului (Kīhei) (ii) Pāhoa (East Hawai‘i Island) (iii) Kalākaua (West Maui Island) (iv) Moloka‘i (the entire island) (v) Mānā‘alua (Kaua‘i) (vi) Nahe‘u‘u (Kaua‘i) (vii) Kona (Maui) and (viii) Honokaa (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.
Kaua’i Island Council Recommendations

In May 2015, the Kaua’i Island Council (KIC) hosted the Kaua’i Education Summit on the Kaua’i Community College campus. The Kaua’i Education Summit: a) Exposed the Council to a broader Kaua’i community; b) Established and developed relationships with leaders within key educational institutions on Kaua’i (e.g., 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’s (KCC) Makaloa Council, Mayor of Kaua’i); c) Included a diverse representation of participants (Students from elementary to post-secondary, faculty, administrators, parents, kupuna, and concerned community members); d) Provided direct feedback from community regarding Strengths, Weaknesses, Opportunities and Threats along the educational continuum; e) Provided an opportunity for attendees to receive information from various community service providers; f) Provided a venue a post-high venue at KCC for students, families and communities to experience; and g) Provided presentations shared relevant information with attendees.

Below is a summary of the five strengths, weaknesses, opportunities and threats (SWOT) sessions conducted during the summit. The five sessions focused upon distinct segments within the education pipeline and were broken down as follows:

1. Pre-K
2. Elementary Education
3. Middle School
4. High School
5. Post-Secondary Education

Within each of the five segments were common themes that emerged from each of the groups as they conducted their analysis. Common strengths included strong community support, resilient community access to natural resources, and culturally-focused resources. Common weaknesses included lack of scale for resources due to size of population being served, lack of strong voice for advocacy, and pressure on a few to do the work of many. Common threats came in the form of loss of funding for services supported by grants, federal mandates negatively impacting teaching and learning, and loss of access to programs, services, and classes due to lower enrollment due to population size. The strong community support is the major common opportunity identified as service organizations and the private sector can be integrated into helping students and faculty on all levels. Overall, participants in the SWOT sessions provided great mauna’o (insights) as we look to create a picture of the present situation facing learners of all ages on Kaua’i. They also provided ways that we can shape the future based not only on the current needs, but through collaborations and partnerships with programs and services in both the non-profit and private sectors.

NHEC planned the education landscape in Hawai’i and noted, not unexpectedly, the prevalence of education settings operating with Hawaiian culture based education values, guidelines, modalities, methodologies and frameworks all which influence curriculum design, instructional strategies, education service delivery and modalities, assessment strategies, teacher and administrator preparation and development, student life facilities and family engagement. All of the initial work products and subsequent updates were developed via collaboration among education and community organizations and organizations involved with the work are described and acknowledged below. The identified Hawaiian culture based education values, guidelines, methodologies and frameworks are not all encompassing, nor in chronological order of development, but form the foundation and basis for NHEC’s recommendations.

Source: NHEC 2015 Needs Assessment and Recommendation Report
Native Hawaiian Education Vision and Goals

Na Lei Na`auao Alliance
Hawaiian Focused Charter Schools

Na Hopena A`o
Office of Hawaiian Education
Department of Education
State of Hawai`i
Introduction

What makes Na‘iwa‘i, Na‘iwa‘i – a place unlike anywhere else – are the unique values and qualities of the indigenous language and culture. “O Na‘iwa‘i le kauhikoa o ko ha‘aha‘a na Hawai‘i” is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A‘o, are rooted in Hawai‘i, and we become a reflection of this special place.

Nā Hopena A‘o or HA are outcomes to be strengthened in every student over the course of their K–12 learning journey. Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, ‘Ike Womking and Hawai‘i. When taken together, these outcomes become the core BREATHE that can be drawn on for strength and stability through out school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindset to succeed in college, careers and communities locally and globally. Thus, HA learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Through a widespread community process of dialogue, feedback, and co-creation, our BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HA to thrive and bring life to learning. Thus, we present HA as life-long learning outcomes for all of us, as students of Hawai‘i, to believe, understand, model and become.
Native Hawaiian Education Vision and Goals

Post-Secondary
College, Career and Community Readiness

Vision Statement

**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 maoli Hawai'i.

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

---

Goal 1

Goal 1 'Ōlelo Hawai'i—In the next 10 years, our learning systems will:
- Advance 'Ōlelo Hawai'i Expectations
- Actualize a Hawaiian Speaking Workforce
- Amplify Access and Support
- Achieve Normalization

---

Goal 2

Goal 2 'Ike Hawai'i—In the next 10 years, our learning systems will:
- Actualize 'Ike Hawai'i
- Amplify leo Hawai'i
- Advance hana Hawai'i
Native Hawaiian Education Council (NHEC)

Strategic Plan 2020
1988

To address and support the educational needs of Native Hawaiians, as demonstrated through the 1983 Native Hawaiian Education Assessment Report. Congress enacted Title IV in the 1988 Hawaiian-rafted amendment of the Elementary and Secondary Act of 1965 to fund six supplemental programs for Native Hawaiians in five distinct areas: family-based early childhood education, curriculum development, higher education, gifted and talented, and special education.

1994

Title IV was reauthorized as Title V, Part B of the 1994 Improving American's School Act. The Native Hawaiian Education Act (NHEA) of 1994 was amended to provide discretionary grants in the same five areas (extending curriculum development to include secondary education and teacher training and recruitment) and also funding for community-based education learning centers. The NHEA also authorized the establishment of a Native Hawaiian Education Council and five island councils to provide guidance and direction of Native Hawaiian education resources to government agencies.

2001

NHEA was reauthorized as Title VII, Part B of the 2001 No Child Left Behind Act. Funding priorities were now awarded to eligible entities providing Native Hawaiian education services that addressed beginning reading and literacy needs of at-risk children and youth. Native Hawaiian underemployment and Hawaiian language instruction. Composition of the Education Council was changed to 10 Native Hawaiian education providers, 10 Native Hawaiians or Native Hawaiian education consumers, and one Office of Hawaiian Affairs representative, and island councils were expanded from five to seven.

2015

NHEA was reauthorized as Title VI, Part B of the 2015 Every Student Succeeds Act. NHEA was amended to authorize charter schools as an eligible entity for direct funding. Amendments also changed the composition of the Education Council to 15 state and county elected officials, public agency heads, and private entities and funders, and expanded the Council's activities to include providing technical assistance to current and potential grant recipients and conducting community consultations on each island in place of island councils.
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

Strategic Plan 2020
Framework & Areas of Focus

Strategies & Tactics

Vision Statement:

"O Hawai‘i ke kala‘o a ka ho‘omau‘ano.
I na mahalohi he 10 e kūʻī mai ana e 'Ulu 'ula na hanauna
I mana i ka 'olelo a me ka nohoana Hawai'i ke ho‘omau
'ana i ke ola pono o ka maula Hawai'i.

Rationale:

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

Goal 1:

ʻOlelo Hawai‘i
In the next 10 years, our learning systems will:

- Advance ʻOlelo Hawai‘i Expectations
- Actualize a Hawaiian Speaking Workforce
- Amplify Access and Support
- Achieve Normalization

Rationale:

Goal 2:

ʻIke Hawai‘i
In the next 10 years, our learning systems will:

- Actualize ʻIke Hawai‘i
- Amplify Leo Hawai‘i
- Advance Hana Hawai‘i

Native Hawaiian Education Vision & Goals
MAHALO
NHEA Transition

• The Governor of the State of Hawai`i
• The Mayors of the County of Kaua`i, Hawai`i, Maui, City and County of Honolulu
• A representative from the island of Moloka`i or the island of Lana`i
• The President of the University of Hawai`i
• The Superintendent of the State of Hawai`i Department of Education
• The Executive Director of the Hawai`i Charter School Network
• The Chairperson of the Office of Hawaiian Affairs
• The Chairperson of the Hawai`i Workforce Development Council
• The Chief Executive Officer of the Kamehameha Schools
• The Chief Executive Officer of the Queen Lili`uokalani Trust
• An individual representing one or more private grant making entities