



NATIVE HAWAIIAN
EDUCATION COUNCIL

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

Higher Education Act (HEA)

Reauthorization

Individuals with Disabilities Act (IDEA)

Career and Technical Education Act (CTE)

State

Native Hawaiian Education Vision and Goals

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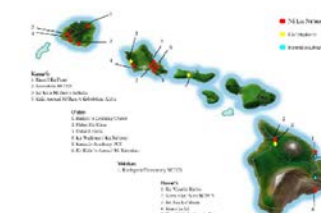
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Vision Statement

Vision Statement

'O Hawai'i i ke kahua o ka ho'ona'auao.
I nā makahiki he to e hiki mai ana e 'ike 'ia ai nā hanau i
mana i ka 'olelo a me ka nōhona Hawai'i no ka ho'omaui
'ana i ke ola pono o ka mauili Hawai'i.

Rationale

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

Nā Hopena A'o Statements HĀ: BREATH



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



**NATIVE HAWAIIAN
EDUCATION COUNCIL**
‘Aha Ho‘ou‘ā‘āua ‘Ōwai Hawai‘i

Federal Policy and Policy Implementation Recommendations

Advance Higher Education Act (HEA) 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 American Pacific Islander (AANAPI) Serving Institutions and Alaska Native and Native Hawaiian (ANNH) 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 supplant” 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 DISAGGREGATION.** 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 composition change 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 Recommendation Report. Implement NHEP process improvements to award in a more timely fashion and minimize workforce impacts.

Accelerate Integration of Policy Priorities

- ▶ **TRIBAL HEAD START.** Urge Congress to support the inclusion of Native Hawaiians in the Alaska Native and American Indian Tribal Head Start and Early Head Start Program when reauthorizing the Improving Head Start for School Readiness Act of 2007.
- ▶ **EARLY CHILDHOOD.** Identify and increase funding for early childhood family interaction learning programs.
- ▶ **INTER-AGENCY COLLABORATION.** Align policy and programmatic objectives and funding via intentional inter-agency collaborations. For example, United States Departments of Education, Health and Human Services, Agriculture, Housing, and Urban Development and Interior with local institutions of higher education, community health centers, etc.

State Policy and Policy Implementation Recommendations

Adopt the Native Hawaiian Education Vision and Goals to Guide Priorities

- ▶ Adopt the vision and goals in families, schools, communities and organizations.

Support Implementation of Policies and Improvement Efforts of the Hawai‘i Department of Education System

- ▶ **POLICIES.** Implement Policies 105.7 Hawaiian Education and 105.8 Ka Papahana Kaiapuni, more comprehensively. Implement Policy E-3, Na Hopena A‘o – General Learner Outcomes.
- ▶ **ASSESSMENTS.** Develop assessments in the medium of instruction—the Native Hawaiian language.
- ▶ **PAY & FUNDING.** Establish an appropriate pay scale acknowledging DOE Policy 105.8 that requires qualification in both English and Hawaiian as mediums of instruction. Identify and increase funding for early childhood family interaction learning programs.
- ▶ **INTEGRATION.** Integrate policy and practice vertically (inter-within the Department itself). Strengthen working relationships with the State Public Charter School Commission for student focused education. Integrate policy and practice horizontally (intra-across) with charter schools and operational elements such as facilities, transportation, food services and administrative services.
- ▶ **TRANSPARENCY.** Enhance transparency with regard to State Educational Agency (SEA) and Local Educational Agency (LEA) program and related funding opportunities and programs.

Support Improvements in the Hawai‘i 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 undermining of school due process rights.
- ▶ **AUTHORIZER.** Urge the Hawai‘i State Legislature to authorize the Board of Education to establish a second authorizer.
- ▶ **FUNDING AND FACILITIES.** Provide parity to charter schools regarding funding and facilities.

Support the State of Hawai‘i, University of Hawai‘i System’s Efforts

- ▶ **STUDENT SUPPORT.** Increase Native Hawaiian student success rates (e.g., non-traditional, first generation to go to college). Increase tuition waivers for Native Hawaiian students. Implement the Hawai‘i Graduation Initiative (e.g., 55 by 25, 15 [credits] to finish, campus scorecards). Support programs for Native Hawaiian students, including ‘olelo Hawai‘i programs.
- ▶ **HAWAII PAPAO KE A‘O.** Implement goals and objectives of its Hawai‘i Papa o Ke A‘o plan in leadership development, community engagement, and Hawaiian language and cultural 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 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 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 w/ high concentration of NH students
- Programs that improve NH academic achievement by meeting unique cultural and language needs



Every Student Succeeds Act Native Hawaiian Education Reauthorization Act of 2015



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 wherein 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.



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Every Student Succeeds Act Native Hawaiian Education Reauthorization Act of 2015



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 representative 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.

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 Hawai'i Workforce Development Council
- The Chief Executive Officer of the Kamehameha Schools
- The Chief Executive Officer of the Queen Lili'uōkalani 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 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, Na 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.



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



Native Hawaiian Education Council Needs Assessment Recommendation Report

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 HDOE; (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.



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 Kauai (e.g., Kaua'i Community College, Kaua'i Department of Education, Kamehameha Schools, Kaua'i Chamber of Commerce, Junior Achievement, Kauai 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 presenters who 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 low 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 mana'o (*insight*) 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 panned 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



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State Policy Update and Support

Native Hawaiian Education Vision and Goals

Na Lei Na`auao Alliance
Hawaiian Focused Charter Schools

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Ka Waihona o ka Na'auao (K-8)
85-195 Farrington Hwy Wai'anae, HI 96792
808.620.9030 / Fax: 808.620.9036
Po'o: Alvin Parker
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cc: renetteparker@kawaihonapcs.org
cc: msarmiento@kawaihonapcs.org
www.kawaihonapcs.org

Kamaile Academy (PK-12)
85-180 Ala Akau St. Wai'anae, HI 96792
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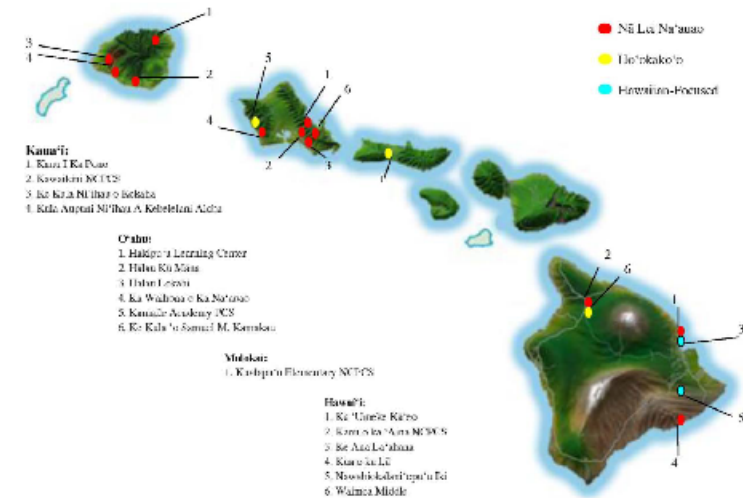
Kanu o ka 'Āina (PK-12)
64-1043 Hi'iaka St Kamoela, HI 96743
Mailing: PO Box 398 Kamoela, HI 96743
808.890.8144 / Fax: 808.890.8146
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Kawaikini (K-12)
3-1821J Kaunualii Hwy
Lihue, HI 96766
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Ke Ana La'ahana (7-12)
Mailing: PO Box 4997 Hilo, HI 96720
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Ke Kula Niihau o Kekaha (K-12)
8135 Kekaha Rd Kekaha, HI 96752
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Ke Kula 'o Nāwahīokalaniopu'u (K-8)
16-120 'Opukaha'ia St., Ste 2 Kea'au, HI 96749
808.982.4260 / Fax: 808.966.7821
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Ke Kula 'o Samuel M. Kamakau (PK-12)
46-500 Kūneki St. Kane'ohe, HI 96744
808.235.9175 / Fax: 808.235.9173
Po'o: Meahilahila Kelling
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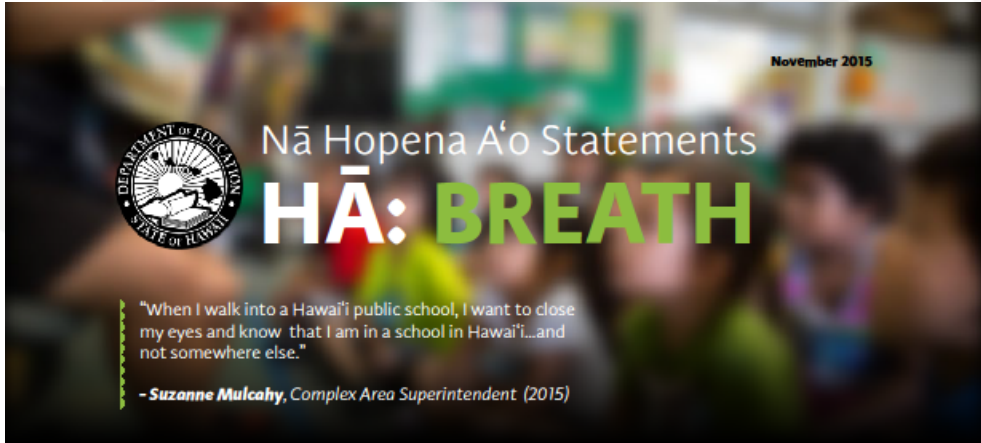
Kua o Ka Lā (K-12)
14-5322 Kaimu/Kapoho Rd Pahoa, HI 96778
808.965.5098 / Fax: 808.965.2193
Po'o: Susan Osborne
pualaa@ilhawaii.net
cc: puaw@kuaokala.org (Ed Director)
cc: likaka@kuaokala.org (Ed Director)
www.kuaokala.org

Kualapu'u Elementary (PK-6)
260 Farrington Ave. Kualapu, HI 96757
Mailing: PO Box 260 Kualapu, HI 96757
808.567.6900 / Fax: 808.567.6906
Po'o: Lydia Trinidad
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cc: rochelle_borden@notes.k12.hi.us
www.kualapu.weebly.com

Kula Aupuni Niihau A Kāhelelani Aloha (K-12)
8315 Kekaha Rd. Kekaha, HI 96752
Mailing: PO Box 610 Kekaha, HI 96752
808.337.2022 / Fax: 808.337.2033
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www.kanakapcs.org

Waimea Middle School (6-8)
67-1229 Māmalahoa Hwy Kamoela, HI 96743
808.887.6090 / Fax: 808.887.6087
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Introduction

What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture. 'O Hawai'i ke kahua o ka ho'ona'auao. 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 HĀ are six 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, Total Wellbeing and Hawai'i. When taken together, these outcomes become the core BREATH 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 mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ 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, your BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning. Thus, we present HĀ as life-long learning outcomes for all of us, as students of Hawai'i, to believe, understand, model and become.

Contributors

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Kamoa'e Walk
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Keiki Kawai'ae'a
Lea Albert
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Marlene Zeug
Monica Morris
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Nā Hopena A'o Statements HĀ: BREATH



* Source: Puku'i, M. (1983). 'Ōlelo No'eau Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawaii: Bishop Museum Press.





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 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

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

13

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

14



Native Hawaiian Education Council (NHEC)

Strategic Plan 2020





NATIVE HAWAIIAN EDUCATION COUNCIL

'Aha Ho'oua'auao 'Ōlwi Hawai'i

Native Hawaiian Education Act History

1988

To address and support the educational needs of Native Hawaiians, as demonstrated through the 1983 Native Hawaiian Educational Assessment Report, Congress enacted Title IV in the 1988 Hawkins-Stafford amendments 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, elementary curriculum development, higher education, gifted and talented, and special education.



1994

Title IV was reauthorized as Title IX, Part B, or the 'Native Hawaiian Education Act' (NHEA), of the 1994 Improving American's School Act. NHEA was amended to provide discretionary grants in the same five areas (extending curriculum development to include secondary education and teacher training and recruitment), but 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

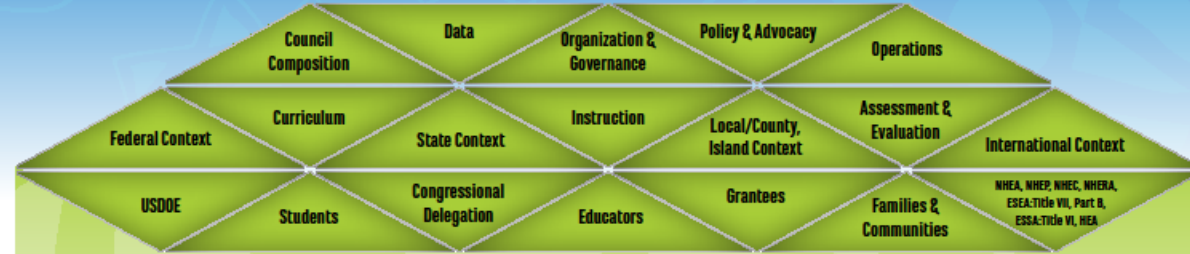
Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & Make Recommendations' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian 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

S0 - Systems

- T1 Build upon trust and confidence in NHEC's capabilities
- T2 Deploy intentional influence strategies
- T3 Support cooperative resource competitions
- T4 Support educator development
- T5 Advance impactful legislation, including awareness of political timelines and impacts
- T6 Strengthen education policy and advocacy efforts

S1 - Council Composition

- T7 Implement the reauthorized Council composition
- T8 Implement strategies to preserve Native Hawaiian education voices

S2 - Sustainability

- T9 Address organization identity and sustainability
- T10 Collaborate to identify and improve access to funding for Native Hawaiian education program funding

S3 - Coordinate

- T11 Coordinate repository for culture-based curriculum mapping
- T12 Coordinate repository for place, culture and community-based instructional practices
- T13 Coordinate repository for culture-based assessment and evaluation data

S4 - Support

- T14 Develop support strategies for teachers who have been involved in specific Hawaiian culture-based educational programs or settings

S5 - Convene, Coordinate & Link

- T15 Link business to culture-based education curriculum work
- T16 Link Native Hawaiian education program outcomes to employment opportunities
- T17 Link Native Hawaiian business communities and partnerships with education
- T18 Link P-20 programs and models systemically

S6 - Report & Recommend

- T19 Spotlight Native Hawaiian education issues
- T20 Facilitate flow of communities, education needs and issues

S7 - Data

- T21 Convene and coordinate efforts to bring stakeholders to better understand needs, priorities and recommendations
- T22 Assess and evaluate the impact of NHEP grants
- T23 Facilitate establishment of repositories for Native Hawaiian education data
- T24 Complete cohort field testing of NHEC Common Indicator System and Framework

S8 - Communicate

- T25 Advance key messages
- T26 Spotlight and connect grantees and programs
- T27 Tell and maintain NHEA, NHEP, NHEC and Island Council mo'olelo
- T28 Spotlight Native Hawaiian education vision, goal statements and progress
- T29 Call people and organizations to the work and to be "actionable"
- T30 Link organizations to Native Hawaiian education system work

Native Hawaiian Education Vision & Goals

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 mauili 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
- Actualize a Hawaiian Speaking Workforce
- Amplify Access and Support
- Achieve Normalization

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

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

