Native Hawaiian Education Council

Needs Assessment Recommendation Report

September 2015

NATIVE HAWAIIAN EDUCATION COUNCIL

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 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.

Through our spirituality, love of homeland,
family, language and community,
our enlightenment will come
grounded in our cultural wisdom.

2015 Needs Assessment Recommendation Report

September 2015

NATIVE HAWAIIAN
EDUCATION COUNCIL

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Disclaimer

Policy priorities, blueprints, position statements, or any related verbiage included in this report as detailed from various data sources do not represent the Council’s position or endorsement.

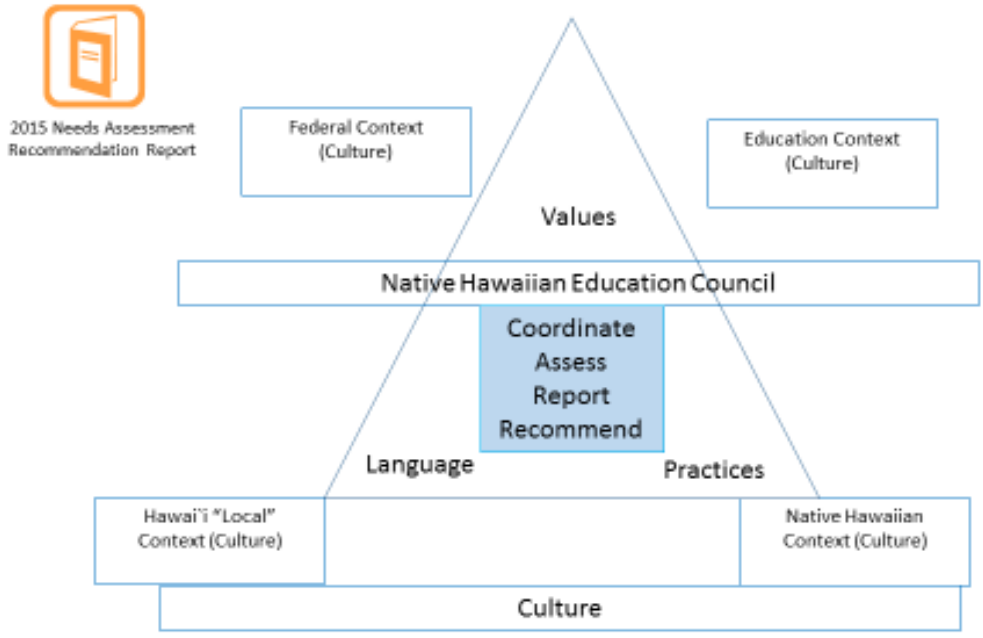
II – Background, Context and Report Roadmap

Background and Context

The Native Hawaiian Education Act (NHEA or 'the Act') established the Native Hawaiian Education Council (NHEC or 'the Council') and Island Councils (Part B, Sec. 7204) "in order to better effectuate the purposes of this part through the coordination of educational and related services and programs available to Native Hawaiians, including those programs receiving funding under this part." In essence, the Council provides leadership and guidance from the Hawaiian community primarily to the U.S. Department of Education and more broadly assists to amplify family and community stakeholder voices regarding Native Hawaiian education.

The mission of NHEC—as delineated under the NHEA, Sec. 7204—is to '*Assess, Evaluate, Coordinate, 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. This report represents a culmination of the Council's activities and creates a high level recommendation tracker that will be used in subsequent years to monitor the progress of action in response to the recommendations.

The Council operates in multiple contexts as illustrated simply in the following picture where context or cultural elements include language, values and practices.



II – Background, Context and Report Roadmap

Report Roadmap

The Council's 2015 Needs Assessment Recommendation Report is a compilation and scan of many data points and elements collected both over time and from immediate "headlines". Since the Council's 2011 Needs Assessment Report, the Council completed data studies and studied additional data sources in formulating its 2015 recommendations, including, but not limited to: 1) the Council's 2011 Needs Assessment Report; 2) the Council's 2014 Community Needs Report; 3) the Council's 2014 Needs Assessment Data Report; 4) the State Public Charter School Commission's 2013-2014 Annual Report; 5) Kamehameha Schools' Native Hawaiian Educational Assessment, Ka Huakaʻi 2014; 6) NHEP grantee award information; 7) the Native Hawaiian Education Vision and Goals; 8) NHEC Island Council community analyses and recommendations; 9) Culture based education methodologies and frameworks; 10) Observations of Federal, State and In-State education policy and advocacy activities; and 11) related policy and advocacy activities surrounding the Native Hawaiian Health Care Improvement Act and the Papa Ola Lōkahi organization; and the Native American Housing and Self Determination Act and the Department of Hawaiian Home Lands organization. Data sources listed above as well as other primarily publicly available data inputs (e.g., websites, position papers) were reviewed and referenced appropriately; synthesized analyses and findings and verbatim executive summaries are noted in the body of the report, with more detailed narrative and quantitative, table driven data formats included in the appendices. Oriented from a systems perspective, recommendations are organized and presented for specific U.S. Department of Education and general Native Hawaiian education stakeholders and constituencies.

III – 2011 Needs Assessment Report

The Council's 2011 Needs Assessment Report (2011 Report) provided an assessment of the current educational needs of Native Hawaiian learners. It represented the culmination of a 14-week study that began in June 2011. The contents of the 2011 Report was meant to guide planning efforts and funding priorities over the next three years. The "next step" was to conduct a more detailed review of needs at the community level.

In the 2011 Report, the Council organized 14 recommendations into four areas of priority: criteria, communities, populations and strategies/services.

Priority Criteria (4 recommendations)

1) The proportion of Native Hawaiians in the target school or community to be served meets or exceeds the average proportion of Native Hawaiian students in the Hawai'i Department of Education (Hawai'i DOE);
2) The project serves Native Hawaiians in schools in which the proportion of students who are eligible for the 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 DOE; and
4) The project provides evidence of collaboration with the Native Hawaiian community.

Priority Communities (1 recommendation - 7 communities on 5 islands)

5) Kahuku (O'ahu), Hilo (East Hawai'i Island), Konawaena (West Hawai'i Island), Moloka'i (the entire island), Kapa'a (Kaua'i), Kekaha (Kaua'i) and Hana (Maui)

Priority Populations (3 recommendations)

6) Families from priority, under-served communities;
7) Students/stakeholders of Hawaiian-focused charter schools, and
8) Middle school students

Priority Strategies/Services (6 recommendations)

9) Early childhood education services;
10) Support for proficiency in STEM;
11) Strengthening Hawaiian immersion schools;
12) Training in culture-based education;
13) Support for proficiency in reading and literacy; and
14) Strengthening Hawaiian-focused charter schools.

III – 2011 Needs Assessment Report

Government Performance and Results Act of 1993 (GPRA) Measures

Detailed in the 2011 Report were the following GPRA performance measures for the NHEP:

1) The percentage of Native Hawaiian students in schools served by the program who **meet or exceed proficiency standards in reading, mathematics, and science** on the State assessments;
2) The percentage of Native Hawaiian children participating in early education programs who consistently **demonstrate school readiness in literacy as measured by the Hawai'i School Readiness Assessment**;
3) The percentage of Native Hawaiian students in schools served by the program who **graduate from high school with a regular high school diploma**, as defined in 34 CFR 200.19(b)(1)(iv), in four years; and
4) The percentage of students participating in a Hawaiian language program conducted under the NHEP **who meet or exceed proficiency standards in reading on a test of the Hawaiian language.**

Following the release of the 2011 Report the Council began a statewide initiative to disseminate the assessment findings, enhance community engagement with the Council, and collect new data on community perceptions of educational needs and services. To assist in this initiative, the Council contracted the services of Pacific Resources for Education and Learning (PREL) in 2013 to help determine community perceptions. Specifically, the Council was interested in determining answers to the following three questions: 1) *What educational programs are community members aware of in their community?* 2) *What educational programs do community members feel are needed in their community?;* and 3) *What educational programs/approaches do community members identify as working or not working for their community?* Community perceptions specifically related to question 2 above are included in each of the subsequent community profiles.

IV – 2014 Community Needs Report

The findings in the Community Needs Report were based on surveys and group discussions carried out between November 2, 2013, and February 7, 2014 at a series of NHEC sponsored community-based meetings, surveys completed by participants in Office of Hawaiian Affairs sponsored ʻAha meetings (scholarship informational meetings), and responses to an online survey. A total of 950 valid surveys were completed in 31 community meetings, 18 ʻAha meetings, and via the online survey. The majority of survey respondents were female (66%). The majority of survey respondents were also in the age groups of 18 - 35 and 36 - 65. The largest ethnic representation was Native Hawaiian (89%), followed by Caucasian (46%) and Chinese (38%).

To analyze the results, quantitative survey responses were aggregated, cleaned (i.e., blank forms or forms that had been erroneously completed were discarded), and analyzed for descriptive statistic and cross-tabulation purposes using SPSS statistical software. Responses to open-ended questions were compiled in an Excel file, arranged by content and then analyzed to identify themes, glean deeper insight and develop meaningful conclusions. Qualitative findings were then reviewed alongside the quantitative findings providing a robust analysis and interpretation of community need. Findings were then disaggregated by community area to ensure respondent anonymity. Eleven community areas were identified: East Hawaiʻi, North Hawaiʻi, West Hawaiʻi, South Hawaiʻi, Maui, Molokaʻi/Lānaʻi, East Oʻahu, North Oʻahu, West Oʻahu, South Oʻahu/Honolulu, and Kauaʻi.

How available and accessible are existing educational services?

Approximately 90% of survey respondents reported that public education (elementary, middle, and high school) is the most commonly offered service in their communities. Afterschool and preschool programs followed. Charter high school programs were reported as least offered. Other charter school types, private schools, trade schools ʻāina (land) based education programs, and parent education programs were listed among the bottom ten least available educational programs/services available in the community. Topping the list of hard-to-access services was scholarship opportunities (26%). Private elementary and middle schools were also identified as difficult to access, along with culturally related services such as culture-based programs. Culture-based and Hawaiian language programs featured as the least offered but highly needed service-type within the Native Hawaiian community. Results indicate strong community identification with the need for charter schools where there are none, particularly at the high school and middle school levels. Trade schools are also seen as lacking, but needed. Overall, most respondents attributed their lack of awareness about services available in the community to reasons why they have not accessed them. Therefore, informational outreach and awareness building is seen by respondents as a needed service.

IV – 2014 Community Needs Report

What things matter most in children's education?

Overall, the community participants emphasized the importance of rigorous, relevant and culturally aligned educational programs and services for youth. They would like to see schools teach through Native Hawaiian values, learning preferences and protocols, and provide opportunities for students to acquire practical and lifelong skills in addition to academics. They would also like students exposed to more hands-on, experiential learning opportunities, rather than just theoretical or book driven learning. For example, community service projects are a medium for experiential learning. It is important that youth feel challenged and motivated by what they learn, and personally identify with the curriculum and educational approaches of their schools.

How could teachers and schools better prepare Native Hawaiians for a positive future?

Respondents identified several key ways in which teachers and schools may better prepare Native Hawaiians for a positive future. Most notably, they recommended increasing family and community awareness of educational opportunities through informational dissemination, as well as programs that assist with post-secondary and employment opportunities (e.g. application processes; grant identification, writing, submission, and contract management). These outreach efforts extend to getting parents and families more involved in their children's educations, both at home and at school.

What kinds of programs or services might help eliminate barriers for Native Hawaiians in achieving success?

Community outreach and supplemental programs were identified as important for eliminating barriers and promoting the success of Native Hawaiian communities and learners. Most prevalent was the expressed need for resources (financial and other) and guidance about how to find/secure resources. To that end, scholarships and financial aid were cited as a way to make school more affordable, as was the need for programs that educate students and families on how to apply for financial aid, jobs and post-secondary opportunities. Work-study options, internships and volunteer opportunities are also needed to better prepare youth for college and career. Afterschool programs for Native Hawaiian youth were also widely mentioned, to include academic tutoring, mentoring (e.g. peer mentoring), counseling, and extra-curricular/enrichment programs. While not raised as frequently, it is worth noting that early childhood and developmental services was also an expressed need. Finally, the community is regarded as an underutilized source of expertise and educational inspiration.

What programs or services seem to work best?

The most prevalent themes that emerged in response to this question include Hawaiian culture-based and language programs, hands-on, experiential, relevant programs, and tutoring/mentoring/one-to-one programs. Community respondents indicated immersion and land based programs, as well as programs that teacher cultural values, traditions, practices and

IV – 2014 Community Needs Report

protocols have worked best so far for Native Hawaiian youth. Youth have also been responsive to environmental/outdoor enrichment programs, including those that hone 21st century skills. Finally, afterschool academic assistance and summer programs have been met with some success, as have career counseling and peer coaching services.

Recommendations

NHEC reviewed and considered the findings of the community needs assessment in the context of its institutional mission and strategic priority areas. Existing NHEC priorities supported by the findings of this study include: (1) trainings in culture-based education; (2) support for Hawaiian immersion schools; and (3) support for Hawaiian-focused charter schools. Findings from the needs assessment support the consideration of the following priority strategies and services: (a) the provision of direct culture-based education services (in addition to training); (b) the provision of tutoring and mentoring services (particularly peer or kupuna-based mentoring); (c) increased community and parent outreach services; and (d) the provision of supplemental programs that promote hands-on, experiential learning (alone or in conjunction with any of the above). Finally, NHEC considered how to address the oft-cited need for more community awareness and information about how to access available resources and services. Possibilities include convening community meetings, regularly using a community location as a hub for informational programs and campaigns, and using online and social media information channels. Information dissemination seems to be a key area in which NHEC could provide unique benefits to Native Hawaiian communities as well as to all educators statewide. Following the 2014 Community Needs Report work, the Council began to gather and synthesize existing data in preparation for its Needs Assessment Recommendation Report.

V – 2014 Needs Assessment Data Report

The primary purpose of the study was to assess available educational data on Native Hawaiian students enrolled in the Hawai‘i DOE in twelve island communities throughout the State of Hawai‘i. Essentially, it fulfills the first component of the Council's statutory responsibility mandated by the NHEA to "*assess*, evaluate, coordinate, report, and make recommendations" on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, improvements that may be made to existing programs, and policies and procedures to improve the educational attainment of Native Hawaiians. This endeavor is a timely one: it coincides with the Council's current strategic planning efforts, it follows on the heels of the recently completed community needs assessment report that identified community perceptions of the availability and accessibility of existing educational services, and it intentionally integrates the NHEC's Common Indicators Matrix that was developed with broad input from multiple stakeholders in Native Hawaiian education. In sum, this report is an initial attempt to align all of these efforts in order to present a coordinated, intentional and ultimately effective document that will help guide planning efforts and funding priorities.

In the 2011 NHEC Needs Assessment Report, the Council identified and provided evidence to address priority criteria, communities, populations, strategies, and services. For this report, the Council chose to compile available socioeconomic, educational, and community data on specific indicators for all 12 communities within Hawai‘i prior to establishing agreed upon criteria to identify priority communities, populations, and strategies/services. In terms of educational data, the data contained therein is limited to academic indicators compiled by the Hawai‘i DOE and the Hawai‘i P20 Partnerships for Education. Thus, there are a number of limitations to this report, including the absence of data for Hawaiian-focused charter schools and Hawaiian Immersion education, culture-based education initiatives, and culture-based educational indicators. The Council acknowledges that these areas are vital components of Native Hawaiian education, and must be included in a comprehensive needs assessment report that focuses on Native Hawaiian learners. However, data within these areas is not systematically collected by the Hawai‘i DOE or any other entity and therefore not readily available. The Council is cognizant of the challenges of collecting this data. As a result, they have been involved in discussions with multiple entities, including Hawaiian focused charter schools, the Hawai‘i DOE, Hawai‘i P20, the Office of Hawaiian Affairs, ALU LIKE, Inc., Kamehameha Schools, and other organizations that serve Native Hawaiian learners. The mission is to design and establish a data system that will collect relevant data on Native Hawaiian learners that can be shared with each other. Until a system is established, the Council will be devoting additional time and resources to collecting data in these areas. In fact, this is one of the "next steps" they have identified as a follow-up to this initial report.

Needs assessment methods for this report included an extensive review of recent data sources and numerous discussions with Council staff and members. The report reviews the purpose of the NHEP and the mission of the NHEC, and includes a description of the needs assessment

V – 2014 Needs Assessment Data Report

methodology, the results, and a synthesis of the findings. There were a total of 23 indicators including socioeconomic indicators (e.g., population, income, educational attainment), academic indicators (e.g., participation in special education, preschool attendance, absenteeism, academic achievement in mathematics, reading, and science, standardized test scores, graduation rates, and college-going rates), and broad community-specific indicators related to educational services (e.g., the top ten services identified by the community and categorized by the focus of impact).

Below is a summary of the primary findings:

1) Over half of Hawai‘i DOE high schools have more than 28% of enrolled students who are Native Hawaiian.
2) 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.
3) 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.
4) 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.
5) 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 2-or 4-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[1] (Pāhoa, Kea‘au, and Ka‘u), and North Hawai‘i (Honoka‘a).

[1] Also known as KKP Complex=Ka‘u, Kea‘au, Pāhoa

V – 2014 Needs Assessment Data Report

1) Over half of Hawai'i DOE high schools have more than 28% of enrolled students who are Native Hawaiian. Native Hawaiian students comprise 27.7% of the student population in Hawai'i public schools. More than half (51%) of the complexes statewide (21/41) have 28% or more Native Hawaiian students enrolled in the complex high schools. In five of the 21 high schools, Native Hawaiian students comprise more than 50% of enrollment. Table 43 below ranks these 21 high schools in terms of their Native Hawaiian enrollment.

Table 1. Native Hawaiian Students by High School and Island Community

Rank	High School	Island Community	Enrollment (n)	Native Hawaiian Students (%)
1	Hana	Maui	1,870	79.6
2	Moloka'i	Moloka'i	318	78.4
3	Nānākuli	West O'ahu	954	71.0
4	Wai'anae	West O'ahu	1,693	60.3
5	Kailua	East O'ahu	827	55.2
6	Pāhoa	South Hawai'i	669	47.6
7	Castle	East O'ahu	1,233	45.5
8	Honoka'a	North Hawai'i	664	45.3
9	Kea'au	South Hawai'i	877	42.5
10	Kahuku	East O'ahu	1,458	41.9
11	Ka'u	South Hawai'i	527	41.5
12	Waimea	Kaua'i	606	41.0
13	Hilo	East Hawai'i	1,234	37.6
14	Kohala	North Hawai'i	264	36.8
15	Waiākea	East Hawai'i	1,159	34.9
16	Konawaena	West Hawai'i	707	34.7
17	Kekaulike	Maui	1,066	33.6
18	Kapa'a	Kaua'i	1,051	33.5
19	Baldwin	Maui	1,590	32.9
20	Kapolei	West O'ahu	2,045	29.9
21	Waialua	North O'ahu	619	28.6

V – 2014 Needs Assessment Data Report

2) 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. However, these schools also tend to have higher rates of entering Kindergarteners who attended preschool and lower rates of students receiving English Language Learner (ELL) services. Three of the 21 complexes demonstrate all five indicators of need: Keaʻau, Kaʻu, and Konawaena.

Table 2. Characteristics of students in predominantly Native Hawaiian schools.

Complex	F/RL	Special Education	ELL	Attended Preschool	Chronic Absenteeism	
All DOE Schools	***51%***	***10%***	***8%***	***57%***	***11%***	***Total[2] (–)***
Hana	77	12	0	86	§[3]	2
Molokaʻi	73	13	4	81	9	2
Nānākuli	80	17	6	52	27	3
Waiʻanae	78	14	4	45	25	4
Kailua	56	13	3	77	12	3
Pāhoa	88	14	5	55	25	4
Castle	50	13	2	74	11	1
Honokaʻa	66	11	7	57	18	3
Keaʻau	80	14	9	42	24	5
Kahuku	52	10	4	68	13	2
Kaʻu	86	12	23	51	31	5
Waimea	54	8	7	64	10	1
Hilo	67	13	6	53	11	3
Kohala	69	16	3	55	20	4
Waiākea	52	10	3	66	12	2
Konawaena	70	11	10	56	18	5
Kekaulike	56	11	2	61	14	3
Kapaʻa	51	11	5	58	18	2
Baldwin	48	8	6	60	8	0
Kapolei	38	10	3	53	13	2
Waialua	52	10	5	51	13	3
Complex Average	***64%***	***12%***	***5.6%***	***60%***	***17%***	

[2] The number of indicators for each complex that is lower or otherwise worse than the statewide average.
[3] § Data was not reported due to small cell size.

V – 2014 Needs Assessment Data Report

3) 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. Hawai‘i’s statewide tests are designed to measure student progress against the Hawai‘i Content and Performance Standards in reading, mathematics, and science. While the percentage of all students achieving proficiency in the three subjects is similar to the statewide average, the data is particularly disturbing for schools in which data on Native Hawaiian student achievement is available: Native Hawaiian students in these schools underperform in all three subjects. Approximately 5 out of 10 students are not proficient in reading, less than 3 out of 10 students are proficient in math, and less than 2 out of 10 students are proficient in science.

Table 3. Student academic achievement in reading, math, and science

Complex	Reading Proficiency		Math Proficiency		Science Proficiency		
	All	NH	All	NH	All	NH	
All DOE Schools	***69%***	***N/A***[4]	***59%***	***N/A***	***40%***	***N/A***	***Total (−)***
Hana	64	54	48	44	38	36	6
Molokaʻi	66	39	58	23	39	13	6
Nānākuli	45	48	36	24	14	15	6
Waiʻanae	49	54	43	32	26	12	6
Kailua	75	43	67	32	53	14	3
Pāhoa	63	58	54	41	36	8	6
Castle	77	53	66	25	51	20	3
Honokaʻa	58	57	44	26	35	17	6
Keaʻau	64	62	59	47	42	13	4
Kahuku	74	63	62	32	41	11	3
Kaʻu	44	44	33	20	23	15	6
Waimea	63	62	51	13	37	12	6
Hilo	69	59	60	23	45	10	3
Kohala	66	§	47	§	31	§	3
Waiākea	69	55	59	35	42	16	3
Konawaena	69	63	52	28	37	16	5
Kekaulike	76	51	59	12	48	12	3
Kapaʻa	70	52	55	13	44	23	4
Baldwin	67	41	50	31	38	11	6
Kapolei	67	53	51	14	34	14	6
Waialua	83	57	77	34	55	20	3
Complex Average	***66%***	***53%***	***54%***	***27%***	***39%***	***15%***	

[4] Data on Native Hawaiian student achievement was not available for all Hawai‘iDOE schools in aggregate.

V – 2014 Needs Assessment Data Report

4) 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 graduating their students in four years. Among 11th graders taking the ACT college readiness assessment, 76% had a score of less than 19 (out of 36) on the exam. Students from these schools perform only slightly better on the 8th grade ACT Explore exam, which predicts success on the 11th grade ACT. Fifty-four percent of students at ten out of 15 complexes scored a 15 or higher (out of 25) on the ACT Explore exam. Similarly, among students at the target schools who take the CollegeBoard SAT, average scores are nearly 90 points lower than that of their peers statewide. Yet despite these standardized test scores, 83% of these high schools met or exceeded the average on-time graduation rate of 82%. For schools in which Native Hawaiian high school graduation data was available, 81% met or exceeded the 82% graduation rate.

Table 4. High school outcome indicators

Complex	ACT		SAT			Graduation Rate		
	8th Grade	11th Grade	Math	Reading	Writing	All	NH	
All DOE Schools	***50%***	***34%***	***478***	***458***	***441***	***82%***	***N/A***	***Total (−)***
Hana	§	13	410	410	382	93	§	4
Molokaʻi	38	11	418	398	373	82	84	5
Nānākuli	§	11	449	402	399	76	79	6
Waiʻanae	25	12	413	390	363	70	70	7
Kailua	27	28	442	429	414	88	88	6
Pāhoa	§	11	435	390	358	89	§	4
Castle	50	35	474	461	430	80	75	4
Honokaʻa	39	13	415	437	398	88	86	5
Keaʻau	35	12	413	429	397	86	81	6
Kahuku	§	28	457	449	434	88	88	4
Kaʻu	§	9	417	434	414	82	§	4
Waimea	33	27	434	423	403	86	84	5
Hilo	47	25	456	450	427	80	80	7
Kohala	46	23	413	401	388	82	§	5
Waiākea	50	40	501	469	454	80	72	2
Konawaena	54	32	468	455	407	83	§	4
Kekaulike	56	35	456	467	447	74	68	3
Kapaʻa	55	32	461	462	443	82	81	3
Baldwin	46	33	495	458	447	90	83	2
Kapolei	44	37	466	464	443	88	89	2
Waialua	§	32	436	450	419	85	§	4
Complex Average	***46%***	***24%***	***444***	***435***	***411***	***83%***	***81%***	

V – 2014 Needs Assessment Data Report

5) Schools in which Native Hawaiian students comprise the largest proportion of students have lower college-going rates. For those students who do enroll in a public 2-or 4-year campus in Hawai‘i, many enroll in remedial or developmental courses in higher percentages than their peers statewide. Graduates from the target high schools have a slightly lower rate of entering college that the state average and many have a tough time academically once they do enroll. Upon entering college, nearly 4 out of 10 students need to take remedial or developmental courses, particularly in English, prior to registering for college-level courses.

Table 5. High school to college transition indicators

Complex	College-going rate	Remedial or developmental course enrollment in college		
		English	Math	
All DOE Schools	***63%***	***31%***	***32%***	***Total[5] (–)***
Hana	62	§	§	1
Molokaʻi	45	§	§	1
Nānākuli	38	47	34	3
Waiʻanae	48	61	59	3
Kailua	62	32	34	3
Pāhoa	58	§	§	1
Castle	68	35	43	2
Honokaʻa	49	46	46	3
Keaʻau	58	43	44	3
Kahuku	61	43	31	2
Kaʻu	61	0	0	1
Waimea	67	45	36	2
Hilo	69	34	36	2
Kohala	44	§	§	1
Waiākea	78	25	27	0
Konawaena	46	24	29	1
Kekaulike	69	30	29	0
Kapaʻa	63	30	27	0
Baldwin	68	33	23	1
Kapolei	61	31	34	2
Waialua	55	§	§	2
Complex Average	***59%***	***37%***	***35%***	

[5] The number of indicators for each complex that is lower or otherwise worse than the statewide average.

V – 2014 Needs Assessment Data Report

6) The communities that demonstrate the greatest need in terms of socioeconomic characteristics, academic achievement, high school outcomes, and college transition indicators include West Oʻahu (Waiʻanae and Nānākuli), South Hawaiʻi (Pāhoa, Keaʻau, and Kaʻu), and North Hawaiʻi (Honokaʻa). These six complexes demonstrate need (e.g., do worse compared to the state average) on more than 15 indicators, out of a total of 21 possible indicators. The complexes that demonstrate need on less than 10 indicators include Kekaulike and Baldwin (Maui), Kapaʻa (Kauaʻi), and Waiākea (East Hawaiʻi).

Table 6. Hawaiʻi DOE complexes with high Native Hawaiian enrollment by number of indicators

Rank	Complex	Island Community	Socioeconomic Characteristics	Academic Achievement	High School Outcomes	High School to College Transition	Total
1	Waiʻanae	West Oʻahu	4	6	7	3	20
2	Nānākuli	West Oʻahu	3	6	6	3	18
2	Pāhoa	South Hawaiʻi	4	6	7	1	18
2	Keaʻau	South Hawaiʻi	5	4	6	3	18
3	Honokaʻa	North Hawaiʻi	3	6	5	3	17
4	Kaʻu	South Hawaiʻi	5	6	4	1	16
5	Kailua	East Oʻahu	3	3	6	3	15
5	Hilo	East Hawaiʻi	3	3	7	2	15
5	Konawaena	West Hawaiʻi	5	5	4	1	15
5	Waialua	North Oʻahu	3	3	7	2	15
6	Molokaʻi	Molokaʻi	2	6	5	1	14
6	Waimea	Kauaʻi	1	6	5	2	14
7	Hana	Maui	2	6	4	1	13
7	Kohala	North Hawaiʻi	4	3	5	1	13
8	Kapolei	West Oʻahu	2	6	2	2	12
9	Kahuku	East Oʻahu	2	3	4	2	11
10	Castle	East Oʻahu	1	3	4	2	10
11	Kekaulike	Maui	3	3	3	0	9
11	Kapaʻa	Kauaʻi	2	4	3	0	9
11	Baldwin	Maui	0	6	2	1	9
12	Waiākea	East Hawaiʻi	2	3	2	0	7

VI – Ka Huakaʻi 2014, Native Hawaiian Education Assessment

Kamehameha School's fourth full-length volume in the Native Hawaiian Educational Assessment series was released in the fall of 2014 and is a vital resource used by many in the Native Hawaiian community, including the Council. The 2014 volume is informative in its integration of multiple assessments: material and economic well-being; social, emotional, and cultural well-being; physical well-being; and cognitive well-being.

The following major findings and implications found in Ka Huakaʻi 2014[6], support the Council's holistic, integrated and systemic recommendations found later in this report:

1) **Population:** The Native Hawaiian population is growing rapidly; including the relatively large growth occurring in the population of preschool-and school-age Native Hawaiian children, which indicates an increasing need for educational programs and services.
2) **Material and Economic Well-Being:** Homeownership is increasing and Native Hawaiians are more likely to be employed in the typically higher-paying professional and managerial occupations. Continued investments in education and postsecondary options for Native Hawaiians will be key driver in future improvements in material and economic well-being.
3) S**ocial, Emotional and Cultural Well-Being:** The existing body of quantitative data on Hawaiian cultural well-being is limited and incomplete as evidenced by the narrow set of cultural data. Although progress is apparent in many areas of social and emotional well-being, Native Hawaiians continue to face disadvantages, limited opportunities, and institutionalized inequities that leave a negative social impact. Taken together, these data indicate the need to leverage Native Hawaiian social networks, spiritual strength, and cultural traditions to navigate contemporary problems and create a path toward a more positive future.
4) **Physical Well-Being:** Similarities in the health indicators of Native Hawaiian teens and adults suggest that patterns of behavior are established early in life and that intervention from a child's formative years through adolescence is critical. As individuals, communities and organizations that serve Native Hawaiians seek to preserve recent gains and accelerate Native Hawaiian well-being, affordable healthcare and community-based outreach and educational programs will be essential.
5) C**ognitive Well-Being:** Native Hawaiian pre-school enrollment mirrors the statewide average. Proficiency in reading and mathematics increase and achievement gaps between Native Hawaiians and other students are narrowing at some grade levels. By grade 8, Native Hawaiian youth in Hawaiian-focused charter schools close the reading proficiency gap with their Native Hawaiian peers in conventional public school

[6] Kamehameha Schools. 2014. Ka Huakaʻi: 2014 Native Hawaiian Educational Assessment. Honolulu: Kamehameha Publishing.

VII – State Public Charter School Commission

The Council's 2011 Needs Assessment Report identified the following two priority strategies/service areas: strengthening Hawaiian immersion schools and strengthening Hawaiian-focused charter schools. In 2012, the Legislature passed and Governor Abercrombie signed, Act 130, Session Laws of Hawai'i, which replaced the State's previous charter school law with Hawai'i Revised Statutes Chapter 302D. Act 130 created the Commission with a principal focus on accountability-related authorizer functions, including the development and implementation of a rigorous accountability system that safeguards students and public interests while at the same time valuing the autonomy and flexibility of Hawai'i's charter schools. Among other things, the new law directed the State Public Charter School Commission (Commission) to enter into a performance contract with every existing and every newly authorized public charter school and required an annual report and dictated its contents.[7] In 2013-2014, the Commission issued a number of reports which form the basis for the Council's recommendations found in a later section.

2013-2014 Annual Report

Included in the November 2014 transmittal letter to the State of Hawai'i Legislature (Senate and House of Representatives) and the Board of Education, the Commission (also known as *'Aha Kula Ho'amana*) noted the report addressed:

1) The Commission's strategic vision for chartering and progress toward achieving that vision;
2) The academic performance of all operating public charter schools overseen by the Commission;
3) The financial performance of all operating public charter schools;
4) The status of the Commission's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed;
5) The authorizing functions provided by the Commission;
6) The services purchased from the Commission by the public charter schools;
7) A line-item breakdown of the federal funds received by the Department of Education and distributed by the Commission to public charter schools;
8) Concerns regarding equity and recommendations to improve access to and redistribution of federal funds to public charter schools.

In reviewing the 265 pages of the 2013-2014 Annual Report, the Council noted and summarized the following items from the Executive Summary:

1) **Academic Performance Framework:** 36% of charter schools met or exceeded the overall standard, while 63% did not meet or fell far below the standard. The framework's

[7] 2013-2014 annual report

added emphasis on High Needs Students, and the reality that charter schools currently are underperforming relative to statewide averages on some outcomes for High Needs Students, appears to have been a significant factor in these results. As a measure under Strive HI, charter schools in 2013-2014 collectively improved, on average, on every measure except two: Reading proficiency and, in elementary schools, chronic absenteeism, which both remained essentially flat. The rate by which charter schools collectively reduced the achievement gap between High Needs and their Non High Needs Students showed particularly impressive progress.

2) **Financial Area:** Charter schools generally were in good financial positions as of June 30, 2014, and appear to have exercised sound stewardship of public funds, but there was a slight deterioration in their positions from last fiscal year. The 2013-2014 results suggest that the financial prediction in last year's Annual Report still holds true: that sustainability challenges lie ahead if funding levels remain essentially flat and/or schools cannot realize cost savings. While there was overall improvement this year in some near-term indicators, schools are starting to struggle to meet the near-term targets, and more are having difficulty meeting standards for the long-term sustainability indicators.
3) **Organizational Area:** Most schools met all expectations under the Commission's Preliminary Organizational Performance Assessment, which in 2013-2014 primarily addressed timely submittal of fairly basic public school policies and practices in five areas. This incremental approach was deliberately formative rather than qualitative in nature and reflects the minimal expectations formerly placed on Hawai'i charter schools and the challenges confronting schools that tend to be lightly staffed administratively, stretched financially, and still transitioning from a previous model of governance that we primarily constituency-and community-based. The results nonetheless highlight some areas that will require additional attention from schools and the Commission.

Board of Education's 2014 Report to the Legislature

The Board of Education's annual report to the Governor and State Legislature included the following five areas, with a parenthetical italicized summary of the Board's response:

1) A comparison of the performance of public charter school students with the performance of comparable groups of students in public schools governed by Chapter 302A *(Refer to the Commission's 2012-2013 Annual Report)*;
2) The board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the Board's assessment of the sufficiency of funding for public charter schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools (*Board believes the Commission is proactively working with stakeholders and identifying areas to improve understanding of charter school funding and reviewing and refining the charter contract and performance frameworks; there is reason for concern over the adequacy of funding and particularly over the sustainability of the schools over time, particularly funding for*

facility needs; pursuing clarification of statutory funding formula and establishing of a Commission charter school facilities program; Commission developing proposed legislation to make certain revisions to HRS 302D.

3) A line-item breakdown of all federal funds received by the Hawai‘i DOE and distributed to authorizers (*Commission has not received federal funds for the purposes of the 2014 report because the Commission was constituted in 2012, refer to federal funds schedule distributed to the Charter School Administrative Office)*;
4) Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools (*Commission is working with the Department to identify specific equity concerns and develop recommendations for improvement)*;
5) A discussion of all Board policies adopted in the previous year, including a detailed explanation as to whether each policy is or is not applicable to charter schools.

2014 Charter School Teacher Licensure Report

The Commission report data annually to the Hawai‘i Teacher Standards Board (HTSB), including:

1) **Licensed and Unlicensed Teacher Counts:** 621 out of 706[8] total teachers or 88% in the charter school system are licensed with HTSB; all teachers are licensed in 11 charter schools; in the remaining 23 charter schools, a total of 85 unlicensed teachers, of whom only 25 teachers have the required emergency hire permits; nine instances in which charter schools reported teachers who either were unable or were not required to obtain a license from HTSB, these teachers taught culture-based subjects, such as hula and Hawaiian culture, as well as specialized areas, such as agriculture and industrial arts.
2) **Out-of-Field Teaching:** According to the HTSB, an incident of out-of-field teaching occurs when a licensed teacher teaches a course or subject area in which the teacher is not licensed. According to the information provided by the charter schools, 75 teachers, or approximately 11% of the total number of teachers in charter school, are teaching out-of-field. While many of the out-of-field teaching are for core subjects, such as Math, Language Arts, Science, and Social Studies, out-of-field teaching also occurs in many other areas such as Art, Special Education, Physical Education and Music.
3) **Emergency Hire Information:** Strategies to assist 60 unlicensed charter school teachers to obtain the necessary emergency hire permits include: exploring the State’s reciprocity agreements for out-of-state licensed teachers; and teachers taking the necessary steps to be licensed (e.g., PRAXIS exams, teacher preparation, course work).

[8] The total of 706 teachers is comprised of the number of licensed and unlicensed teachers in the charter school system. This total does not include nine teachers who were classified as ‘undefined’.

VIII – Summary of Proposals Awarded

This section provides a high level analysis of NHEP *proposals* that were awarded *grants* (as reported in the Council's 2013-2014 annual report).

Table 7. Proposals Awarded – Early Education

Early Education
1) Keiki Steps 3.0: The Next Iteration *(Institute for Native Pacific Education and Culture)*
2) Support, Advocate for Value, and Educate Our Children (S.A.V.E.) Project *(Keiki O Ka ʻĀina Preschool, Inc.)*
3) Hawaiʻi Preschool Positive Engagement Project (HPPEP) *(University of Hawai'i – Mānoa)*
4) Ka Paʻalana Homeless Family Education Program *(Partners in Development Foundation)*
5) Tutu and Me: Hoʻolako ʻOhana *(Partners in Development Foundation)*
6) TEACH Project *(Keiki O Ka ʻĀina Preschool, Inc.)*
7) Ulana O Kukui *(Kawaiahaʻo Church)*
8) Tūtū and Me: Kāhelahela *(Partners in Development Foundation)*

Table 8. Proposals Awarded – K-12

K-12
1) All Together Now: A Model Partnership for Improving Native Hawaiian Middle Schools Education *(Bishop Museum)*
2) Project Imi ʻIke *(EPIC Foundation)*
3) Nānākuli-Waiʻanae New Tech Schools *(Hawaiʻi Department of Education)*
4) Hui Mālama O Ke Kai Keiki and ʻŌpio After-School Programs *(Hui Mālama O Ke Kai Foundation)*
5) Ipu Waiwai Kula – ʻAE (Aquaponics in Education) *(isisHawaiʻi)*
6) Nā Pualei *(Kai Loa, Inc.)*
7) Hoʻohuli Transitions: Youth to Adult *(Kualoa-Heʻeia Ecumenical Youth Project)*
8) Makawalu O Nā Kumu *(Mālama ʻĀina Foundation)*
9) Ka Hana Noʻeau Project *(Partners in Development Foundation)*
10) Nā Pono No Nā ʻOhana *(Partners in Development Foundation)*
11) Endless Horizons *(Tutor Hawaiʻi)*
12) Growing Pono Schools (GPS) *(University of Hawaiʻi – Mānoa)*

VIII – Summary of Proposals Awarded

K-12
13) Kākau Mea Nui (Writing Masters) *(University of Hawai'i – Mānoa)*
14) Project SPIRIT: Supporting Parents in Responsive Interactions and Teaching *(University of Hawai'i – Mānoa)*
15) Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics and Behavior Supports *(University of Hawai'i – Mānoa)*
16) Mohala Nā Pua Project *(University of Hawai'i – Mānoa)*
17) Place-based Learning and Community Engagement in School (PLACES) *(University of Hawai'i – Mānoa)*
18) Kaiaulu STEM: Advancing Native Hawaiian achievement, leadership and career pathways in Science, Technology, Engineering, and Mathematics *(University of Hawai'i – Mānoa)*
19) Hawai'i KOA (Knowledge, Opportunity, Achievement) *(Children's Defense Fund)*
20) Journey to Success Project *(EPIC Foundation)*
21) Ho'okahi Wa'a No Nā 'Ohana I Waimānalo *(Hui Mālama O Ke Kai Foundation)*
22) E 'Ike Hou ia Lāna'i *(Lāna'i Culture & Heritage Center)*
23) Kukui MĀLAMA *(Living Life Source Foundation)*
24) Tech Together: Ka Ulu Ana Project *(Partners in Development Foundation)*
25) Nā Pono Ka Pilina 'Ohana *(Partners in Development Foundation)*
26) Pili a Pa'a *(Partners in Development Foundation)*
27) Mahope O Ke Kula Ke A'o Mau Ana: The Continuum of Learning *(Mālama 'Āina Foundation)*
28) Ke Ola Mau: Aspiration, Achievement and Pathway into Health Career *(University of Hawai'i – Hilo)*
29) Ka Pilina: Achieving & Improving Mathematics Outcomes (AIM Together) *(University of Hawai'i – Mānoa)*
30) Program for Afterschool Literacy Support (PALS) *(University of Hawai'i – Mānoa)*

Table 9. Proposals Awarded – Post-Secondary

Post-Secondary
1) Liko A'e IV Native Hawaiian Leadership Program *(University of Hawai'i – Maui Community College)*
2) Nursing Pathways Out of Poverty *(University of Hawai'i – Windward Community College)*

IX – Native Hawaiian Education Vision and Goals

Native Hawaiian Education Summit

The 2013 Native Hawaiian Education Summit provided participants an opportunity to understand Federal and State policies affecting Native education as well as devoted space and time for educational groups to engage in project work. The Hawaiian Language Immersion Program (HLIP) developed their Strategic Plan, a Hawai‘i Board of Education member led a feedback and discussion session on the revised 2104 (Hawaiian language) and 2105 (Hawaiian Studies) policies, and Hawaiian Focused Charter Schools continued work on their indicator model. Since that time, the approval and implementation of the HLIP Strategic Plan, the adoption of the revised 2104 and 2105 policies, the creation of an Office of Hawaiian Education under the Superintendent, the continued work toward the inclusion of cultural indicators as part of Hawaiian Focused Charter School accountability, and a contract to develop a Native Hawaiian assessment in language arts for grades 3 and 4 are a few of the systemic activities that occurred since the 2013 event.

Although many of these events move Native Hawaiian education forward, challenges remain. Increasingly, organizations and institutions serving and supporting Native Hawaiian students are engaging in collaborative efforts to ensure continued progress. Given the current collaborative environment and momentum, the 2014 Native Hawaiian Education Summit Planning Committee (now known as Keaomālamalama) decided it was critical to (1) celebrate the work that had laid the groundwork for current successes; (2) establish as a collective educational community the vision and goals for the next decade of work’ and (3) ensure that community leaders were made aware of and had opportunity to respond to these vision and goals.

The 2014 Native Hawaiian Education Summit (NHES) Planning Committee partners included NHEC, the Office of Hawaiian Affairs, Kamehameha Schools, Hawai‘i Department of Education, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language University of Hawai‘i at Hilo, Hālau Kū Mana, University of Hawai‘i at Mānoa, and ‘Aha Pūnana Leo. Mo‘olelo (history, stories) was used to guide and organize the 2104 Summit. As a guide, mo‘olelo was used to celebrate previous work, to organize current work by presenting its applicability in practice, of practice, as living legacy, and to frame future work via the visioning and goal setting sessions. Stakeholders at the 2014 NHES drafted and adopted a Vision Statement, Rationale and two 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 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.

IX – Native Hawaiian Education Vision and Goals

Goal 1 ʻŌlelo Hawaiʻi *– In the next 10 years, our learning systems will:*

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

Goal 2 ʻIke Hawaiʻi *– In the next 10 years, our learning systems will:*

- **Actualize ʻIke Hawaiʻi** – Increase use of knowledge from traditional and diverse source.
- **Amplify Leo Hawaiʻi** – Increase ʻohana and kaiaulu learning and participation.
- **Advance Hana Hawaiʻi** – Increase resources to support practice and leadership.

The resultant Vision and Goals from the NHES and the subsequent and continuing work are not just for "educators", it is for all community members who can "see themselves" in our abundant communities.

X – NHEC Island Councils

Island Councils provide an effective, grassroots island community connection and voice ensuring the Council's report and recommendations do not become "Oʻahu-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 NHEA-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 Hawaiʻi Island, Lānaʻi and Niʻihau, are provided below to illustrate the value of the Island Council construct in fulfilling the Council's statutory responsibilities.

Hawaiʻi Island. Island Council officer positions provide leadership opportunities and generally represent smaller moku (island) community geographies. Moku representation, for example on Hawaiʻi Island, is particularly important as the educational needs, challenges, resources and strengths of communities in Hilo (east), Kona (west), Kohala (north) and Kaʻu (south) vary greatly. Hawaiʻi Island Council meetings are held in different island communities quarterly to gather and disseminate information. Current Hawaiʻi 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 the university, respectively. Volunteer time and travel, planning and Council meeting attendance requirements are met by Hawaiʻi Island Council 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 Hawaiʻi Island.

Lānaʻi. The near complete private ownership of the island of Lānaʻi, for example, already creates unclear responsibilities for education governance and responsibilities. Yet, a small, but dedicated group of educators, comprise the Lānaʻi 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 Lānaʻi and Molokaʻi could not adequately provide the "on the ground" diversity of island community voices needed for Lānaʻi, Molokaʻi and Maui; whereas the current Island Council construct does provide the "on the ground" voice.

Niʻihau. The proposed Native Hawaiian Education Reauthorization Act's Council composition language is silent on the Kauaʻi mayor or designee's responsibility for its Niʻihau island constituency. As of November 2014, the Niʻihau Island Council 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 Niʻihau Island Council representative led the Niʻihau Teacher Education Initiative at the University of Hawaiʻi at Mānoa's College of Education, providing the trusted community connection for the Niʻihau Island Council. One Kauaʻi mayoral designee will likely not replicate the connection to or adequately convey the educational needs of the Niʻihau community

In this section, we bring forward voices from the Molokai and Kauaʻi communities about what is important to their communities. Molokaʻi and Kauaʻi island specific recommendations below, shaped the Council's overall recommendations in the next section:

Molokaʻi Island Council Recommendations

The Molokaʻi Island Council completed reports for the calendar year of 2013-2014 focused on: (1) Accessibility and needs of the Molokaʻi community in regards to education; (2) Success and challenges of various educational programs and services offered on Molokaʻi as well as a list of policies initiated at the federal, state and local government levels; and (3) Major findings and recommendations. Inputs for the report were provided by a number of sources and collected in a variety of ways—direct community input, surveys and existing databases of information. Community based meetings were held at Maunaloa Elementary, Maunaloa Community Center, Kualapuʻu Public Conversion Charter School, Molokaʻi High School , Queen Liliuokalani Children's Center, Office of Hawaiian Affairs and Kilohana Community Center. Data was extracted and analyzed from the Department of Labor & Industrial Resources, Hawaiʻi Data eXchange Partnerships, Hawaiʻi Open Data Portal and Kamehameha School's Strategic Plan.

Recommendations from Molokaʻi Island Council include the following:

Early Childhood Education

- Initiate fiscal incentives to local businesses that contribute monetary donations towards educational institutions or programs.
- Utilize public service announcement on local social media.
- Provide a directory that highlights the various early childhood programs and services within the communities

Adult Education

- Analyzing the level of education among the unemployed will provide efficient insight for proper allocation of resources.
- Provide a directory that highlights the various early adult programs and services within the communities.

X – NHEC Island Councils

Community

- Provide local organizations autonomy to develop recommendations to current policies in the best interests of the utilization and conservation of land and ocean resources.
- Continue to form partnerships that capitalize on common interests.
- Build leadership capacity among youth by establishing fellowship programs with the intent to resolve critical issues affecting the community.
- Advocate for vocational programs in secondary education that parallels with current career trends.
- Provide a directory that highlights the various early community programs and services within the communities.

Kaua‘i Island Council Recommendations

In May 2015, the Kaua‘i Island Council 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 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.

XI – Culture-Based Education Values, Guidelines, Methodologies and Frameworks

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.

Nā Honua Mauli Ola

In 2002, NHEC developed a set of Hawaiian cultural standards in collaboration with Ka Haka Ula O Ke‘elikōlani, College of Hawaiian Language, University of Hawai‘i at Hilo. Entitled, *Nā Honua Mauli Ola – Hawai‘i Guidelines for Culturally Healthy and Responsive Learning Environments* (NHMO I) and *Supporting Culturally Healthy and Responsive Learning Environments* (NHMO II), both documents contain guidelines, standards, strategies and recommendations for improving the quality of educational outcomes for learners, educators, families, communities and schools/institutions.

NHMO I contains16 guidelines with suggested strategies for each of five groups—learners, educators, schools/institutions, families, and communities—and an action plan for their implementation. The guidelines are in both the Hawaiian and English languages, and throughout the document Hawaiian terms are used in cases where the English equivalent fails to show the complexity of Hawaiian thought. The document is appended with Hawaiian and English glossaries, as well as a list of references of Indigenous educational materials.

NHMO II contains Nā Ala ‘Ike – The Cultural Pathways for supporting culturally healthy and responsive learning environments: ‘Ike Pilina (Relationship Pathway), ‘Ike ‘Ōlelo (Language Pathway, ‘Ike Mauli Lāhui (Cultural Identity Pathway), ‘Ike Ola Pono (Wellness Pathway), ‘Ike Piko‘u (Personal Connection Pathway), ‘Ike Na‘auao (Intellectual Pathway), ‘Ike Ho‘okō (Applied Achievement Pathway), ‘Ike Honua (Sense of Place Pathway) and ‘Ike Kuana‘ike (Worldview Pathway).

Kumu Honua Mauli Ola

NHMO I and II are based on *Kumu Honua Mauli Ola*, a Hawaiian culture based educational philosophy. This philosophy speaks of the mauli (life or spirit) as the cultural heart and spirit of a people and the fostering of one's mauli through three piko connections within the honua (environment): Piko ‘Ī – spiritual connections found at the crown of the head; Piko ‘Ō – Inherited connection found at the navel; and Piko ‘Ā – Creative connection found below the

navel. The honua ola is a vibrant learning environment which fosters the growth of one's mauli through enriching experiences between the people and its surrounding. The honua is crucial in the development of one's mauli. The mauli ola (living life force) is fostered through a sense of spirituality, behavior and actions, language and tradition-based knowledge. Maintaining our mauli ola Hawai'i enables us to understand the importance of honoring the Hawaiian knowledge of the past as a foundation for the present to continue our legacy for future generations.

Papakū Makuwalu[9]

Papakū Makawalu is the ability of our kūpuna to categorize and organize our natural world and all systems of existence within the universe. Papakū Makawalu is the foundation to understanding, knowing, acknowledging, becoming involved with, but most importantly, becoming the experts of the systems of this natural world.

Papakū Makawalu connotes the dynamic Hawaiian worldview of the physical, intellectual and spiritual foundations from which life cycles emerge. Papakū Makawalu is an abstract from Wā 'Umikūmākolu (section 13) of the Kumulipo. Wā 'Umikūmākolu begins with Palikū and Paliha'a, the male and female ancestors of Haumea. Haumea is the ancestor credited for the pedagogy of categorizing and organizing the natural world. The categorizing and organizing of the natural world was divided into three houses of knowledge and the combination of the three houses of knowledge is Papakū Makawalu.

The three major houses of knowledge are foundations for understanding existence and our place in it:

- **Papahulilani** is the space from above the head to where the stars sit. It is inclusive of the sun, moon, stars, planets, winds, clouds, and the measurement of the vertical and horizontal spaces of the atmosphere. It is also a class of experts who are spiritually, physically, and intellectually attuned to the space above and its relationship to the earth.
- **Papahulihonua** is inclusive of earth and ocean. It is the ongoing study of the natural earth and ocean and its development, transformation and evolution by natural causes. It is also a class of experts who are spiritually, physically, and intellectually attuned to this earth and its relationship to the space above and the life forms on it.
- **Papahānaumoku** moves from the embryonic state of all life forces to death. It is the birthing cycle of all flora and fauna inclusive of man. It is the process of investigating, questioning, analyzing and reflecting upon all things that give birth, regenerate and procreate. It is also a class of experts who are spiritually, physically and intellectually attuned to things born and the habitat that provides their nourishment, shelter, and growth.

[9] Papakū Makuwalu website

XI – Culture-Based Education Values, Guidelines, Methodologies and Frameworks

Hawaiian Culture Based Curriculum Design ToolKit – *Moenahā*[10]

The Moenahā model integrates natural learning strategies from Bernice McCarthy's 4MAT method with Native Hawaiian pedagogy and is a culture based curriculum design toolkit. 4MAT is one of the most practical and time tested teaching methods in the world with a 36 year history of performance. 4MAT was created in 1979 by Dr. Bernice McCarthy, an award winning teacher with over 30 years of classroom teaching experience. Her goal—to give teachers a practical and effective process for reaching out to more students more often. Especially those who seem to struggle the most through traditional instruction. Moenahā is available via collaboration and training from Kamehameha Schools and Ka Haka Ula O Keʻelikōlani, College of Hawaiian Language, University of Hawaiʻi at Hilo.

Hawaiian Culture Based Teacher Preparation Programs

In the University of Hawaiʻi (UH) system, colleges of education and/or related undergraduate and graduate programs exist at all three campuses – Mānoa, Hilo and West Oʻahu. However, UH-Hilo, Ka Haka Ula O Keʻelikōlani, College of Hawaiian Language's Kahuawaiola, Indigenous Teacher Education Program, is a three-semester graduate certificate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Mauli Ola Hawaiʻi* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background. Kahuawaiola is accredited through the State Approval of Teacher Education Programs (SATE). Upon successful completion of the program, candidates will have satisfied one of the requirements for initial licensure from the Hawaiʻi Teachers Standards Board.

Also on Hawaiʻi island is community based, Kahoʻiwai, Center for Adult Teaching and Learning from the Kanu o ka ʻĀina Learning ʻOhana in the Waimea, North Hawaiʻi community It is a nationally accredited post-secondary teacher education program aimed at developing individuals into qualified educators of Hawaiian children. Kahoʻiwai is designed to graduate student focused and reflective practitioners grounded in Hawaiian values and committed to lifelong learning. With a focus on Hawaiian cultural values and an integrated approach to learning that includes rich clinical experiences, residential place-based learning opportunities and online coursework, Kahoʻiwai graduates are prepared for teaching opportunities in various settings and are qualified to apply for licensure in the State of Hawai'i.

Nā Lau Lama –Statewide Collaboration[11]

Following a 2006 conference, the Nā Lau Lama initiative, a statewide collaboration developed to improve the educational outcomes of Native Hawaiian public school students began. Drawn

[10] Ka Haka Ula and 4MAT websites
[11] From Nā Lau Lama Final report

together from both public and private institutions, the more than 70 Hawaiian organizations that make up Nā Lau Lama recognize their shared kuleana (responsibility) in creating more culturally responsive learning environments for Hawaiian students. The premise of Nā Lau Lama is that in order to grow educated Hawaiians, how they are taught and *what* they are learning must be culturally relevant and meaningful. Fortunately, much progress has been made in understanding how to captivate young Hawaiian learners. Many promising pathways for educational success have emerged in Hawaiian indigenous education, in particular. The Nā Lau Lama collaboration worked to identify these diverse successes through a two-year process of community research and data gathering. The work revealed significant resources in our communities by tapping into those who have used both modern and ancient ways to understand and meet the needs of Hawaiian keiki (children)—the leaders, teachers, and service providers in our public schools and community programs/services across the state. These resources are found in progressive public classrooms, innovative Hawaiian-focused charter schools, Hawaiian language immersion schools, and a wide range of cultural programs.

The Nā Lau Lama vision is to see these promising educational practices integrated within the public classrooms where the majority of Native Hawaiian children are educated. Although Nā Lau Lama's objective is to improve the educational outcomes of Native Hawaiian students, it is critical to note that the practices recommended by the Nā Lau Lama working groups benefit all students. The relevance created by differentiated, place-based, and rigorous project-based learning experiences has the potential to deeply impact the quality of education for all of Hawai'i's children. By drawing in families, communities, and the environment through place-based education and service learning, we are also nurturing stewards who will sustain the life of these islands.

XII – Observations of Federal Education Policy and Advocacy Activities

United States Department of Education

The U.S. Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The U.S. Department of Education was created in 1980 by combining offices from several federal agencies. The U.S. Department of Education's 4,400 employees and $68 billion budget are dedicated to: Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds; Collecting data on America's schools and disseminating research; Focusing national attention on key educational issues; Prohibiting discrimination and ensuring equal access to education. The federal role in education is limited; because of the Tenth Amendment, most education policy is decided at the state and local levels.

Key legislation that shape federal, U.S. Department of Education policy include:

- No Child Left Behind/Elementary and Secondary Education Act
- Family Educational Rights and Privacy Act
- Civil Rights
    - Title II of the Americans with Disabilities Act
    - Title IX of the Education Amendments of 1972
    - Title VI of the Civil Rights Act of 1964
- Individuals with Disabilities Education Act
- Higher Education Act

National education-related data and research is managed under the U.S. Department of Education via four repositories:

1) National Center for Education Statistics – the main federal organization for collecting and analyzing education data;
2) What Works Clearinghouse – publishes reports on the effectiveness of educational programs, practices and policies;
3) Nation's Report Card – presents data about the academic achievement of United States students, drawn from the National Assessment of Educational Progress; and
4) Education – Data.gov – federal datasets related to education.

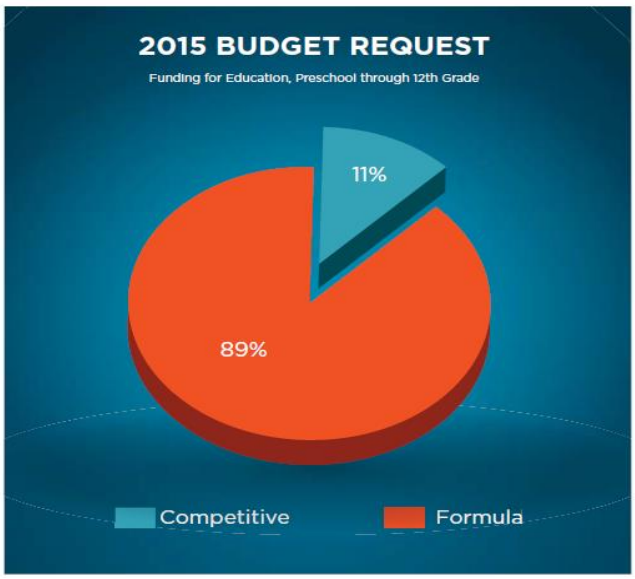
The U.S. Department of Education administers the Native Hawaiian Education Program grant, as a result of NHEA, including the grant allocation to fund the operations of NHEC. U.S. Department of Education offers three kinds of grants: (1) Discretionary Grants awarded using a competitive process; (2) Student loans or grants to help students attend college; (3) Formula grants use formulas determined by Congress and has no application process.

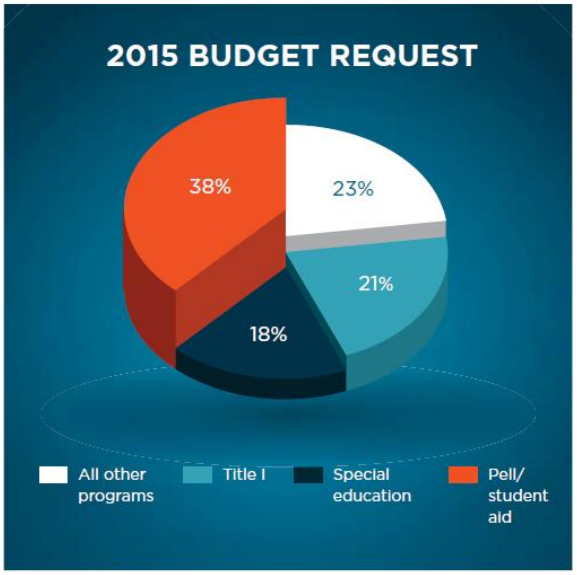
2015 fiscal year budget of $69 billion include a 2% increase over 2012 discretionary levels prior to sequestration and the following priorities:

XII – Observations of Federal Education Policy and Advocacy Activities

1) Increasing equity and opportunity for all students;
2) Strengthening support for teachers and school leaders;
3) Early learning: making quality pre-school available for all 4-year olds;
4) Improving affordability, quality and success in postsecondary education; and
5) Making schools safer and creating positive learning environments.

The President's budget request reflects his strong belief that education is a vital investment in the nation's economic competitiveness, its people, and its communities. The administration's request for $69 billion in discretionary appropriations represents an increase of 2 percent over the previous year and slightly more than the 2012 discretionary level for education before the sequester. Three-quarters of that funding goes to financial aid for students in college, special education, and high-poverty schools (Title I). The remaining 23 percent of the budget targets specific areas and reforms designed to leverage major changes in educational opportunity and excellence for all students, including the expansion of access to high-quality preschool, data-driven instruction based on college- and career-ready standards, making college more affordable, and mitigating the effects of poverty on educational outcomes. Much of this leverage is achieved through competitive awards to states and school districts committed to educational innovation and trans-formation. But the lion's share of the 2015 request—nearly 90 percent of discretionary spending—goes to formula funds that address the needs of disadvantaged poor and minority students, students with disabilities, and English learners.





United States Department of the Interior, Office of Native Hawaiian Relations

The Office of Native Hawaiian Relations (ONHR) was authorized by Congress in Public Law 108-199 on January 23, 2004, and in Public Law 104-42 on November 2, 1995. The office discharges the Secretary's [Department of Interior] responsibilities for matters related to Native

Hawaiians and serves as a conduit for the Department's field activities in Hawaii. The mission of the office is to serve as a liaison with the Native Hawaiian Community and work with the Department and its bureaus on issues affecting Hawaii. In February 2015, the Council engaged in conversations with ONHR to assist with the compilation of a resource repository for the benefit of Native Hawaiian programming and support beyond the U.S. Department of Education and the NHEP; such a compilation effort would involve the review of opportunities in almost 40 federal agencies.

Congressional Asian Pacific Americans Caucus

In May 2015, the Council attended the Congressional Asian Pacific Americans Caucus's (CAPAC) 2015 Congressional Symposium for Asian Pacific American Heritage Month and obtained CAPAC's policy blueprints for Civil Rights, Economic Development, Education, Health Care, Housing, Immigration and Veterans & Armed Forces. CAPAC's leadership is currently comprised of Representatives Judy Chu (CA-Chair), Madeleine Bordallo (GU-Vice Chair), Michael Honda (CA-Chair Emeritus) and Mark Takano (CA-Whip). Senate members include both Hawai'i Senators Mazie Hirono and Brian Schatz. Hawai'i's Representatives Tulsi Gabbard and Mark Takai are CAPAC Executive Board members.

The Education Blue Print articulate the following priorities:

1) Increase and Improve Data on Asian American Pacific Islander (AAPI) Students
2) Ensure Sustainable Funding and Support to the Asian American and Native American Pacific Islander Serving Institutions Program;
3) Reauthorization of the Elementary & Secondary Education Act;
4) Improve Capacity of Educational Institutions to Serve AAPIs;
5) Improve Assessment of AAPI Students, Especially AAPI English Language Learners;
6) Improve Teacher Preparation and Quality;
7) Improve AAPI Parental Involvement Programs;
8) Increase Availability of Early Childhood Education; and
9) Safe Environments for All Students.

CAPAC members introduce, support and align legislation and congressional activities to the Education Blueprint.

2014 Native Youth Report

In June 2014, President Obama embarked on his first presidential visit to Indian Country, where he and Mrs. Obama witnessed the tale of two Americas. Standing Rock Reservation, like many others, faces myriad social, economic, and educational problems. Together, those problems are coalescing into a crisis for our most vulnerable population—Native youth. The specific struggles that Native youth face often go unmentioned in our nation's discussions about America's children, and that has to change. In their visit to Standing Rock, President and Mrs. Obama met

with a group of Native youth, who courageously shared their stories of struggle and triumph. After hearing their stories, President Obama challenged his Administration to do more and do better for the young people of Indian Country.

In December 2014, the Executive Office of the President issued the 2014 Native Youth Report with seven overarching recommendations to reverse historical failures and strengthen ladders of opportunity for all student Native American communities[12]. While Native Hawaiians are not federally recognized as other Native American or Alaskan Native communities, extrapolated application to the Native Hawaiian education context is parenthetically phrased below as the overarching issue resonates with Native Hawaiian education stakeholders; often extrapolation is unnecessary.

1) Strengthen tribal control of education (Native Hawaiian families and communities controlling and directing what is important to Native Hawaiians).
2) Provide comprehensive, community-based student supports.
3) Strengthen the integration of Native cultures and languages into school climate and classrooms.
4) Support highly effective teachers and school leaders.
5) Promote 21st century technology for tribal education (Integrate 21st century technology with traditional, culturally grounded sources of knowledge).
6) Strengthen and expand efforts that target suicide prevention.
7) Improve community systems of care to better address the behavioral health needs of Native youth.

Council Focused Legislative Activities

In the 113th (2013-2014) and 114th (2015-2016) Congress of the United States, there are a number of legislative activities in progress, that the Council has been most mindful of, refer to the National Education Association section below for a more comprehensive list of legislative actions for support:

1) Reauthorization of the Elementary and Secondary Education Act, Act (S. 1177) and related legislation:
    a. Every Child Achieves Act of 2015;
    b. Native Hawaiian Reauthorization Act;
    c. Proposed data disaggregation amendment for AAPI populations (Hirono Amendment);
    d. Proposed alignment of amendment to align Title I of the Every Child Achieves Act of 2015 of the ESEA to existing federal policy expressed in the Native American Languages Act of 1990 (Schatz Amendment);
    e. Native Language Immersion Student Achievement Act (Tester-Schatz);

[12] Executive office of the president. (2014). *2014 Native youth report*. Washington, DC: Executive office of the president.

2) Student Success Act (H.R. 5);
3) Native American Languages Reauthorization Act of 2014 (amends the Native American Programs Act of 1974) and Esther Martinez, Native American Languages Preservation Act;
4) Reauthorization of the Higher Education Act;
5) Strong Start for America's Children Act (S. 2452); and
6) Strengthening Education through Research Act (S. 227/H.R. 4366).

As of the date of this report, Congress is in engaged in the Conference Committee process to align the Every Child Achieves Act and the Student Success Act amendments and language and the final outcomes of the various acts and/or amendments to the acts are unknown, however, the Council is mindful of the federal context as it relates to policy, advocacy and legislation and integrations with National organizations.

National Voices

Native Hawaiians and related federal education policy and advocacy activities straddle two constituencies: AAPIs and Native Americans. The Council's participation in the National Council of Asian Pacific Americans' (NCAPA) Education Committee on behalf of NCAPA member Council for Native Hawaiian Advancement, provides access to education advocacy in the AAPI constituency group. While Native Hawaiians are not American Indian tribes, the National Indian Education Association (NIEA) and National Coalition of Native American Schools and Programs provide a vehicle for Native Hawaiian voices to also be added to national education conversations. The National Education Association's (NEA) policy priorities and the local organization affiliate, Hawai'i State Teachers Association, are opportunities for the Council to vault local Hawai'i educational priorities and innovations to the national stage and connect and inform national priorities and innovations from local application and experience.

National Council of Asian Pacific Americans

The Council's participation in NCAPA's weekly Education Committee meetings provide access to education policy and advocacy voice opportunities. NCAPA's 2012 Policy Platform frames issues and recommendations to improve the lives of Asian American (AA), Native Hawaiian and Pacific Islander (NHPI) communities. Policy platform issues regarding advancing civil and human rights, preserving educational opportunities and access, preserving health equity, effecting housing and economic justice and calling for immigration reform are articulated in the document.

Preserving Educational Opportunities and Access priorities are further detailed by two major classifications—data and disparities and access and inclusivity—having the following summarized, issues and recommendations:

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Data and Disparities	
Issue	**Recommendations**
2.1-Lack of Disaggregated Research and Data	➢ 2.1-Develop and implement federal, state and local policies with accompanying resources that mandate state education departments to collect and disseminate comprehensive student data that is disaggregated by ethnicity, native language, socioeconomic status, English Language Learner (ELL) status, and ELL program type.

Access and Inclusivity	
2.2-Inclusion of AA & NHPIs in the Curriculum	➢ 2.2-Encourage and support the inclusion of AANHPI history, culture, and languages in school curricula at all levels.
2.3-Capacity of Schools to Serve AA & NHPI Students	➢ 2.3-Full fund ESEA programs designed to meet the needs of minority, disadvantaged and AANHPI students (e.g., Titles I, II, III and IV).
2.4-English Language Learner (ELL) Students	➢ 2.4-Create and fund policies in ESEA for ELL student programs; provide incentives for bilingual programs; improve process for newly enrolled ELL students and identification when English proficient; provide incentives for states to develop and utilize native language assessments for ELL populations; and ensure school accountability systems designed to bring additional resources to diverse school populations.
2.5-Parental Involvement	➢ 2.5-Fully enforce the language access and parent engagement provisions of Title VI of the Civil Rights Act and Title I of No Child Left Behind; provide funding for mandated interpretation and translation services; implement policies to implement parental-involvement plans that are culturally compatible and linguistically

XII – Observations of Federal Education Policy and Advocacy Activities

Access and Inclusivity	
	accessible; support policies for community-based organizations; fund schools to provide culturally and linguistically competent home-school coordinators.
2.6-Teacher Preparation	➢ 2.6-Provide resources in Title III of the Higher Education Act and Title II of ESEA for pre-service and in-service teacher education and professional development programs; require local education agencies to provide ELL professional development to administrators and staff; increase number of bilingual educators and abilities to teach students with limited English proficiency.
2.7-Safe Environments for All Students	➢ 2.7-Strengthen Title IV, Part A, of the ESEA covering "Safe and Drug-Free Schools and Communities".
2.8-Office for Civil Rights (OCR): Enforcement and Investigation	➢ 2.8-Enable OCR to more effectively protect civil rights;
2.9-Turnaround Lowest-Achieving Schools	➢ 2.9-Require at-risk students monitored to mitigate illegal discharge or dismissal during turnaround process; ensure restructuring does not reduce number of seats; ensure capacity to support ELL programs maintained; encourage additional models of public school innovation; conduct thorough studies to measure lasting effects of school restructuring; focus on sustainability of school improvement efforts.
2.10-Diversity in Educational Workforce	➢ 2.10-Create policies that remove barriers for recruitment and retention of AANHPIs in higher education; under Title II of the Higher Education Act, promote and support recruitment of diverse teacher workforce, especially culturally and linguistically competent; encourage and incentivize an increase of multicultural and multilingual teachers in every school

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Access and Inclusivity	
	district to reflect and represent student demographics.
2.11-Public Education Admissions	➢ 2.11-Preserve the rights of access to public education for undocumented students; enforce the Family Education Rights and Privacy Act and related access actions for undocumented students.
2.12-Access to Higher Education: Minority Outreach Programs	2.12-Increase support for programs such as GEAR UP and TRIO; increase support for dropout prevention programs.
2.13-The Development, Relief, and Education for Alien Minors (DREAM) Act	2.13-Pass legislation that would provide path to legalization and remove barriers to go on to college and work legally.
2.14-Post Secondary Education	➢ 2.14-Require states to work with public colleges and universities re: undocumented student status; oppose state-led attempts to restrict access to public institutions for post-secondary education.
2.15-In-State Tuition	➢ 2.15-Reuire states to work with public colleges and universities to accurately define undocumented status; pass in-state tuition bills; train public school teachers and counselors.
2.16-The Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) Program	➢ 2.16-Provide increased and sustainable support and funding for the AANAPISI Capacity Building Grant Program; support the development of a sustainable entity; leverage existing knowledge and expertise; and pursue new research on the AANAPISI program.
2.17-Early Childhood Education	➢ 2.17-Provide increased funding to promote free quality public school pre-kindergarten programs and full-day kindergarten programs.
2.18-Adult English as a Second or Other Language (ESOL) Education	➢ 2.18-Create funded policies for quality ESOL education; and strengthen and reauthorize the Workforce Investment Act.

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National Education Association

The National Education Association is currently tracking and supporting the following 80+ bills in the Senate and House of the 114th Congress:

SENATE

1) **S. 37** (113th S. 2557)**, the Core Opportunity Resources for Equity and Excellence Act of 2015 by Senator Reed (D-RI)**
2) **S. 197** (113th H.R. 5807)**, the Support Making Assessments Reliable and Timely (SMART) Act by Senator Baldwin (D-WI) Note:** NEA also believes the number of federally mandated tests should be reduced.
3) **S. 251** (113th S. 1126)**, the Prescribe A Book Act by Sen. Reed (D-RI)**
4) **S. 308** (113th S. 326)**, the After School for America's Children Act by Sen. Boxer (D-CA)**
5) **S. 311** (113th S. 403)**, the Safe Schools Improvement Act of 2015 by Sen. Casey (D-PA)**
6) **S. 312** (113th S. 1127)**, the Strengthening Kids' Interest in Learning and Libraries (SKILLS) Act by Sen. Reed (D-RI)**
7) **S. 317** (113th S. 519)**, the Providing Resources Early for Kids (PRE-K) Act of 2015 by Sen. Hirono (D-HI) Note:** NEA believes that prekindergarten should be provided primarily by public entities.
8) **S. 355, the Teach Safe Relationships Act of 2015 by Sen. Kaine (D-VA)**
9) **S. 363** (113th S. 512)**, the To Aid Gifted and High-Ability Learners by Empowering the Nation's Teachers (TALENT) Act by Sen. Grassley (R-IA)**
10) **S. 389** (113th, H.R. 5343)**, the All Students Count Act of 2015 by Sen. Hirono (D-HI)** [The companion bill is H.R. 717 by Rep. Honda (D-CA).]
11) **S. 402, the STEM Master Teacher Corps Act of 2015 by Sen. Franken (D-MN)**
12) **S. 410** (113th S. 1131)**, the Building upon Unique Indian Learning and Development Act by Sen. Udall (D-NM) Note**: NEA supports the overall goals of this bill, but seeks assurances that all educators who serve as the "teacher of record" for classrooms of students are fully prepared and qualified.
13) **S. 412**(113th S. 1291)**, the Schools Utilizing Comprehensive and Community Engagement for Success Act (SUCCESS) Act by Sen. Mikulski (D-MD)**
14) **S. 416** (113th S. 870)**, the Pregnant and Parenting Students Access to Education Act of 2015 by Sen. Udall (D-NM)**
15) **S. 418** (113th S. 392)**, the Promoting Health as Youth Skills in Classrooms and Life Act by Sen. Udall (D-NM)**
16) **S. 419** (113th S. 1129)**, the STEM Support for Teachers in Education and Mentoring (STEM 2) Act by Sen. Udall (D-NM)**; [The companion measure is H.R. 1081 by Rep. Lujan (D-NM).]

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17) **S. 436** (113th S. 2718)**, the Supporting Athletes, Families and Educators to Protect the Lives of Athletic Youth (SAFE PLAY) Act by Sen. Menendez (D-NJ)**
18) **S. 439** (113th S. 1088)**, the Student Non-Discrimination Act of 2015 by Sen. Franken (D-MN)**
19) **S. 442** (113th S. 1067)**, the Innovation Inspiration School Grant Program Act by Sen. Shaheen (D-NH)**
20) **S. 464** (113th S. 1107)**, the Native Hawaiian Education Reauthorization Act of 2015 by Sen. Hirono (D-HI)**
21) **S. 476** (113th S. 840)**, the School Principal Recruitment and Training Act by Sen. Franken (D-MN)**
22) **S. 478, the Career Ready Act of 2015 by Sen. Kaine (D-VA)**
23) **S. 492** (113th S. 1306)**, the No Child Left Inside Act of 2015 by Sen. Reed (D-RI)** [A companion bill is H.R. 882 by Sen. Sarbanes (D-MD).]
24) **S. 514, the Promise Neighborhoods Authorization Act of 2015 by Sen. Murphy (D-CT)**
25) **S. 528, the Empowering Parents and Students Through Information Act by Sen. Casey (D-PA)**
26) **S. 557** (113th S. 1082)**, the Accelerated Learning Act of 2015 by Sen. Franken (D-MN)**
27) **S. 581** (113th S. 708)**, the Success in the Middle Act of 2015 by Sen. Whitehouse (D-RI)**
28) **S. 605** (113th S. 283)**, the Investing in Innovation for Education Act by Sen. Bennet (D-CO)** [A related bill is H.R. 847 by Rep. Polis (D-CO).]
29) **S. 622** (113th S. 1291), **the Family Engagement in Education Act of 2015 by Sen. Reed (D-RI)**. [A related bill is H.R. 1194 by Rep. Thompson, G. (R-PA).]
30) **S. 643** (113th H.R. 791), **the Continuum of Learning Act by Sen. Casey (D-PA)** Note**:** NEA believes that prekindergarten should be provided primarily by public entities.
31) **S. 645** (113th S. 502), **the Prepare All Kids Act of 2015 by Sen. Casey (D-PA)** Note**:** NEA believes that prekindergarten should be provided primarily by public entities.
32) **S. 658, the Local Taxpayer Relief Act by Sen. Thune (R-SD)**
33) **S. 671** (113th S. 1407)**, the Computer Science Education and Jobs Act of 2015 by Sen. Casey (D-PA**
34) **S. 672, the Keep Kids in School Act by Sen. Casey (D-PA)**
35) **S. 811, the Supportive School Climate Act of 2015 by Sen. Murphy (D-CT)** [A companion bill is H.R. 1435 by Rep. Davis (D-IL).]
36) **S. 882, the Better Educator Support and Training Act (BEST) Act by Sen. Casey (D-PA)**

HOUSE

37) **H.R. 72** (113th H.R. 4108)**, the Breath of Fresh Air Act by Rep. Jackson Lee (D-TX)**

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38) **H.R. 193** (113th H.R. 5001)**, the Core Opportunity Resources for Equity and Excellence Act of 2015 by Rep. Fudge (D-OH)** [The companion measure is S. 37 by Sen. Reed (D-RI).]
39) **H.R. 346** (113th H.R. 2920)**, the Financial Literacy for Students Act by Rep. Cartwright (D-PA)**
40) **H.R. 374** (113th H.R. 3984)**, the Supporting Early Learning Act by Rep. Himes (D-CT)**
41) **H.R. 375** (113th H.R. 3983), **the Total Learning Act by Rep. Himes (D-CT)**
42) **H.R. 408** (113th H.R. 5807)**, the Support Making Assessments Reliable and Timely (SMART) Act by Rep. Bonamici (D-OR)** [The companion bill is S. 197 by Sen. Baldwin (D-WI).] **Note:** NEA also believes the number of federally mandated tests should be reduced.
43) **H.R. 452** (113th H.R. 4172)**, the Student Testing Improvement and Accountability Act by Rep. Gibson (R-NY)**
44) **H.R. 495** (113th H.R. 2237)**, the Developing Innovative Partnerships and Learning Opportunities that Motivate Achievement (DIPLOMA) Act by Rep. Chu (D-CA) cosponsor of H.R. 495**.
45) **H.R. 523** (113th S. 1126), **the Prescribe a Book Act by Rep. McGovern (D-MA)** [A companion bill is S. 251 by Sen. Reed (D-RI).]
46) **H.R. 541** (113th H.R. 2930)**, the Transition-to-Success Mentoring Act by Rep. Carson (D-IN)**
47) **H.R. 561** (113th H.R. 5678**), the Assessing Appropriate School Start Times Act by Rep. Grayson (D-FL)** [A related bill is H.R. 1306 by Rep. Lofgren (D-CA).]
48) **H.R. 562, the Improving Education for Foster Youth Act by Rep. Grayson (D-FL)**
49) **H.R. 565** (113th H.R. 1089)**, the Stepping Up to STEM Education Act by Rep. Honda (D-CA)**
50) **H.R. 566** (113th H.R. 3325)**, the Technology Enabled Education Innovation Partnership Act by Rep. Honda (D-CA)**
51) **H.R. 587** (H.R. 1041)**, the Providing Resources Early for Kids (PRE-K) Act by Rep. Pecan (D-WI)** [The companion measure is S. 317 by Sen. Hirono (D-HI).] **Note**: NEA believes that prekindergarten should be provided primarily by public entities.
52) **H.R. 645** (113th H.R. 4815)**, the American Manufacturing Jobs for Students Act by Rep. Brownley (D-CA)**
53) **H.R. 717** (113th H.R. 5343)**, the All Students Count Act of 2015 by Rep. Honda (D-CA)** [The companion bill is S. 389 by Sen. Hirono (D-HI)].
54) **H.R. 718** (113th H.R. 3873)**, the Supporting Community Schools Act of 2015 by Rep. Honda (D-CA)**
55) **H.R. 736** (113th H.R. 209)**, a bill to authorize the appropriation of funds to be used to recruit, hire, and train 100,000 new classroom paraprofessionals in order to improve educational achievement for children, by Rep. Serrano (D-NY)**

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56) **H.R. 794** (113th S. 358)**, the STEM Master Teacher Corps Act of 2015 by Rep. Honda (D-CA)** [A companion bill is S. 402 by Sen. Franken (D-MN).]
57) **H.R. 823** (113th H.R. 2426)**, the Educating Tomorrow's Engineers Act of 2015 by Rep. Tonko (D-NY)**
58) **H.R. 829** (113th H.R. 5324)**, the SAFE Play Act by Rep. Capps (D-CA)** [The companion measure is S. 436 by Sen. Menendez (D-NJ).]
59) **H.R. 833** (113th H.R. 536)**, the Diverse Teachers Recruitment Act of 2015 by Rep. Davis (D-CA)**
60) **H.R. 834** (113th H.R. 2933)**, the Helping Military Children Succeed in Schools Act by Rep. Davis (D-CA)**
61) **H.R. 840** (113th H.R. 3690)**, the STEM Gateways ACT by Rep. Kennedy (D-MA)**
62) **H.R. 846** (113th H.R. 1652)**, the Student Non-Discrimination Act by Rep. Polis (D-CO)** [A related bill is S. 439 by Sen. Franken (D-MN).]
63) **H.R. 847** (113th H.R. 3433)**, the Investing in Innovation for Education Act of 2015 by Rep. Polis (D-CO)** [A related bill is S. 605 by Sen. Bennet (D-CO)
64) **H.R. 848** (113th H.R. 4269)**, the Great Teaching and Leading for Great Schools Act of 2015 by Rep. Polis (D-CO)**
65) **H.R. 850** (113th H.R. 1875)**, the Academic, Social, and Emotional Learning Act of 2015 by Rep. Ryan (D-OH)**
66) **H.R. 858** (H.R. 2706)**, the Literacy Education for All, Results for the Nation (LEARN) Act by Rep. Yarmuth (D-KY)**
67) **H.R. 882** (113th H.R. 2702)**, the No Child Left Inside Act of 2015 by Rep. Sarbanes (D-MD)** [A companion bill is S. 492 by Sen. Reed (D-RI).]
68) **H.R. 895** (113th H.R. 2287)**, the Native Hawaiian Education Reauthorization Act of 2015 by Rep. Gabbard (D-HI)** [The companion measure is S. 464 by Sen. Hirono (D-HI).]
69) **H.R. 930** (113th H.R. 1736)**, the School Principal Recruitment and Training Act by Rep. Davis (D-CA)**
70) **H.R. 937** (113th H.R. 551)**, the Fast Track to College Act of 2015 by Rep. Hinojosa (D-TX)**
71) **H.R. 966, the Ready-to-Compete Act by Rep. Yarmuth (D-KY)**
72) **H.R. 1004** (113th H.R. 4913)**, the Achievement Through Technology and Innovation Reauthorization (ATTAIN) Act of 2015 by Rep. Roybal-Allard (D-CA)**
73) **H.R. 1042** (113th H.R. 4086)**, the Afterschool for America's Children Act by Rep. Kildee (D-MI)** [A related bill is S. 308 by Sen. Boxer (D-CA).]
74) **H.R. 1070** (113th H.R. 378)**, the Student Bill of Rights by Rep. Fattah (D-PA)**
75) **H.R. 1071** (113th H.R. 379)**, the Fiscal Fairness Act by Rep. Fattah (D-PA)**
76) **H.R. 1079** (113th H.R. 2317)**, the Counseling for Career Choice Act by Rep. Langevin (D-RI)**

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77) **H.R. 1081, STEM Support for Teachers in Education and Mentoring (STEM 2) Act by Rep. Lujan (D-NM)** [The companion measure is S. 419 by Sen. Udall, T. (D-NM).]
78) **H.R. 1082** (113th H.R. 2367)**, the Building upon Unique Indian Learning and Development Act by Rep. Lujan (D-NM)** [A related measure is S. 412 by Sen. Udall (D-NM).] **Note**: NEA supports the overall goals of this bill, but seeks assurances that all educators who serve as the "teachers of record" for classrooms of students are fully prepared and qualified.
79) **H.R. 1194** (113th H.R. 2662)**, the Family Engagement in Education Act of 2015 by Rep. Thompson (R-PA)** [A related bill is S. 622 by Sen. Reed (D-RI).]
80) **H.R. 1306** (113th H.R. 5678)**, the ZZZ's to A's Act by Rep Lofgren (D-CA)** [A related bill is H.R. 561 by Rep. Grayson (D-FL).]
81) **H.R. 1435, the Supportive School Climate Act of 2015 by Rep. Davis (D-IL)** [A companion bill is S. 811 by Sen. Murphy (D-CT).]
82) **H.R. 1519** (113th H.R. 1763)**, the Recognizing Achievement in Classified School Employees Act by Rep. Titus (D-NV)**
83) **H.R. 1682** (113th H.R. 4280)**, the National Jazz Preservation, Education, and Promulgation Act of 2015 by Rep. Conyers (D-MI)**

National Indian Education Association

Annually, NIEA publishes a number of papers which articulate positions on legislative matters. In 2015, the following positions were published:

- **Elementary and Secondary Education Act (ESEA):** providing equal access to programs and funds is critical for the success of Native Communities; Native Communities need an educated citizenry who contribute to their social well-being, improve local economies and protect their cultural vitality; ensure tribes and Native Communities are included as Congress moves the ESEA; include priorities as amendments: strengthen native participation in Education, preserve and revitalize Native languages, ensure adequate resources for Native teachers, increase access to Native student records, encourage tribal/state partnerships, and ensure funding parity for Native Schools.
- **Strengthening Tribal Participation in Education:** providing tribal education agencies access to ESEA title funding and authorize tribes to operate ESEA title programs on reservations for tribal citizens; U.S. Department of Education work with tribes and tribes collaborate with local educational agency.
- **Family Educational Rights and Privacy Act:** provide tribes and tribal education agencies access to tribal citizen student records to enable tracking and coordination of services for Native students, regardless of the education provider and student location.
- **Native Language Immersion Program:** incorporate a Native language immersion program into the ESEA reauthorization; support tribal specific provision that create grant

program explicitly for language immersion schools within Title VII of ESEA; honor Native languages and cultures to affirm tribal sovereignty by developing educational systems that provide full-time immersion opportunities consistent with self-determination.

Although language in the NIEA positions on legislative matters refer to "tribes" and "tribal educational agencies", the related issues to the local, Hawai'i context particularly as it relates to Native American (including Hawaiian) languages, resonate with Native Hawaiian education stakeholders and therefore inform the Council's recommendations.

National Coalition of Native American Schools and Programs

The National Coalition of Native American Language Schools and Programs seeks to educate and advocate for the use of Native languages as the medium of instruction in schools and programs. The National Coalition is a non-partisan group of families and parents formed in January 2014 at the Stabilizing Indigenous Languages Symposium conference in Hilo, Hawaii. The National Coalition's steering committee includes Native advocates with decades of experience with Native American language schools, immersion education and advocacy: Leslie Harper (Minnesota), Nāmaka Rawlins (Hawai'i), Rosalyn LaPier (Montana) and Brooke Ammann (Wisconsin). The National Coalition has members in: Alaska, Arizona, Hawai'i, Idaho, Massachusetts, Montana, Minnesota, New York, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Washington, Wisconsin and Wyoming.

XIII – Observations of State and In-State Education Policy and Advocacy Activities

State of Hawai‘i Board of Education

The Council observed the State of Hawai‘i Board of Education’s recent and focused attention on Policies 2104 and 2105, particularly the implementation of the Office of Hawaiian Education; and the revisiting of Policy 4000, Focus on Students and noted the selection of a new Director for the Office of Hawaiian Education, a direct report to the Superintendent of the Hawai‘i DOE in June 2015.

Policy 2104 – Hawaiian Education Programs

“Hawai‘i’s public education system should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawai‘i’s education standards for all students in grades K-12.

The Board of Education recognizes that appropriate support for and implementation of Hawaiian education will positively impact the educational outcomes of all students in preparation for college, career and community success.

Therefore, the Department of Education (Department) shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent’s leadership team. The Department will allocate resources including personnel and fiscal to create and implement appropriate, curricula, standards, performance assessment tools, professional development, and strategies for community engagement throughout the Department.

The goals of Hawaiian education shall be to:

- Provide guidance in developing, securing, and utilizing materials that support the incorporation of Hawaiian knowledge, practices and perspectives in all content areas.
- Provide educators, staff and administrators with a fundamental knowledge of and appreciation for the indigenous culture, history, places and language of Hawai‘i.
- Develop and implement an evaluation system that measures student outcomes, teacher effectiveness and administration support of Hawaiian Education. To ensure accountability an annual assessment report to the Board of Education will be required.
- Use community expertise as an essential means in the furtherance of Hawaiian education.
- Ensure that all students in Hawai‘i’s public schools will graduate with proficiency in and appreciation for the indigenous culture, history, and language of Hawai‘i.

This policy is applicable to charter schools. A charter school may request a waiver of this policy from the Board of Education.”

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Policy 2105 – Ka Papahana Kaiapuni

"Ka Papahana Kaiapuni (Kaiapuni Educational Program) provides students with Hawaiian bicultural and bilingual education. Additionally, the program contributes to the continuation of our Hawaiian language and culture. The Kaiapuni Educational Program offers students an education in the medium of the Hawaiian language. The comprehensive program combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society. The Department shall develop the necessary rules, regulations, guidelines and procedures as well as an updated strategic plan for the program. Every student within the State of Hawai'i's public school system should have reasonable access to the Kaiapuni Educational Program.

The goals of the Kaiapuni Educational Program shall be:

1) To provide parents and student a Hawaiian bicultural and bilingual education based upon a rigorous Hawaiian content and context curriculum. The Kaiapuni Educational Program is offered to students K-12.
2) The curriculum and standards are to be developed by the Department to prepare students for college, career and contributors to community with the assistance of the appropriate stakeholders including the 'Aha Kauleo, Office of Hawaiian Affairs, University of Hawai'i system of colleges, 'Aha Pūnana Leo, the Charter School Commission and any other stakeholders selected by the Department. The development of the Kaiapuni curriculum, content, instruction and assessment should be informed and researched-based utilizing qualitative and quantitative data.
3) The Department shall establish in the Office of the Superintendent an Office of Hawaiian Education of which the head shall be part of the Superintendent's leadership team which will have oversight of the program's implementation and accountability to ensure effective curricula, performance standards for professional qualifications, organizational structure (e.g. Complex Area, Office), and community engagement. Additionally, this office will provide an annual program performance report to the Board of Education (BOE) and community via the Superintendent.
4) The program's success is largely dependent on the capacity, capability and expertise of the program's professional staff. The Department will establish professional qualifications and develop training programs internally and/or in cooperation with stakeholder groups/universities. The goal is for program professionals to be qualified in both English as a medium of instruction and Hawaiian as a medium of instruction and appropriately compensated for these additional qualifications.
5) The program's effectiveness requires the development and proper administration of appropriate formative and summative assessment tools. These program evaluation tools should be in alignment with the State's Kaiapuni curriculum and measure student growth and proficiency with the goal to prepare students for success in college, career and community.

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6) The delivery of the program to students within the Department may include one of three organizational structures depending on the number of program students: (a) All students are enrolled in the program; principal and teachers are dual qualified. (b) Majority of students are enrolled in the program; principal and teachers are dual qualified; those students not in the program would be taught in English under supervision of the school's principal; and, (c) Students are offered a Kaiapuni Educational Program in an English medium school. Only the teachers teaching the Kaiapuni classes are required to be dual qualified. This policy shall not apply to teachers currently employed by the Department and/or Charter Schools prior to February 18, 2014, and may be waived on an individual basis by the Superintendent of Education as circumstances warrant.
7) Each Kaiapuni School shall comply with all applicable BOE policies, rules and regulations.

This policy is applicable to Kaiapuni charter schools. A charter school may request a waiver of this policy from the BOE."

Policy 4000 – Focus on Students

General Learner Outcomes (GLOs) are the over-arching goals of standards-based learning for all students in all grade levels. Teachers rely upon rubrics built upon these to inform their assessment of students, going beyond academic achievement to ensure students become engaged, lifelong learners and were previously articulated as follows:

- **Self-directed Learner** – The ability to be responsible for one's own learning
- **Community Contributor** – The understanding that it is essential for human beings to work together
- **Complex Thinker** – The ability to demonstrate critical thinking and problem solving
- **Quality Producer** – The ability to recognize and produce quality performance and quality products
- **Effective Communicator** – The ability to communicate effectively
- **Effective and Ethical User of Technology** – The ability to use a variety of technologies effectively and ethically

In February 2014, the Hawai'i BOE unanimously approved referring Policy 4000, Focus on Students, to the Student Achievement Committee for further consideration. A Policy 4000 Advisory Work Group was formed to update the policy, now known as E-3 Nā Hopena A'o. The purpose of the Work Group was to identify a set of learning outcomes that are grounded in Hawaiian values, culture, language, and history and that best prepare all students for 21st century success in college, career, and communities, locally and globally.

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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 all 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. These outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai‘i. When taken together, these outcomes become the core BREATH that every student can draw on for strength and stability throughout school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning 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, the Work Group recognized more fully the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning.

Illustrated on the next page, HĀ articulated outcomes include:

- **B** – Strengthened Sense of **Belonging**
- **R** – Strengthened Sense of **Responsibility**
- **E** – Strengthened Sense of **Excellence**
- **A** – Strengthened Sense of **Aloha**
- **T** – Strengthened Sense of **Total Wellbeing**
- **H** – Strengthened Sense of **Hawai‘i**.

The Work Group recommended the following planning and implementation changes to the Hawai‘i BOE: 1) Assign planning of E-3 to the Office of the Superintendent to be managed by the Office of Hawaiian Education (OHE); 2) Establish an advisory committee of internal and external stakeholders to advise on the implementation of E-3 policy and the updating of current General Learner Outcomes to reflect 21st century skills and knowledge and whole child development; 3) Collaborate with multiple departments in the Hawai‘i DOE to support planning and implementation systems-wide; 4) Lead using a community-based process that values collective voice and positive relationships; 5) Conduct a series of HĀ initiatives with those ready and able to provide evidence of successful tools and practices around a set of well-designed competencies and indicators of success; and 6) Use the results of successful HĀ initiatives to inform and integrate into future educational policies, strategies and plans.

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Networked Improvement Communities

In January 2015, the Council presented its Common Indicators Systems Framework Matrix in a poster session at the Hawai'i Educational Research Association's annual conference. The keynote speaker was Dr. Paul LeMahieu, former Superintendent for Education in Hawai'i and now with the Carnegie Foundation for Advancement of Teaching (Carnegie). Dr. LeMahieu's keynote address was titled *Networked Communities engaged in Improvement Science: How we can get better at getting better.*

Networked Improvement Communities (NIC) integrate two big ideas: the tools and technologies of Improvement Science joined to the Power of Networks—a shift to *Learning Fast* from *Implement Well.* NIC are scientific learning communities distinguished by four essential characteristics:

- Focused on a well specified common aim;
- Guided by a deep understanding of the problem, the system that produces it, and a theory of improvement;
- Disciplined by the rigor of improvement science; and
- Coordinated to accelerate the development, testing and refinement of interventions and their effective integration into varied educational contexts.

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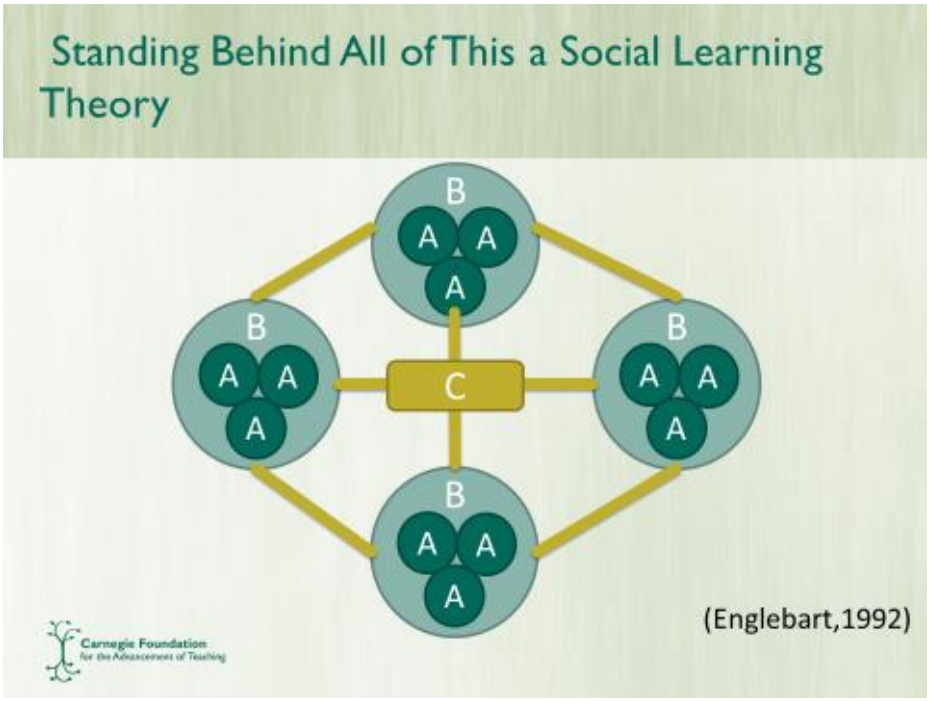
The four questions of Improvement Science include: 1) What specifically are we trying to accomplish; 2) What change might we introduce?; 3) Why do we think those changes will make an improvement?; and 4) How will we know that the changes are an improvement? A networked community accelerates learning for improvement and involve simultaneous occurrences of practice in multiple contexts.

Six principles guide the work, including:

1) Problem and User-centered;
2) Variation in Performance is the Problem to Solve;
3) See the System to Improve It;
4) You Cannot Improve at Scale What You Cannot Measure;
5) Accelerate Improvement: Embrace Disciplined Inquiry; and
6) Accelerate Improvement: Tap the Power of the Networks.

Carnegie's three current NIC are: The Developmental Math Ed Problem (reclaiming students' mathematical lives); The Learning to Teach Problem (develop teachers—better, faster, and hold onto them); and the Student Effort Problem (develop student motivation, engagement, success). NIC are supported by Social Learning Theory and Multilevel Model for Learning for Improvement (Englebart). A-level work is the front-line teaching and learning work of classrooms; B-level activity describes within-organization efforts that are designed to improve the on-the-ground work; and C-level activity is inter-institutional engagement in concurrent development.



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The power of structured networks include: enormous source of innovation; diverse contexts accelerate knowledge acquisition from testing; social connections accelerate testing and diffusion; seeing patterns that otherwise look particular; a safe environment to engage comparative results and eases translational research—a developed infrastucture plus the social connections.

The Council views the possibility of exploring the establishment of a NIC here in Hawai‘i a great opportunity as do other organizations.

Hui for Excellence in Education

The Council understands that organizations such as the Hui for Excellence in Education (HE‘E) is pursuing such an exploration of a NIC. HE‘E is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai‘i. HE‘E seeks to be the focal point for community and parent engagement while serving as a public resource for educational policy. HE‘E was formed in May 2010 by parents and community members who stood up and said “no” to school furloughs and “yes” to re-establishing education as a public priority. In support of Hawai‘i’s successful Race to the Top application, HE‘E will seek to coordinate parent and community engagement to further the Hawai‘i DOE’s new strategic plan.

HE‘E’s priority areas for 2011-2016 include:

- Enhancing family engagement in schools;
- Influencing public policy that affects education;
- Building trust and relationships within the Coalition;
- Promoting family engagement as one of the key components of school leadership;
- Creating family empowerment by collaborating to meet the basic needs of every child;
- Building trusting relationships between schools, families and community;
- Identifying needs and aligning with stakeholder resources;
- Removing obstacles to good teaching; and
- Shifting perception of public education by showing evidence of success.

Collaboration among policymakers, unions, community organizations, individuals and the Hawai‘i DOE is essential to the success of every student.

The following three to five year platform identifies policy and action priorities intended to promote student success through community engagement.

- **To support greater teacher, family and student engagement in our schools, HE‘E promotes:** A common, research-based understanding of family engagement; greater

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Hawai‘i DOE accountability for family engagement through multiple measures; the enhancement, implementation and ongoing evaluation of Family Engagement Policies by the Hawai‘i BOE; the enhancement, implementation and ongoing evaluation of Family Engagement Guidelines by the Department of Education; and the prioritization of family engagement as a component of school leadership training and teacher preparation.

- **To strengthen relationships between teachers, staff, students, families and communities by building trust and removing obstacles, HE‘E promotes:** Policies, programs and activities that reduce teacher/staff turnover through comprehensive teacher recruitment, induction, mentoring and professional development; Enhancement of existing certification and development of alternate pathways for aspiring teachers within and outside of the education field; The enhancement of existing principal leadership training and the development of alternative pathways to school leadership; The implementation of culturally appropriate, place-based pedagogy supported by comprehensive teacher professional development and assessment; The development, use and dissemination of progressive student assessment such as longitudinal data systems and growth model metrics to evaluate student achievement.
- **To more efficiently deliver social services to increase student and family readiness for success, HE’E promotes:** Better coordination of community services at the school and Complex levels; Greater transparency and improved access to services through information sharing; Strengthening of School-level Community Councils (SCCs); Establishment of Complex Community Councils (CCCs).

HE‘E represents one formally organized in-state effort to increase engagement with families and schools.

XIV – Observations of Health and Housing Policy and Advocacy Activities

In the Federal context, the Council is mindful of the policy and advocacy activities related to two Native Hawaiian impacted Acts and entities: (1) Native Hawaiian Health Care Improvement Act and Papa Ola Lōkahi; and (2) the Native American Housing and Self Determination Act and the Department of Hawaiian Home Lands.

Native Hawaiian Health Care Improvement Act and Papa Ola Lōkahi

In 1988, with leadership from Senator Daniel Inouye and Hawai'i's Congressional delegation, Congress acted to address the issues and concerns raised about Native Hawaiian health and wellbeing. Its action was the Native Hawaiian Health Care Improvement Act (NHHCIA) (P.L. 100-579). Since 1988, the act was reauthorized in 1992 (P.L. 102-396), and, most recently, again reauthorized in the 2010 Patient Protection and Affordable Care Act (ACA) (P.L. 111-142) to the year 2020 within the body of the Indian Healthcare Improvement Act. The NHHCIA is codified in Title 42 – USC: The Public Health and Welfare; Chapter 122 – Native Hawaiian Health Care; Sections 11701-11714.

Since 1988, Papa Ola Lōkahi (POL)'s mission and vision have been, and continue to be, dictated by the NHHCIA. From 1988 to 1991, the major focus of POL was to recognize and certify Native Hawaiian community based, island-focused health delivery organizations called Native Hawaiian Health Care Systems (NHHCS). By 1991, five NHHCS covering the statewide Native Hawaiian population had been recognized and certified and were operational, and, in 1992, they became part of the POL board of directors. Focusing on disease prevention and health promotion, these systems over the years since 1992 have developed programmatic initiatives reflective of their respective island Native Hawaiian population's health needs and concerns. It's important to note that the NHHCS are joined in their efforts to address Native Hawaiian health care needs and concerns by community health centers and a number of other nonprofit organizations and public agencies, including the Hawai'i Department of Health and Department of Human Services, providing a different array of health services to Native Hawaiians throughout the State of Hawai'i.

Besides health status, the POL's E Ola Mau Health Study raised the issue that few Native Hawaiians were engaged in any of the health professions; a key component for Native Hawaiians who often found health professionals lacking in any cultural sensitivity. While the 1988 NHHCIA addressed developing a Native Hawaiian health care delivery system, it was silent on increasing the ranks of Native Hawaiian health professionals. Realizing that this, also, was a major concern of the E Ola Mau Health Study and one noted in the report undertaken by the US Congressional Office of Technology Assessment, Hawai'i's Congressional delegation, again headed by Senator Inouye, amended federal legislation (Indian Arts and Crafts Act of 1990, P.L. 101-644) to include an amendment to the Public Health Services Act (Title IV, Section 401) to establish health scholarships for Native Hawaiians. Under this amendment the Native Hawaiian Health Scholarship Program (NHHSP) was established. Federal support was provided to

Kamehameha Schools to develop and implement this program. In 1992 when the NHHCIA was reauthorized, language was inserted into the reauthorized act which integrated the NHHSP into the body of the act. In 2002, Kamehameha School divested itself of federal resources and so the NHHSP was transferred to POL to administer. This was done by an amendment to P.L. 107-116, and incorporated into the reauthorization of the NHHCIA in 2010 within the ACA. It, also, has been codified in Title 42 USC Chapter 122 in Section 11709.

Today, then, the NHHCIA identifies the work and responsibilities of POL, the NHHCSs, and the NHHSP. All of which goes to address federal policy stated in the NHHCIA "to raise the health status of Native Hawaiians to the highest possible level (42 USC 122; Section 11702). POL is in the process of updating its master plan including participation of NHHCS, Native Hawaiian organizations such as Kamehameha Schools, Lunalilo Home, ALU LIKE, Inc. and the Council. Participation in the POL master planning process exposes the Council to opportunities where collaborative and integrated stakeholder efforts could holistically and systemically benefit Native Hawaiian communities.

Native American Housing and Self Determination Act and the Department of Hawaiian Home Lands

The Native American Housing Assistance and Self-Determination Act (NAHASDA) was passed in 1996 and transformed the way American Indians and Alaska Natives provided affordable housing on rural Indian reservations and Alaska Native villages. The Act opened the door for increased partnerships with financial institutions and set-up a block grant program that gave American Indians and Alaska Natives the ability to determine how best to spend federal funds to address affordable housing issues.

In 2000, Congress amended NAHASDA by adding Title VIII, which provides similar funding for Native Hawaiian families whose total household income is at or below 80 percent of the established area median income levels for their respective counties, and who are eligible to reside on Hawaiian Home Lands. The Department of Hawaiian Home Lands (DHHL) is the designated recipient for the Native Hawaiian Housing Block Grant (NHHBG) as administered by the United States Department of Housing and Urban Development's (HUD) Office of Native American Programs. This Congressional amendment is the first time in the history of the Hawaiian Homes Commission Act of 1920, as amended, that the federal government has provided any significant level of financial investment into the Hawaiian Home Lands program for affordable housing activities.

Each year, DHHL submits a Native Hawaiian Housing Plan (NHHP) to HUD for review and approval. As of June 30, 2013, DHHL received $110,244,479 million in funding for 11 NHHPs, and an additional $10.2 million in American Recovery and Reinvestment Act (ARRA) funds. NHHBG funds benefited numerous families through infrastructure development, subsidies (e.g.,

down payment assistance and matched savings programs), direct loans, self-help home construction programs, and home rehabilitation.

NHHBG Program activities include: construction related activities (in Waimānalo, East Kapolei and West Hawai‘i communities); awards to sub-recipients for self-help home repair, energy retrofits, home ownership counseling and individual development accounts; direct loan program for home ownership or home repairs, individual development accounts and down payment assistance programs; and home rehabilitation subsidies

NAHASDA was scheduled for reauthorization in 2014, however, the 113th Congress (2013-2014) did not reauthorize NAHASDA and supporters will continue to push for reauthorization in the 114th Congress (2015-2016).

The current political environment reminds the Council of the need to be alert to the impacts of actions in Native Hawaiian health and housing policy at the federal level and its signal to the Council's education context.

XV – Council Recommendations

Oriented from a systems perspective, recommendations are organized and presented for specific U.S. Department of Education 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 Hawai‘i DOE; (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 DOE; 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.

XV – Council Recommendations

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 community members 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 (Government Accountability Office) 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, kūpuna (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, kūpuna (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 the Native Hawaiian education programs, including programs funded by the Native Hawaiian Education Act 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 (NIC)[13] which integrate two big ideas: the tools and technologies of Improvement Science joined to the Power of Networks—a shift to *Learning Fast* from *Implement Well.* NIC 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. NIC 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.[14] 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

[13] Credited to the Carnegie Foundation for the Advancement of Teaching; Carnegie advocates for the use of improvement science to accelerate how a field learns to improve. Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships. Improvement science is explicitly designed to accelerate learning-by-doing. It's a more user-centered and problem-centered approached to improving teaching and learning.

[14] Patton, Michael Quinn. *Developmental Evaluation, Applying Complexity Concepts to Enhance Innovation and Use*, p.1

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 Hawaii based grant rubric development, application reading, preliminary scoring, including application of inter-rater reliability procedures, and other grant competition quality assurance process activities.

XV – Council Recommendations

III. 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 (e.g., University of Hawai‘i system, Office of Hawaiian Affairs, Kamehameha Schools, Department of Education) which have already adopted 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 systems 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 – Hawai‘i’s 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 the Native Hawaiian Education Act 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

APPENDICIES

	Description
A	The Native Hawaiian Education Act and Program
B	Community Profiles
C	April 2015 Correspondence to Congressional Delegation re: Native Hawaiian Education Reauthorization Act
D	A Summary Report of the 2014 Native Hawaiian Education Summit

APPENDIX A – The Native Hawaiian Education Act and Program

Native Hawaiian Education Act – Section by Section Summary

Sec. 7201. Short Title. This section states that the Act may be cited as the "Native Hawaiian Education Act".

Sec. 7202. Findings. This section outlines a number of historical facts that Congress has found to be true and then explains how these events have laid the foundation for this piece of legislation.

Sec. 7203. Purposes. This section states that the purposes of this act are to:
1) Authorize and develop innovative educational programs to assist Native Hawaiians;
2) Provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;
3) Supplement and expand programs and authorities in the area of education to further the purposes of this title; and
4) Encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

Sec. 7204. Native Hawaiian Education Councils and Island Councils. This section specifies the composition, duties, conditions and terms under which the State Council and Island Councils should operate. This section also authorizes the Secretary of Education to facilitate the establishment of Island Councils on Hawai‘i, Maui, Moloka‘i, Lāna‘i, O‘ahu, Kaua‘i and Ni‘ihau.

Sec. 7205. Program Authorized. This section authorizes the Secretary to make direct grants or to enter into contracts with eligible entities, identifies the conditions, terms and priorities in awarding grants and contracts as well as specifies the types of authorized activities that may be provided for by programs under the Act. This section states that the Secretary shall give priority to entities proposing projects that address the following: beginning reading and literacy among student in kindergarten through third grade, the needs of at-risk youth, needs in fields or disciplines in which Native Hawaiians are underemployed, and the use of the Native Hawaiian language in instruction.

Sec. 7206. Administrative Provisions. This section states that eligible entities seeking grants must submit an application to the Secretary of Education as well as an application for comment to the local educational agency serving students that will participate in the program to be provided for by the grant or contract.

Sec. 7207. Definitions. This section defines words and terminology used throughout the text. "Native Hawaiian" is defined as a citizen of the United States who is a descendant of the

aboriginal people that occupied and exercised sovereignty prior to European contact in the area that now comprises the state of Hawai‘i. The section also provides definitions of the terms: Native Hawaiian community-based organization, Native Hawaiian educational organization, Native Hawaiian language, Native Hawaiian organization and the Office of Hawaiian Affairs.

Native Hawaiian Education Program

The political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States. The eligibility for federal resources to address the needs of the Native Hawaiian people is provided through the Native Hawaiian Education Act (NHEA, Part B, Sec. 7202). Moreover, the State of Hawai'i through its constitution and statutes:

1) Reaffirms and protects the unique right of the Native Hawaiian people to practice and perpetuate their culture and religious customs, beliefs, practices, and language;
2) Recognizes the traditional language of the Native Hawaiian people as an official language of the State of Hawai`i, which may be used as the language of instruction for all subjects and grades in the public school system; and
3) Promotes the study of the Hawaiian culture, language, and history by providing a Hawaiian education program and using community expertise as a suitable and essential means to further the program.

The purposes of the Native Hawaiian Education Program, as described under Section 7203 of NHEA, is fourfold:

1) To authorize and develop innovative educational programs to assist Native Hawaiians;
2) To provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;
3) To supplement and expand programs and authorities in the area of education to further the purposes of this title; and
4) To encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

In addition, the Act also establishes four priorities for awarding contracts under this program. These include giving priority to projects that are designed to address:

1) Beginning reading and literacy among students in kindergarten through third grade;
2) The needs of at risk children and youth;
3) The needs in fields or disciplines in which Native Hawaiians are underemployed; a
4) The use of the Hawaiian language in instruction.

APPENDIX B – Community Profiles

Island of Kaua'i

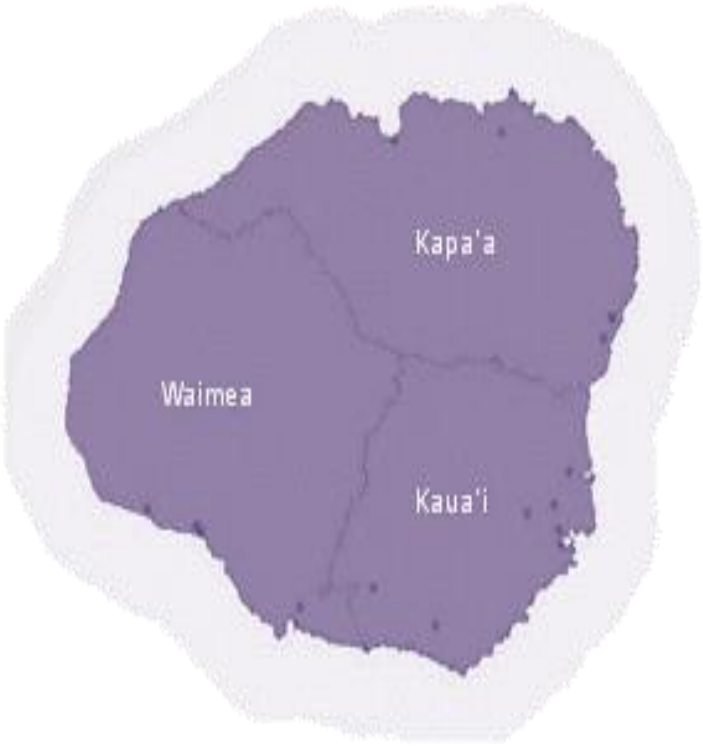

Table 1. Kaua`i Complex Schools

Complex	Schools
Kapa`a	6 schools: Hanalei Elementary, Kapa`a Elementary, Kilauea Elementary, Kapa`a Middle, Kapa`a High, *Kanuikapono PCS*
Kaua`i	6 schools: Kaumuali`i Elementary, Koloa Elementary, Wilcox Elementary, Kamakahelei Middle, Kaua`i High, *Kawaikini NCPCS*
Waimea	8 schools: Ele`ele Elementary, Kalaheo Elementary, Kekaha Elementary, Ni`ihau High & El, Waimea Canyon Middle, Waimea High, *Ke Kula Ni`ihau Kekaha PCS, Kula Aupuni Ni`ihau A Kahelelani Aloha*

Socioeconomic Profile. Kaua`i is home to 67,113 residents, representing about 5% of the State's population. The island is divided into three educational complexes: Kapa`a, Kaua`i, and Waimea. Kapa`a serves the eastern and northern communities (e.g., Kekaha, Ele`ele, Kalaheo), Kaua`i serves Līhu`e and the southern communities, and Kapa`a serves the western communities (e.g., Kapa`a, Wailua, Anahola, Kīlauea, Princeville, and Hanalei). Of the 20 schools on island, 4

are charter schools. When compared to the State, both Kapa`a and Waimea complexes have a lower median household income, a higher proportion of Native Hawaiian students, and more students eligible for the free/reduced price lunch program. Less than 25% of residents in the three complexes have a 4-year college degree or higher, compared to nearly 30% of adults statewide.

Table 2. Demographic and Economic Indicators—Kaua`i Island

	School Community[1]				
	Kapa`a Complex	Kauai Complex	Waimea Complex	Kaua`i County	State of Hawai'i
Total population (n)	28,821	26,343	11,757	67,113	1,362,730
K-12 student population (n)	3,137	3,956	2,337	10,827	183,251
Native Hawaiian student population (%)	33.5	26.9	41.0	22.4	27.7
Families (#)	6,996	6,308	2,807	15,438	310,300
Population aged 5-19 (%)	17.7	18.5	19.4	18.0	18.3
Median age of population	41.8	41.8	39.8	41.5	38.4
Median household income ($)	63,150	68,349	59,868	64,752	67,492
Families below poverty level (%)	--	--	--	7.7	7.6
Students eligible F/RL Program (%)	51	47	54	51	51
Educational attainment level (%)	24.8	22.9	17.0	25.0	29.6

Academic Profile. In general, the three complexes have fewer students receiving special education and ELL services and more students entering Kindergarten with prior preschool attendance compared to their peers statewide. In addition, the 4-year high school graduation rate and college-going rate either meet or exceed the State average. In particular, approximately 7 out of 10 graduates from Kaua`i and Waimea High Schools attend college, compared to 6 out of 10 high school graduates statewide. With the exception of the Kapa`a complex, only one out of every 10 students misses 15 or more days of school each year. Scores on standardized achievement tests (8th and 11th grade ACT) are similar to state averages, with the exception of students in the Waimea Complex who tend to score considerably lower on the ACT compared to their peers at Kapa`a, Kaua`i, and the rest of the State. While overall academic achievement in math, reading, and science tends to be similar to State averages, Native Hawaiian student achievement in these areas is noticeably lower, particularly in math and science. Reading achievement for Native Hawaiian students is between 6 and 17 percentage points lower than the

[1] Hawai`i DOE, School Status & Improvement Reports, 2014

APPENDIX B – Community Profiles

State average, science achievement is more than three times lower, and mathematics achievement is between two and four-and-a-half times lower.

Table 3. Academic Indicators—Kaua`i Island

	School Community[2]			
	Kapa`a Complex	Kauai Complex	Waimea Complex	Hawai`i DOE
Special education (%)	11	9	8	10
English Language Learners (ELL) (%)	5	6	7	8
Preschool attendance (%)	58	58	64	57
Mathematics proficiency (%)	55	54	51	59
Native Hawaiian	13	27	13	
Reading proficiency (%)	70	68	63	69
Native Hawaiian	52	63	62	
Science proficiency (%)	44	41	37	40
Native Hawaiian	23	11	12	
Chronic absenteeism (%)	18	10	10	11
8th Grade ACT (%)	55	50	33	50
11th Grade ACT (%)	32	34	27	34
On-time high school graduation rate (%)	82	88	86	82
Native Hawaiian	81	82	84	
College-going rate (%)	63	72	67	63

Community Educational Needs. Among 53 people participating in the NHEC Community Needs Assessment initiative in Spring 2014, three out of 10 indicated that they would like to see more charter high schools and trade schools established in their community. In addition, approximately 25% of residents wanted more parent education and family-based programs and charter middle schools, while two out of 10 residents were interested in having a University, tutoring services, and culture-based programs in their community. Less than 5% of respondents indicated the need for health services, A+ programs, preschools, or private or charter elementary schools in their community.

[2] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools only.

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Table 4. Kaua`i Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Charter high school (33.3%)	`Ike
2	Trade school (30.8%)	Kuleana
3	Parent education (25.7%)	‘Ike
4	Charter middle school (25.0%)	`Ike
5	Family-based programs (24.3%)	Mauli
6	Tutoring (22.2%)	Academic `Ike
7	University (20.5%)	Academic `Ike
8	Culture-based programs (19.5%)	`Ike
9	Youth programs (18.9%)	Mauli
10	Hawaiian language programs (17.1%)	`Ike

Note: Based on feedback from 53 people.

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Island of Moloka`i

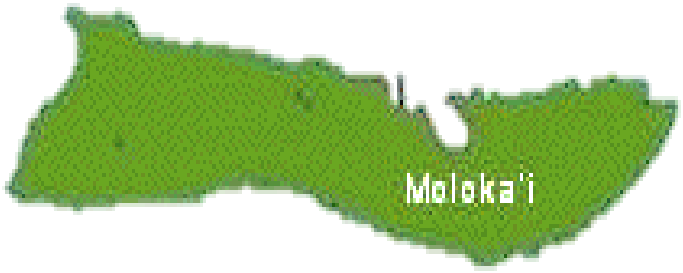

Table 5. Moloka`i Complex Schools

Complex	Schools
Moloka`i	6 schools: Kaunakakai Elementary, Kilohana Elementary, Maunaloa Elementary, Moloka`i Middle, Moloka`i High, *Kualapu`u Elementary NPCCS*

Socioeconomic Profile. Of the 7,258 people residing on Moloka`i, nearly 8 out of 10 are Native Hawaiian. The island has one complex consisting of six schools, one of which is a charter school. When compared to the State, Moloka`i has a higher proportion of children aged 5-19 years, a significantly lower median household income, three times the proportion of families living in poverty, and more students eligible for the free/reduced price lunch program. Similar to Kaua`i, less than 25% of residents have a 4-year college degree or higher, compared to nearly 30% of adults statewide.

Table 6. Demographic and Economic Indicators—Moloka`i Island

	School Community		
	Moloka`i Complex	Maui County	State of Hawai`i
Total population (n)	7,258	154,937	1,362,730
K-12 student population (n)	945	21,119	183,251
Native Hawaiian student population[3] (%)	78.4	23.7	27.7
Families (#)	1,765	35,912	310,300
Population aged 5-19 (%)	21.4	18.7	18.3
Median age of population	38.9	39.5	38.4
Median household income ($)	49,391	64,058	67,492

[3] For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

APPENDIX B – Community Profiles

Families below poverty level (%)	19.9	7.5	6.6
Students eligible F/RL Program (%)	73	57	51
Educational attainment level (%)	22.0	25.1	29.6

Academic Profile. Compared to the State, Moloka`i has half the number of students receiving ELL services and considerably more students entering Kindergarten with prior preschool attendance: more than 8 out of 10 keiki have early childhood education experiences before entering Kindergarten. Furthermore, the 4-year high school graduation rate for Native Hawaiian students exceeds the State average. While the high school graduation rate is impressive, the college-going rate is less so: less than half of high school graduates attend college. Moloka`i also has a lower than average chronic absenteeism rate, with fewer than 10% of students missing 15 or more days of school each year. However, the difference in achievement on standardized tests between Native Hawaiian students and their non-Hawaiian peers on Molokai is disturbing. Although the scores on standardized achievement tests (8th and 11th grade ACT) are similar to state averages, the scores for Native Hawaiian students are two to three times lower.

Table 7. Academic Indicators—Moloka`i Island

	School Community	
	Moloka`i Complex[4]	Hawai`i DOE
Special education (%)	13	10
English Language Learners (ELL) (%)	4	8
Preschool attendance (%)	81	57
Mathematics proficiency (%) Native Hawaiian	58 23	59
Reading proficiency (%) Native Hawaiian	66 39	69
Science proficiency (%) Native Hawaiian	39 13	40
Chronic absenteeism (%)	9	11
8th Grade ACT (%)	38	50
11th Grade ACT (%)	11	34
On-time high school graduation rate (%) Native Hawaiian	82 84	82
College-going rate (%)	45	63

[4] Native Hawaiian student data is based on the *Strive HI Student Group Performance Report* the complex high school only.

APPENDIX B – Community Profiles

Community Educational Needs. Among only 6 people participating in the NHEC Community Needs Assessment initiative in Spring 2014, three out of six indicated that they would like to see a trade school established in their community. Between 20% and 30% of residents wanted more charter schools, an institution of higher education, a private elementary school, and parent education and `āina-based programs.

Table 8. Moloka`i/Lāna`i Educational Service Needs by Focus of Services

Rank	Educational Service[5]	Focus of Services
1	Trade school (50.0%)	Kuleana
2	Charter middle school (33.3%)	`Ike
3	Charter high school (25.0%)	`Ike
4	University (25.0%)	Academic `Ike
5	Private elementary (20.0%)	Mauli
6	Parent education (20.0%)	‘Ike
7	`Āina-based programs (20.0%)	`Ike
8	Family-based programs (16.7%)	Mauli
9	Scholarship opportunities (16.7%)	Academic `Ike

Note: Based on feedback from 6 people.

[5] Only 9 services were identified as not offered but needed by the community.

APPENDIX B – Community Profiles

Island of Lāna`i

Table 9. Lāna`i Complex Schools

Complex	Schools
Lāna`i	1 school: Lāna`i High and Elementary School

Socioeconomic Profile. Lāna`i is the island with the fewest residents, with the exception of Ni`ihau and Kaho`olawe. Only 3,249 people live on Lana`i. Similar to Moloka`i, the island only has one complex, which consists of one school. When compared to the State, Lāna`i has a smaller Native Hawaiian population and a younger population with nearly a quarter between the ages of 5 and 19 years. Although the median household income is similar to the State, more families live in poverty yet fewer students are eligible for the free/reduced price lunch program. Nearly 28% of residents have a 4-year college degree or higher.

Table 10. Demographic and Economic Indicators—Lāna`i Island

	School Community		
	Lāna`i Complex	Maui County	State of Hawai`i
Total population (n)	3,429	154,937	1,362,730
K-12 student population (n)	530	21,119	183,251
Native Hawaiian student population[6] (%)	20.8	23.7	27.7
Families (#)	849	35,912	310,300
Population aged 5-19 (%)	23.3	18.7	18.3
Median age of population	37.0	39.5	38.4
Median household income ($)	67,136	64,058	67,492

[6] For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

Families below poverty level (%)	8.5	7.5	6.6
Students eligible F/RL Program (%)	43	57	51
Educational attainment level (%)	27.8	25.1	29.6

Academic Profile. There are a number of indicators in which Lāna`i lags behind the State. For example, it has a considerably higher proportion of students receiving ELL and special education services and a much lower proportion of students entering Kindergarten with prior preschool attendance. In addition, students in Lāna`i underperform on standardized achievement tests and this difference is even more apparent in Native Hawaiian students. Reading and mathematics achievement for Native Hawaiian students is between 12 and 14 percentage points lower than the State average and science achievement is more than two times lower. Despite lower test scores, however, the 4-year high school graduation rate exceeds the State average, with nearly 100% of students graduating. Likewise, the college-going rate is the same as the State average: more than 60% of high school graduates attend college.

Table 11. Academic Indicators—Lāna`i Island

	School Community	
	Lāna`i Complex[7]	Hawai`i DOE
Special education (%)	17	10
English Language Learners (ELL) (%)	14	8
Preschool attendance (%)	42	57
Mathematics proficiency (%) Native Hawaiian	52 47	59
Reading proficiency (%) Native Hawaiian	58 55	69
Science proficiency (%) Native Hawaiian	15 --	40
Chronic absenteeism (%)	--	11
8th Grade ACT (%)	--	50
11th Grade ACT (%)	19	34
On-time high school graduation rate (%) Native Hawaiian	98 --	82
College-going rate (%)	63	63

Community Educational Needs. Please refer to Table 8.

[7] Native Hawaiian student data is based on the *Strive HI Student Group Performance Report* for the complex high school only.

APPENDIX B – Community Profiles

Island of Maui

Table 12. Maui Complex Schools

Complex	Schools
Baldwin	5 schools: Pu`u Kukui Elementary, Waihee Elementary, Wailuku Elementary, Iao Intermediate, Baldwin High
Kekaulike	7 schools: Haiku Elementary, Kula Elementary, Makawao Elementary, Paia Elementary, Pukalani Elementary, Kalama Intermediate, Kekaulike High
Maui	9 schools: Kahului Elementary, Kamali`i Elementary, Kihei Elementary, Lihikai Elementary, Lokelani Intermediate, Pomaika`i Elementary, Maui Waena Intermediate, Maui High, *Kihei High PCS*
Hana	1 school: Hana High & Elementary
Lahainaluna	4 schools: Kamehameha III Elementary, Nahienaena Elementary, Lahaina Intermediate, Lahainaluna High

Socioeconomic Profile. Maui comprises 11% of the State's population, with 154,937 residents. The island is divided into five educational complexes: Baldwin, Kekaulike, Maui, Hana, and Lahainaluna. Hana, a small, rural and isolated community, serves the eastern side of the island, Kekaulike serves the central communities of Haiku, Kula, Makawao, Paia, and Pukalani, Maui serves Kahului, Kihei, Wailea, and Makena, and Baldwin serves Wailuku, Waikapu, Waihee, and Kahakaloa. Lahainaluna serves the western side of Maui and is considered the oldest school in the State. Of the 26 schools on island, only 1 is a charter school.

APPENDIX B – Community Profiles

When compared to each other, the five complexes vary considerably. In terms of Native Hawaiian students, the complexes range from a high of nearly 80% (Hana) to a low of under 20% (Maui and Lahainaluna). More than 30% of Baldwin's and Kekaulike's student population is Native Hawaiian. When compared to the State average, all five complexes have a higher median household income, yet four of the five have more than 50% of students eligible for the free/reduced price lunch program. Educational attainment levels also vary among the complexes: In three of the five complexes, less than 25% of residents have a 4-year college degree or higher compared to more than 25% of residents in two of the five complexes (Kekaulike and Maui).

Table 13. Demographic and Economic Indicators—Maui Island

	School Community						
	Baldwin Complex	Kekaulike Complex	Maui Complex	Hana Complex	Lahainaluna Complex	Maui County	State of Hawai'i
Total population (n)	29,861	38,220	51,920	2,285	22,157	154,937	1,362,730
K-12 student population (n)	4,215	4,074	7,825	346	3,184	21,119	183,251
Native Hawaiian student population (%)[8]	32.9	33.6	16.2	79.6	19.8	23.7	27.7
Families (#)	6,740	9,388	11,562	496	4,767	35,912	310,300
Population aged 5-19 (%)	20.3	18.6	18.2	19.1	17.2	18.7	18.3
Median age of population	38.2	41.0	39.6	40.1	38.9	39.5	38.4
Median household income ($)	83,311	68,744	75,378	69,777	74,490	64,058	67,492
Families below poverty level (%)	--	--	--	8.1	4.0	7.5	6.6
Students eligible F/RL Program (%)	48	56	53	77	51	57	51
Educational attainment level (%)	22.3	30.8	25.8	20.7	23.1	25.1	29.6

Academic Profile. Similar to the socioeconomic profile, the academic profile differs considerably by complex. Compared to the State average, more students receive special education services at Kekaulike and Hana and ELL services at Maui and Lahainaluna. In terms of preschool attendance, rates vary with a high of 86% (Hana) and 60% (Baldwin and Kekaulike) to a low of 49% (Lahainaluna and Maui). In general, the complexes have graduation rates higher

[8] Based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

than the State average, with the exception of Kekaulike, which graduates less than 75% of their students in four years. However, Kekaulike has a higher-than-average college-going rate, as does Baldwin. Kekaulike and Lahainaluna also have higher rates of chronic absenteeism. Scores on standardized achievement tests (8th and 11th grade ACT) are lower than state averages, with the exception of students at Keakaulike who tend to score slightly higher on the ACT compared to their peers at the other complexes and the rest of the State. In terms of academic achievement in math, reading, and science, students at Kekaulike and Maui outperform their peers. However, Native Hawaiian student achievement in these areas is noticeably lower, particularly in math and science.

Table 14. Academic Indicators—Maui Island

	School Community[9]					
	Baldwin Complex	Kekaulike Complex	Maui Complex	Hana Complex	Lahainaluna Complex	Hawai`i DOE
Special education (%)	8	11	8	12	10	10
English Language Learners (ELL) (%)	6	2	14	0	18	8
Preschool attendance (%)	60	61	49	86	48	57
Mathematics proficiency (%)	50	59	64	48	50	59
Native Hawaiian	31	12	32	44	--	
Reading proficiency (%)	67	76	72	64	66	69
Native Hawaiian	41	51	60	54	--	
Science proficiency (%)	38	48	50	38	28	40
Native Hawaiian	11	12	27	36	--	
Chronic absenteeism (%)	8	14	10	--	17	11
8th Grade ACT (%)	46	56	36	--	43	50
11th Grade ACT (%)	33	35	26	13	25	34
On-time high school graduation rate (%)	90	74	84	93	84	82
Native Hawaiian	83	68	82	--	88	
College-going rate (%)	68	69	56	62	56	63

Community Educational Needs. Among 94 people participating in the NHEC Community Needs Assessment initiative in Spring 2014, nearly three out of 10 indicated that they would like to see more charter elementary and middle schools and trade schools established in their community. In addition, approximately 20% of residents wanted more family-based and `āina-

[9] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools.

based programs, charter high schools, Hawaiian immersion schools, and parent education programs. Similar needs were also identified by Kaua`i residents.

Table 15. Maui Educational Service Needs by Focus of Impact

Rank	Educational Service	Focus of Impact
1	Charter elementary school (29.4%)	`Ike
2	Trade school (28.8%)	Kuleana
3	Charter middle school (27.7%)	`Ike
4	Family-based programs (21.1%)	Mauli
5	Charter high school (20.8%)	`Ike
6	`Āina-based programs (20.8%)	`Ike
7	Hawaiian immersion (20.5%)	`Ike
8	Parent education (20.3%)	‘Ike
9	Culture-based programs (18.4%)	`Ike
10	University (15.2%)	Academic `Ike

Note: Based on feedback from 94 people.

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Island of Hawai`i

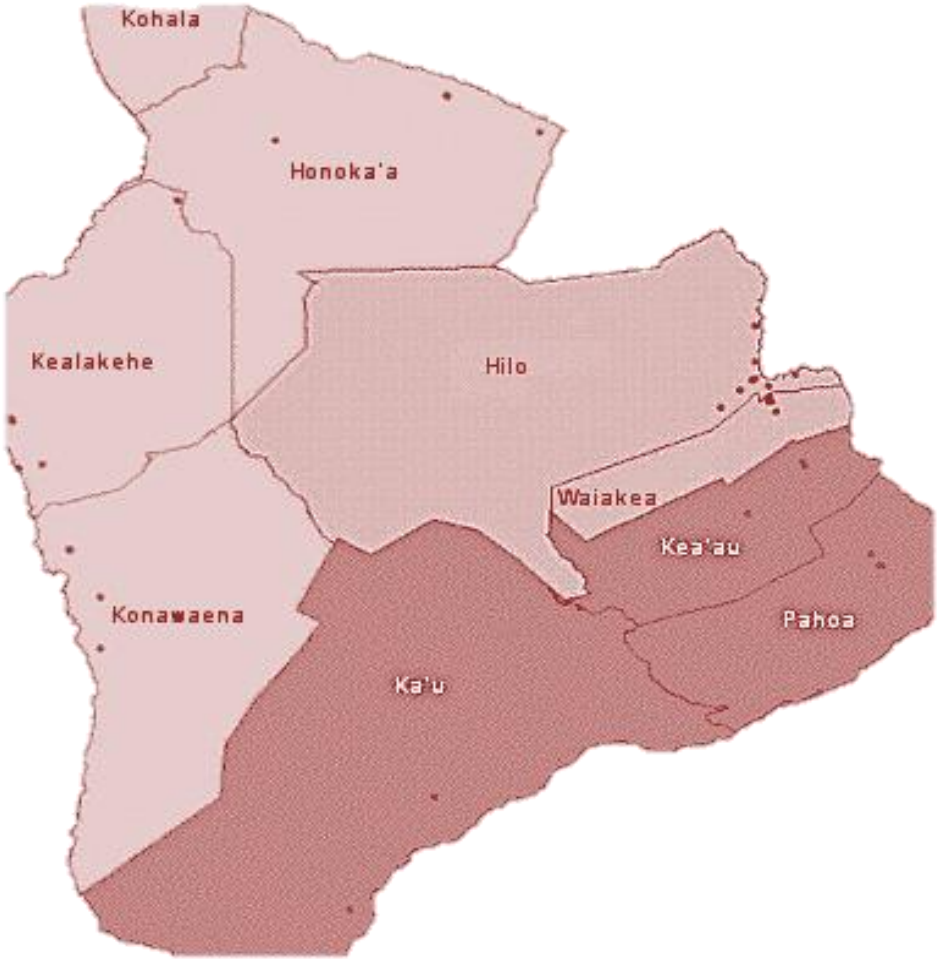

Table 16. Hawaii Island Complex Schools

Community	Complex	Schools
East Hawai`i	Hilo	12 schools: de Silva Elementary, Ha`aheo Elementary, Hilo Union Elementary, Kalanianaole Elementary & Intermediate, Kapiolani Elementary, Kaumana Elementary, Keaukaha Elementary, Hilo Intermediate, Hilo High, *Connections NCPCS, Ka `Umeke Ka`eo PCS, Ke Ana La`ahana PCS*
	Waiākea	4 schools: Waiākea Elementary, Waiākeawaena Elementary, Waiākea Intermediate, Waiākea High

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South Hawai`i	Kau	3 schools: Na`alehu Elementary, Kau High and Pahala Elementary, *Volcano School of Art & Science PCS*
	Kea`au	5 schools: Kea`au Elementary, Mountain View Elementary, Kea`au Middle, Kea`au High, *Na Wai Ola NCPCS*
	Pahoa	6 schools: Keonepoko Elementary, Pahoa Elementary, Pahoa High & Intermediate, *Hawai`i Academy of Arts & Sciences PCS, Ke Kula Nawahiokalaniopu`u Iki Lab PCS, Kua O Ka La PCS*
West Hawai`i	Kealakehe	9 schools: Holualoa Elementary, Kahakai Elementary, Kealakehe Elementary, Waikoloa Elementary and Middle, Kealakehe Intermediate, Kealakehe High, *Innovations PCS, Kanu o ka `Āina NCPCS, West Hawai`i Explorations PCS*
	Konawaena	7 schools: Honaunau Elementary, Ho`okena Elementary, *Ke Kula o Ehunuikaimalino,* Konawaena Elementary, Konawaena Middle, Konawaena High, *Kona Pacific PCS*
North Hawai`i	Kohala	3 schools: Kohala Elementary, Kohala Middle, Kohala High
	Honoka`a	5 schools: Honoka`a Elementary, Waimea Elementary, Pa`auilo Elementary & Intermediate, Honoka`a High & Intermediate, *Waimea Middle PCCS*

Socioeconomic Profile. Hawai`i Island is home to 190,821 residents, representing about 14% of the State's population. The island is divided into nine educational complexes: two in East Hawai`i (Hilo and Waiākea), three in South Hawai`i (Ka`u, Kea`au, and Pahoa), two in West Hawai`i (Kealakehe and Konawaena), and two in North Hawai`i (Kohala and Honoka`a). Of the 54 schools on island, 14 are charter schools. When compared to the State, all nine complexes have a higher proportion of Native Hawaiian students: roughly 39% compared to the State average of 28%. The complexes vary widely in terms of socioeconomic indicators, although in general they have a lower median household income, almost twice the proportion of families living below poverty level, and significantly more students eligible for the free/reduced price lunch program compared to the State average. The proportion of residents with a 4-year college degree or higher varies with a low of 20% (Pahoa) to a high of nearly 31% (Hilo). *See Table 20*.

Academic Profile. The academic profile for Hawai`i Island differs considerably by complex and when compared to the State. In fact, comparing key indicators among the complexes is a study in contrasts. When compared to the State, more students receive special education services at 7 of the 9 complexes (the exceptions being Kealakehe and Waiākea). In addition, the proportion of students receiving ELL services at Ka`u is three times higher than the State average and eight times higher than the proportion of students receiving ELL services at Waiākea and Kohala. In terms of preschool attendance, all but Waiākea have lower rates when compared to the State average. The chronic absenteeism rate is somewhat alarming at three of the nine complexes—Ka`u, Kea`au, and Pahoa—where approximately 1 out of 4 students miss more than 15 days of school each year. All but one complex—Hilo—has a higher chronic absenteeism rate when compared to the State. Scores on standardized achievement tests (8th and

11th grade ACT) also vary considerably by complex. At all but two complexes—Kea`au and Honoka`a—students perform on the 8th grade ACT within 10 percentage points of the State average. However, this picture changes with the 11th grade ACT: only two complexes meet or exceed the State average—Waiākea and Kealakehe. In fact, the 11th grade ACT scores are three to four times lower than the State average at four of the nine complexes: Ka`u, Kea`au, Pahoa, and Honoka`a.

In terms of academic achievement in math, reading, and science, Native Hawaiian student achievement in these areas is noticeably lower, particularly in math and science. The one exception is Kealahehe, in which Native Hawaiian students outperformed their peers: 73% of students were proficient in reading, which is higher than both the overall complex average and the State average. In general, however, Native Hawaiian students perform two to three times lower in math achievement and three to four times lower in science achievement. Yet despite these differing rates of academic achievement and ACT scores, the complexes have graduation rates that meet or exceed the State average. The exception to this trend is Waiākea, which graduates less than 75% of their Native Hawaiian students in four years. However, Waiākea has a higher-than-average college-going rate, as does Hilo. *See Table 21.*

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Table 17. Demographic and Economic Indicators—Hawai`i Island

	School Community[10]										
	East Hawai`i		South Hawai`i			West Hawai`i		North Hawai`i			
	Hilo Complex	Waiākea Complex	Ka`u Complex	Kea`au Complex	Pahoa Complex	Kealakehe Complex	Konawaena Complex	Kohala Complex	Honoka`a Complex	Hawai`i County	State of Hawai'i
Total population (n)	28,603	22,351	8,352	24,991	20,430	42,511	12,291	6,276	17,179	190,821	1,362,730
K-12 student population (n)	4,092	3,582	915	2,752	1,748	5,161	2,248	849	1,833	23,180	183,251
Native Hawaiian student popn[11]	37.6	34.9	41.5	42.5	47.6	27.9	34.7	36.8	45.3	33.0	27.7
Families (#)	6,714	5,342	1,902	5,988	4,734	10,394	2,972	1,589	4,235	42,762	310,300
Population aged 5-19 (%)	17.4	19.5	18.9	21.1	20.4	17.5	16.9	18.4	21.2	18.3	18.3
Median age of population	41.9	39.7	43.6	39.5	38.5	41.5	44.4	43.6	39.5	40.6	38.4
Median household income ($)	47,356	58,258	53,360	40,317	39,303	66,079	61,608	53,360	68,100	52,098	67,492
Families below poverty level (%)	--	--	--	--	--	--	--	--	--	12.2	6.6
Students in F/RL Program (%)	67	52	86	80	88	60	70	69	66	71	51
Educational attainment level (%)	30.6	27.9	23.5	25.3	20.1	28.1	25.7	23.5	25.2	25.6	29.6

[10] Based on the *School Status and Improvement Reports* for each of the complex high schools only.
[11] Based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

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Table 18. Academic Indicators—Hawai`i Island

	School Community[12]									
	East Hawai`i		South Hawai`i			West Hawai`i		North Hawai`i		
	Hilo Complex	Waiākea Complex	Ka`u Complex	Kea`au Complex	Pahoa Complex	Honoka`a Complex	Kealakehe Complex	Kohala Complex	Konawaena Complex	Hawai`i DOE
Special education (%)	13	10	12	14	14	11	9	16	11	10
English Language Learners (ELL) (%)	6	3	23	9	5	7	13	3	10	8
Preschool attendance (%)	53	66	51	42	55	57	47	55	56	57
Mathematics proficiency (%)	60	59	33	59	54	44	60	47	52	59
Native Hawaiian	23	35	20	47	41	26	56	--	28	
Reading proficiency (%)	69	69	44	64	63	58	69	66	69	69
Native Hawaiian	59	55	44	62	58	57	73	--	63	
Science proficiency (%)	45	42	23	42	36	35	49	31	37	40
Native Hawaiian	10	16	15	13	8	17	31	--	16	
Chronic absenteeism (%)	11	12	31	24	25	18	13	20	18	11
8th Grade ACT (%)	47	50	--	35	--	39	54	46	54	50
11th Grade ACT (%)	25	40	9	12	11	13	34	23	32	34
On-time high school graduation rate (%)	80	80	82	86	89	88	87	82	83	82
Native Hawaiian	80	72	--	81	--	86	87	--	--	
College-going rate (%)	69	78	61	58	58	49	39	44	46	63

[12] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools only.

APPENDIX B – Community Profiles

*East Hawai`i Community Educational Needs.* Over 200 people from East Hawai`i participated in the NHEC Community Needs Assessment initiative in Spring 2014. Of these, more than 15% indicated that they would like to see more family-based, parent education, and `āina-based programs established in their community. Rounding out the top five needs were more transportation options and trade school opportunities.

Table 19. East Hawai`i Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Family-based programs (16.2%)	Mauli
2	Parent education (15.5%)	‘Ike
3	`Āina-based programs (15.3%)	`Ike
4	Transportation options (10.6%)	Mauli
5	Trade school (10.1%)	Kuleana
6	Tutoring (9.8%)	Academic `Ike
7	Hawaiian language programs (9.6%)	`Ike
8	Youth programs (9.6%)	Mauli
9	Health services for school-aged children (9.5%)	Mauli
10	Culture-based programs (9.4%)	`Ike

Note: Based on feedback from 212 people

South Hawai`i Community Educational Needs. Of the 20 people who participated in the Community Needs Assessment, nearly four out of 10 indicated that they would like to see more trade schools, private schools, and a community college established in their community. In addition, approximately three out of 10 residents wanted a university, and more charter high and middle schools established. More than 20% indicated a need parent education and Hawaiian language programs, and private elementary and middle schools.

Table 20. South Hawai`i Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Trade school (42.9%)	Kuleana
2	Private high school (40.0%)	Academic `Ike
3	Community college (38.9%)	Academic `Ike
4	University (33.3%)	Academic `Ike
5	Charter high school (33.3%)	‘Ike
6	Charter middle school (33.3%)	`Ike
7	Parent education (28.6%)	‘Ike
8	Private elementary (26.7%)	Academic `Ike
9	Hawaiian language programs (23.1%)	`Ike
10	Private middle school (21.4%)	Academic `Ike

Note: Based on feedback from 20 people

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West Hawai`i Community Educational Needs. There were 39 people who participated in the NHEC Community Needs Assessment initiative in Spring 2014. The top ranked need identified by one out of four participants was culture-based programs. In addition, one of out every five people indicated that they would like to see more family-based and `āina-based programs, trade schools, and parent education programs established in their community.

Table 21. West Hawai`i Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Culture-based programs (25.0%)	`Ike
2	Family-based programs (22.6%)	Mauli
3	Trade school (22.6%)	Kuleana
4	`Āina-based programs (22.2%)	`Ike
5	Parent education (21.2%)	‘Ike
6	Private elementary (17.6%)	Academic `Ike
7	Hawaiian language programs (16.7%)	`Ike
8	Transportation options (15.6%)	Mauli
9	Tutoring (15.6%)	Academic `Ike
10	Private middle school (13.3%)	Academic `Ike

Note: Based on feedback from 39 people

North Hawai`i Community Educational Needs. Among 58 people participating in the NHEC Community Needs Assessment initiative in Spring 2014, nearly four out of 10 indicated that they would like to see more trade schools established in their community. The other top-ranked needs were transportation options, parent education and family-based programs, and more charter middle and high schools.

Table 22. North Hawai`i Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Trade school (39.1%)	Kuleana
2	Transportation options (31.1%)	Mauli
3	Parent education (27.7%)	‘Ike
4	Family-based programs (22.7%)	Mauli
5	Charter middle school (20.0%)	`Ike
6	Charter high school (20.0%)	‘Ike
7	Hawaiian language programs (18.4%)	`Ike
8	University (16.7%)	Academic `Ike
9	Community college (16.7%)	Academic `Ike
10	Private elementary (15.7%)	Academic `Ike

Note: Based on feedback from 58 people

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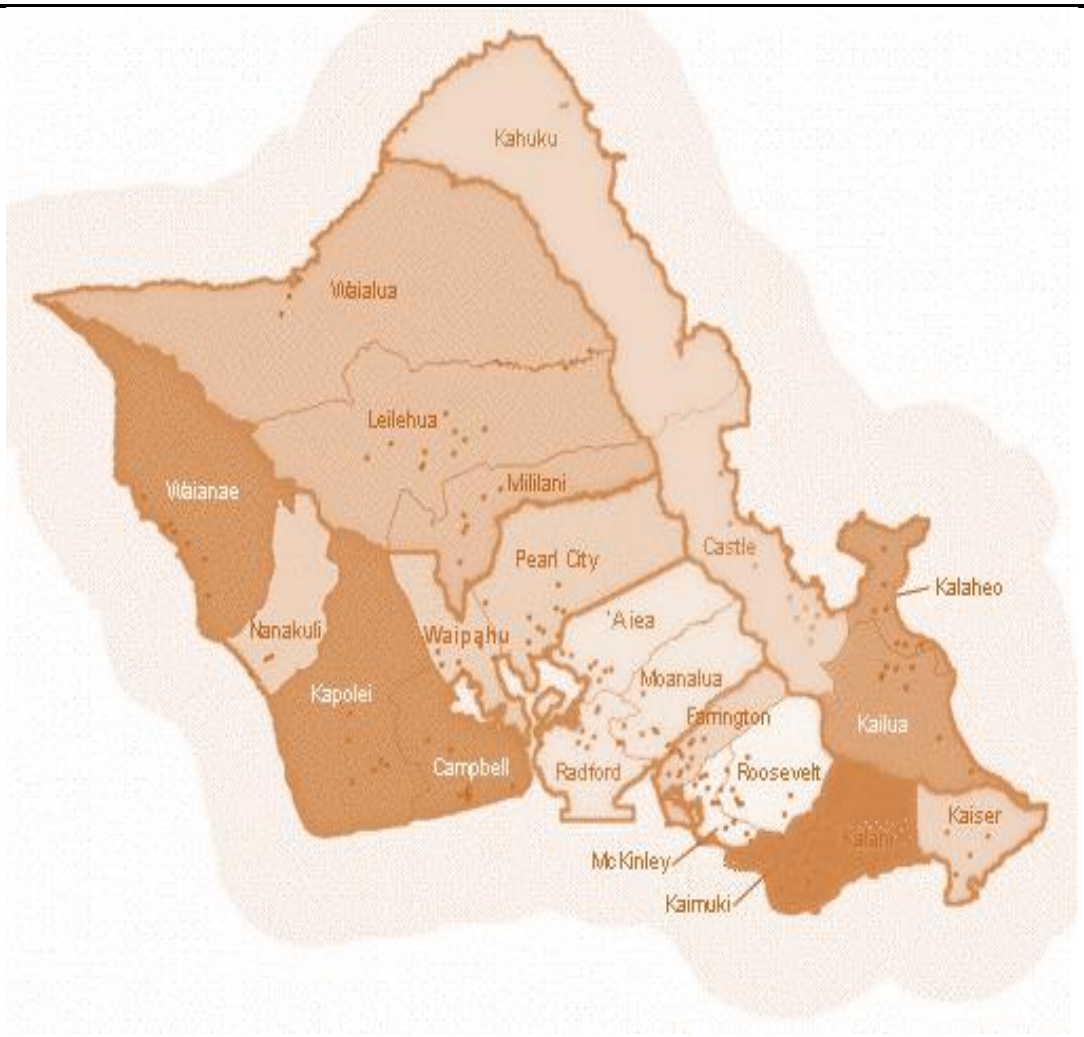
Island of O`ahu



East O`ahu

Table 23. East O`ahu Complex Schools

Community	DOE District	Complex	Schools
East O`ahu	Windward	Castle	10 schools: Kaneohe El, Heeia El, Waiahole El, Kapunahala El, Kahalu`u El, Parker El, Pūohala El, Ahuimanu El, King Inter, Castle High
		Kahuku	6 schools: Kahuku El, Sunset Beach El, Lāie El, Ka`a`awa El, Hau`ula El, Kahuku High & Inter
		Kailua	10 schools: Maunawili El, Keolu El, Pope El, Kaelepulu El, Enchanted Lake El, Waimanalo El & Inter, Olomana, Kailua High, *Ke Kula O Kamakau, Malama Honua Learning Center*
		Kalaheo	7 schools: Kainalu El, Kailua El, Aikahi El, Mokapu El, Kailua Inter, Kalaheo High, *Lanikai EL PCS*

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Socioeconomic Profile. East O`ahu comprises 10% of the State's population and 14% of the Hawai`i DOE student population. The community is divided into four educational complexes: Castle, Kahuku, Kailua, and Kalaheo. Of the four complexes, Kahuku is the most rural community, serving the northeastern side of the island. The district is comprised of 33 schools, three of which are charter. When compared to the State, the four complexes appear to fair better overall in terms of socioeconomic indicators. All four have a higher median household income, and only two of the four have a higher proportion of students enrolled in the free/reduced price lunch program. Educational attainment levels are also quite high: 30 to 40% of all residents have a 4-year college degree or higher. With the exception of the Kalaheo complex, the remaining four complexes have a much higher proportion of Native Hawaiian students: on average, 48% of students are Native Hawaiian compared to 28% of students statewide. Of the four complexes, Kailua has the highest proportion of Native Hawaiian students (55%). *See Table 25.*

Academic Profile. Similar to the socioeconomic profile, the academic profile for the four complexes overall meets or exceeds the statewide profile, with few exceptions. Compared to the State average, students in general receive more special education services but far fewer ELL services. Preschool attendance rates are considerably higher than the State average, with an average of 70% of keiki entering Kindergarten with early childhood experience compared to 57% of keiki statewide. Chronic absentee rates range from a low of 8% (Kalaheo) to a high of 13% (Kahuku), which isn't too far off from the state average of 11%. In terms of standardized achievement test scores (8^{th} and 11^{th} grade ACT), students at Kahuku and Kailua tend to underperform. *See Table 26.*

Academic achievement in math, reading, and science is markedly different when comparing overall student achievement at the complexes with Native Hawaiian student achievement. When compared to their peers, Native Hawaiian students score 37 percentage points lower in math, 32 percentage points lower in science, and 24 percentage points lower in reading. However, despite these scores, the complexes have graduation rates higher than the State average, although Kailua and Castle graduate less than 80% of their Native Hawaiian students in four years. The complexes also have similar or higher college-going rates, compared to their peers statewide: more than 65% of graduates from the complex high schools attend college.

*East O`ahu Community Educational Needs.* Nearly 200 people from East O`ahu participated in the NHEC Community Needs Assessment initiative in Spring 2014. Of these, more than 40% indicated that they would like to see more charter high schools in their community. Approximately 40% wanted more private high schools and more than 30% wanted more charter middle schools. The fourth highest ranked need was the need for a trade school.

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Table 24. East O`ahu Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Charter high school (44.6%)	`Ike
2	Private high school (38.2%)	Academic ‘Ike
3	Charter middle school (35.6%)	`Ike
4	Trade school (29.9%)	Kuleana
5	Private middle school (18.7%)	Academic `Ike
6	Charter elementary school (18.4%)	`Ike
7	Private elementary (17.2%)	Academic `Ike
8	University (16.7%)	Academic `Ike
9	Community college (15.4%)	Academic `Ike
10	Hawaiian immersion (15.4%)	`Ike

Note: Based on feedback from 190 people

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Table 25. Demographic and Economic Indicators—East O`ahu

	School Community [13]					
	Castle Complex	Kahuku Complex	Kailua Complex	Kalaheo Complex	Honolulu County	State of Hawai'i
Total population (n)	51,945	20,317	28,776	34,449	983,429	1,362,730
K-12 student population (n)	4,794	3,522	2,884	3,836	104,587	183,251
Native Hawaiian student popn[14]	45.5	41.9	55.2	18.3	23.5	27.7
Families (#)	12,759	3,748	6,677	8,171	217,187	310,300
Population aged 5-19 (%)	17.9	22.7	19.7	17.3	17.4	18.3
Median age of population	41.4	38.6	41.4	31.0	37.0	38.4
Median household income ($)	93,141	66,420	92,347	79,267	73,388	67,492
Families below poverty level (%)	-	-	-	-	6.0	6.6
Students in F/RL Program (%)	50	52	56	35	48	51
Educational attainment level (%)	32.5	30.0	35.1	42.0	33.4	29.6

[13] Based on the *School Status and Improvement Reports* for each of the complex high schools only.
[14] For each school community, this is based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

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Table 26. Academic Indicators—East O`ahu

	School Community [15]				
	Castle Complex	Kahuku Complex	Kailua Complex	Kalaheo Complex	Hawai`i DOE
Special education (%)	13	10	13	12	10
English Language Learners (ELL) (%)	2	4	3	2	8
Preschool attendance (%)	74	68	77	59	57
Mathematics proficiency (%)	66	62	67	67	59
Native Hawaiian	25	32	32	--	
Reading proficiency (%)	77	74	75	83	69
Native Hawaiian	53	63	43	--	
Science proficiency (%)	51	41	53	62	40
Native Hawaiian	20	11	14	33	
Chronic absenteeism (%)	11	13	12	8	11
8th Grade ACT (%)	50	--	27	63	50
11th Grade ACT (%)	35	28	28	46	34
On-time high school graduation rate (%)	80	88	83	85	82
Native Hawaiian	75	88	78	--	
College-going rate (%)	68	61	62	70	63

[15] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools only.

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South O`ahu

Table 27. South Oahu Complex Schools

Community	DOE District	Complex	Schools
South O`ahu	Honolulu	Farrington	12 schools: Fern El, Kaewai El, Kalihi El, Kalihi Kai El, Kalihi-waena El, Kalihi Uka El, Linapuni El, Puuhale El, Kapalama El, Dole Middle, Kalakaua Middle, Farrington High
		Kaiser	6 schools: `Āina Haina El, Koko Head El, Kamiloiki El, Hahaione El, Niu Valley Middle, Kaiser High
		Kalani	7 schools: Kahala El, Wilson El, Waikiki El, Liholiho El, Kaimuki Middle, Kalani High, *Waialae El PCS*
		Kaimuki	11 schools: Kuhio El, Jefferson El, Palolo El, Lunalilo El Ali`iolani El, Ala Wai El, Hokulani El, Jarrett Middle, Washington Middle, Kaimuki High, *School for Examining Essential Questions of Sustainability*
		Roosevelt	12 schools: Ānuenue, Pauoa El, Nu`uanu El, Mae`mae El, Lincoln El, Noelani El, Mānoa El, Stevenson Middle, Kawananakoa Middle, Roosevelt High, *Halau Ku Mana NCPCS, University Laboratory School*
		McKinley	11 schools: Royal El, Ka`ahumanu El, Kaiulani El, Likelike El, Kauluwela El, Lanakila El, Central Middle, McKinley High, *Halau Lokahi NCPCS, Myron Thompson Academy NCPCS, Voyager PCS*

Socioeconomic Profile. South O`ahu comprises 25% of the State's population and 17% of the Hawai`i DOE student population. The community is divided into six educational complexes, which comprise the Honolulu District of the Hawai`i DOE: Farrington, Kaiser, Kalani, Kaimuki, Roosevelt, and McKinley. The Farrington complex is the fourth largest in the State, comprising nearly 8,000 students. There are 59 schools, seven of which are charter, serving 31,233 students. When compared to the State, the six complexes have considerably lower proportions of Native Hawaiian students: less than 20% compared to 28% of students statewide. The complexes vary considerably from each other in terms of socioeconomic indicators. The median household income ranges from a high of $111,249 (Kaiser) to a low of $52,686 (McKinley). Four of the six complexes have a higher proportion of students enrolled in the free/reduced price lunch program and the differences are notable: nearly 8 out of 10 students at Farrington are enrolled, approximately 4 out of 10 at Roosevelt are enrolled, and less than 2 out of 10 students at Kaiser are enrolled. In general, educational attainment levels are also quite high: more residents in five of the six complexes have a 4-year college degree or higher that residents statewide. The exception is Farrington: only 14% of residents in the community have a college degree. *See Table 29.*

APPENDIX B – Community Profiles

Academic Profile. Similar to the socioeconomic profile, the academic profile among the six complexes varies considerably. In general, the proportion of students in the district receiving special education services is similar to the State average. A slightly different picture emerges when examining ELL participation rates. For example, 19% to 23% of students at Farrington, McKinley, and Kaimuki receive ELL services compared to 3% to 7% of students at Kaiser, Kalani, and Roosevelt. Preschool attendance rates also differ markedly, with an average of 87% of keiki in the Kaiser complex with preschool experience compared to 48% of keiki in the Farrington complex. With the exception of McKinley, five of the six complexes have chronic absentee rates that are similar to the statewide average. Overall, students at all six of the complexes outperform their peers statewide on standardized achievement tests. However, significant differences emerge when comparing overall student achievement at the complexes with Native Hawaiian student achievement. When compared to their peers, Native Hawaiian students score 37 percentage points lower in math, 34 percentage points lower in science, and 11 percentage points lower in reading. These scores are similar to Native Hawaiian student achievement at other complexes. Graduation rates at three of the complexes (Kaiser, Kalani, and Roosevelt) are higher than the State average, and lower at the other three complexes (Farrington, Kaimuki, and McKinley). One notable accomplishment is the Native Hawaiian student graduation rate at Kaiser: 91% of Native Hawaiian students graduate on time compared to 88% of their peers at Kaiser and 82% of their peers statewide. With the exception of Farrington and Kaimuki, the college-going rate at four of the complexes is higher than the statewide average: 73% in contrast to 63%. *See Table 30.*

South O`ahu Community Educational Needs. The top five needs identified by the eighty people participating in the NHEC Community Needs Assessment were: the need for more Hawaiian immersion and Hawaiian language programs, more charter elementary and high schools, and more preschools. Four of the top five needs relate to Hawaiian `ike.

Table 28. South O`ahu/Honolulu Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Hawaiian immersion (17.6%)	`Ike
2	Hawaiian language programs (15.6%)	`Ike
3	Charter elementary (11.6%)	`Ike
4	Preschool (10.3%)	Academic `Ike
5	Charter high school (10.2%)	`Ike
6	Trade school (9.7%)	Kuleana
7	Parent education (9.5%)	‘Ike
8	Family-based programs (9.4%)	Mauli
9	Culture-based programs (8.8%)	`Ike
10	Health services for school-aged children (7.7%)	Mauli

Note: Based on feedback from 80 people

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Table 29. Demographic and Economic Indicators—South O`ahu/Honolulu

	School Community [16]							
	Farrington Complex	Kaiser Complex	Kalani Complex	Kaimuki Complex	McKinley Complex	Roosevelt Complex	Honolulu County	State of Hawai'i
Total population (n)	49,872	32,920	38,374	84,204	76,909	61,209	983,429	1,362,730
K-12 student population (n)	7,978	3,810	4,230	4,534	4,625	6,056	104,587	183,251
Native Hawaiian student popn[17]	9.2	17.9	10.0	14.2	10.0	19.0	23.5	27.7
Families (#)	9,193	9,141	10,065	17,984	17,183	14,214	217,187	310,300
Population aged 5-19 (%)	21.6	16.7	15.0	12.7	12.6	13.2	17.4	18.3
Median age of population	37.0	46.0	48.9	40.8	45.1	44.3	37.0	38.4
Median household income ($)	64,206	111,249	102,844	55,311	52,686	78,049	73,388	67,492
Families below poverty level (%)	--	--	--	--	--	--	6.0	6.6
Students in F/RL Program (%)	75	16	25	61	71	40	48	51
Educational attainment level (%)	14.3	51.6	51.5	36.3	30.3	44.6	33.4	29.6

[16] Based on the *School Status and Improvement Reports* for each of the complex high schools only.
[17] For each school community, this is based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

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Table 30. Academic Indicators—South O`ahu/Honolulu

	School Community [18]						
	Farrington Complex	Kaiser Complex	Kalani Complex	Kaimuki Complex	McKinley Complex	Roosevelt Complex	Hawai`i DOE
Special education (%)	8	9	8	11	8	8	10
English Language Learners (ELL) (%)	23	3	7	19	22	6	8
Preschool attendance (%)	48	87	70	60	53	71	57
Mathematics proficiency (%)	50	78	81	60	56	68	59
Native Hawaiian	44	28	--	--	--	14	
Reading proficiency (%)	54	86	86	69	59	76	69
Native Hawaiian	60	48	--	--	--	75	
Science proficiency (%)	37	75	72	48	40	66	40
Native Hawaiian	12	31	--	--	--	--	
Chronic absenteeism (%)	11	7	6	11	14	7	11
8th Grade ACT (%)	33	75	74	55	48	61	50
11th Grade ACT (%)	18	53	48	15	45	58	34
On-time high school graduation rate (%)	75	88	93	76	79	85	82
Native Hawaiian	58	91	--	--	73	82	
College-going rate (%)	56	79	87	60	74	81	63

[18] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools only.

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West O`ahu

Table 31. West O`ahu Complex Schools

Community	DOE District	Complex	Schools
West O`ahu	Leeward	Kapolei	6 schools: Mauka Lani El, Makakilo El, Kapolei El, Barbers Point El, Kapolei Middle, Kapolei High
		Campbell	10 schools: Kaimiloa El, Pohakea El, Keonelua El, Iroquois Point El, Holomua El, Ewa El, Ewa Beach El, Ilima Inter, Ewa Makai Middle, Campbell High
		Nānākuli	3 schools: Nānākuli El, Nanaikapono El, Nānākuli High & Inter
		Wai`anae	8 schools: Wai`anae El, Makaha El, Mā`ili El, Leihoku El, Wai`anae Inter, Wai`anae High, *Ka Waihona O Ka Na`auao NCPCS, Kamaile Academy PCS*
		Pearl City	10 schools: Pearl City El Waiau El, Pearl City Highlands El, Momilani El, Manana El, Lehua El, Kanoelani El, Palisades El, Highlands Inter, Pearl City High
		Waipahu	7 schools: Waipahu El, Waikele El, Kaleiopu`u El, Honowai El, August Ahrens El, Waipahu Inter, Waipahu High

Socioeconomic Profile. West O`ahu comprises 19% of the State's population and 22% of the Hawai`i DOE student population. The community is divided into six educational complexes, which comprise the Leeward district of the Hawai`i DOE. The Leeward district is the largest in the state. The six complexes—Kapolei, Campbell, Nānākuli, Wai`anae, Pearl City, and Waipahu— serve 40,035 students in 44 schools, two of which are charter. The two largest complexes within the Hawai`i DOE are also located in the Leeward district—Campbell (n=10,527) and Waipahu (n=8,658). In addition, there are two complexes in particular (Nānākuli and Wai`anae) that vary considerably from the other four complexes and from the state on key socioeconomic indicators. For example, these two have much higher proportions of Native Hawaiian students (over 60% compared to less than 30% statewide), much higher proportions of students enrolled in the free/reduced price lunch program (approximately 80% compared to 50%), and much lower educational attainment rates (between 5% and 12% compared to 30%). *See Table 36.*

Academic Profile. The six complexes vary considerably on key academic indicators. Student in special education are overrepresented at Nānākuli and Wai`anae while students at the other four complexes receive special education services at a rate similar to the State average. ELL participation rates are noticeably higher at Waipahu but well below the statewide average at the other five complexes. Preschool attendance rates are also lower compared to the statewide average at five of the six complexes. The exception is Pearl City, in which 66% of keiki enter

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Kindergarten with some early childhood education experience. Preschool attendance is the lowest at Waipahu, where only 38% of keiki have preschool experience.

The chronic absenteeism rates are similar to the statewide average, with the notable exception of Nānākuli and Waianae. At these two complexes, more than 1 out of 4 students miss 15 or more days of school. In general, academic achievement rates of students at all six complexes are lower than statewide averages. Students underperform on standardized achievement tests and this difference is even more pronounced when comparing overall student achievement with Native Hawaiian student achievement. The overall student achievement rate in math, science, and reading lags between 4 and 7 points behind the statewide average. However, the Native Hawaiian student achievement rate lags between 13 points in reading scores, 23 points in science scores, and 30 points in math scores. Graduation rates for all students and for Native Hawaiian students exceed those of the state at Kapolei and Campbell, but are considerably lower at the remaining four complexes. Only 65% of Native Hawaiian students at Waipahu graduate high school in four years. With the exception of Pearl City, the other five complexes all have lower college-going rates than the statewide average. For example, fewer than 40% of graduating seniors from Nānākuli attend college. *See Table 34.*

West O`ahu Community Educational Needs. The top need identified by the nearly 100 people participating in the NHEC Community Needs Assessment was the need for a private high school. Other needs identified were the need for a private middle school, a trade school, a charter high school, and a university.

Table 32. West O`ahu Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Private high school (40.7%)	Academic `Ike
2	Trade school (27.8%)	Kuleana
3	Charter high school (24.1%)	`Ike
4	University (21.0%)	Academic `Ike
5	Private middle school (20.0%)	Academic `Ike
6	Charter middle school (18.8%)	‘Ike
7	`Āina-based programs (18.5%)	`Ike
8	Culture-based programs (17.9%)	`Ike
9	Family-based programs (17.1%)	Mauli
10	Transportation options (15.6%)	Mauli

Note: Based on feedback from 97 people

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Table 33. Demographic and Economic Indicators—West O`ahu

	School Community [19]							
	Kapolei Complex	Campbell Complex	Nānākuli Complex	Wai`anae Complex	Pearl City Complex	Waipahu Complex	Honolulu County	State of Hawai'i
Total population (n)	38,818	62,735	12,114	36,404	51,078	60,305	983,429	1,362,730
K-12 student population (n)	6,207	10,527	2,334	5,715	6,594	8,658	104,587	183,251
Native Hawaiian student popn[20]	29.9	19.3	71.0	60.3	19.2	7.4	23.5	27.7
Families (#)	9,249	14,271	2,184	7,136	11,788	12,372	217,187	310,300
Population aged 5-19 (%)	23.8	23.2	27.0	24.9	16.1	20.4	17.4	18.3
Median age of population	32.9	32.9	29.4	31.2	38.2	36.7	37.0	38.4
Median household income ($)	81,804	70,223	68,716	55,683	77,316	75,980	73,388	67,492
Families below poverty level (%)	--	--	--	--	--	--	6.0	6.6
Students in F/RL Program (%)	38	46	80	78	36	60	48	51
Educational attainment level (%)	27.4	21.6	5.5	12.0	23.8	20.2	33.4	29.6

[19] Based on the *School Status and Improvement Reports* for each of the complex high schools only.
[20] For each school community, this is based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

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Table 34. Academic Indicators—West O`ahu

	School Community [21]						
	Kapolei Complex	Campbell Complex	Nānākuli Complex	Wai`anae Complex	Pearl City Complex	Waipahu Complex	Hawai`i DOE
Special education (%)	10	8	17	14	9	8	10
English Language Learners (ELL) (%)	3	6	6	4	4	17	8
Preschool attendance (%)	53	50	52	45	66	38	57
Mathematics proficiency (%)	51	56	36	43	74	53	59
Native Hawaiian	14	41	24	32	35	--	
Reading proficiency (%)	67	70	45	49	79	60	69
Native Hawaiian	53	64	48	54	63	--	
Science proficiency (%)	34	42	14	26	66	33	40
Native Hawaiian	14	27	15	12	17	--	
Chronic absenteeism (%)	13	9	27	25	7	11	11
8th Grade ACT (%)	44	53	--	25	56	40	50
11th Grade ACT (%)	37	27	11	12	50	27	34
On-time high school graduation rate (%)	88	85	76	70	75	77	82
Native Hawaiian	89	85	79	70	75	65	
College-going rate (%)	61	54	38	48	71	53	63

[21] Native Hawaiian data is based on the *Strive HI Student Group Performance Report* for each of the complex high schools only.

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North O`ahu

Table 35. North O`ahu Complex Schools

Community	DOE District	Complex	Schools
North O`ahu	Central	Aiea	7 schools: Waimalu El, Webling El, Scott El, Aiea El, Pearl Ridge, Aiea Inter, Aiea High
		Moanalua	6 schools: Shafter El, Salt Lake El, Moanalua El, Red Hill El, Moanalua Middle, Moanalua High
		Radford	9 schools: Pearl Harbor Kai El, Pearl Harbor El, Mokulele El, Makalapa El, Nimitz El, Aliamanu El, Hickam El, Aliamanu Inter, Radford High
		Leilehua	10 schools: Wahiawa El, Solomon El, Wheeler El, Ka`ala El, Iliahi El, Hale Kula El, Helemano El, Wahiawa El, Wheeler Mid, Leilehua High
		Mililani	7 schools: Mililani Waena El, Mililani Uka El, Mililani Mauka El, Mililani Ike El, Kipapa El, Mililani Middle, Mililani High
		Waialua	3 schools: Waialua El, Haleiwa El, Waialua High & Inter

Socioeconomic Profile. North O`ahu comprises 16% of the State's population and 18% of the Hawai`i DOE student population. The community is divided into six educational complexes, which comprise the Central district of the Hawai`i DOE. The six complexes—Aiea, Moanalua, Radford, Leilehua, Mililani, and Waialua— serve 33,318 students in 42 schools, none of which are charter. Of the six, only Waialua has a slightly higher proportion of Native Hawaiian students compared to the state, with approximately 29% of Native Hawaiian students. With the exception of Leilehua, the complexes have a socioeconomic profile similar to the State. Only Leilehua differs notably on several key socioeconomic indicators. For example, Leilehua has a younger population (26.0 years is the median age compared to 38.4 years statewide), a slightly higher proportion of students enrolled in the free/reduced price lunch program (54% compared to 50%), a much lower household median income ($50,592 compared to $67,492), and much lower educational attainment rates (18% compared to 30%). *See Table 37.*

Academic Profile. Similar to the socioeconomic profile, the academic profile for the six complexes overall meets or exceeds the statewide profile, with few exceptions. Compared to the State average, students from four of the six complexes general receive less special education services and fewer ELL services. In contrast, preschool attendance rates are slightly lower than the State average—the exceptions being Mililani and Aiea—with an average of 56% of keiki entering Kindergarten with early childhood experience compared to 57% of keiki statewide. Chronic absentee rates at five of the six complexes are considerably lower than the state average, with the exception of Waialua, where the rate is higher. In terms of standardized achievement

test scores (8th and 11th grade ACT), students at all six complexes outperform their peers in 8th grade and students at all but one complex outperform their peers in 11th grade.

In general, overall academic achievement in math, reading, and science is markedly higher among students at all six complexes when compared to their peers statewide. However, this does not hold true for Native Hawaiian students enrolled in these schools. When compared to their peers at their respective schools, Native Hawaiian students score 30 percentage points lower in math, 35 percentage points lower in science, and 16 percentage points lower in reading. However, despite these scores, the complexes have graduation rates higher than the State average, especially among Native Hawaiian students, with the exception of Leilehua, which graduates less than 80% of their Native Hawaiian students in four years. Four of the six complexes also have higher college-going rates, compared to their peers statewide: more than 72% of graduates from Aiea, Moanalua, Mililani and Radford attend college.

North/Central O`ahu Community Educational Needs. Hawaiian ʻike was the top priority identified by nearly 100 people participating in the NHEC Community Needs Assessment. The top five needs were the need for more Hawaiian immersion programs, the need to establish charter schools (high schools, middle schools, and elementary schools), and the need to offer more Hawaiian language programs. Other needs identified were the need for `āina-based and culture-based programs and the establishment of a trade school.

Table 36. North/Central O`ahu Educational Service Needs by Focus of Services

Rank	Educational Service	Focus of Services
1	Hawaiian immersion (42.5%)	ʻIke
2	Charter high school (39.1%)	ʻIke
3	Charter middle school (37.5%)	ʻIke
4	Charter elementary (37.2%)	ʻIke
5	Hawaiian language programs (32.5%)	ʻIke
6	`Āina-based programs (26.9%)	ʻIke
7	Culture-based programs (26.3%)	ʻIke
8	Trade school (21.9%)	Kuleana
9	Community college (19.8%)	Academic `Ike
10	Parent education (19.8%)	ʻIke

Note: Based on feedback from 94 people

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Table 37. Demographic and Economic Indicators—North/Central O`ahu

	School Community [22]							
	Aiea Complex	Moanalua Complex	Radford Complex	Leilehua Complex	Mililani Complex	Waialua Complex	Honolulu County	State of Hawai'i
Total population (n)	40,863	34,674	27,470	44,040	53,951	11,772	983,429	1,362,730
K-12 student population (n)	3,995	5,163	6,698	8,120	7,961	1,381	104,587	183,251
Native Hawaiian student popn[23]	18.4	9.4	6.1	17.1	17.3	28.6	23.5	27.7
Families (#)	10,103	8,523	6,331	9,844	14,309	2,588	217,187	310,300
Population aged 5-19 (%)	15.8	18.0	21.5	21.8	21.1	16.2	17.4	18.3
Median age of population	42.4	37.3	27.5	26.0	37.2	37.8	37.0	38.4
Median household income ($)	80,712	71,065	64,049	50,592	96,528	81,308	73,388	67,492
Families below poverty level (%)	--	--	--	--	--	--	6.0	6.6
Students in F/RL Program (%)	48	30	31	54	20	52	48	51
Educational attainment level (%)	33.3	28.1	27.1	17.8	37.2	27.5	33.4	29.6

[22] Based on the *School Status and Improvement Reports* for each of the complex high schools only.
[23] For each school community, this is based on the proportion of Native Hawaiian students enrolled in each of the complex high schools. For the county, this is based on the proportion of Native Hawaiians alone or in combination with other races/ethnicities.

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

The Honorable Brian Schatz
United States Senate
300 Ala Moana Blvd., Rm 7-212
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330 Hart Senate Office Bldg.
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The Honorable Tulsi Gabbard
United States House of Representatives
300 Ala Moana Blvd.
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The Honorable Mark Takai
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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.

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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 control[1]—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

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

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

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

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

Summit background and purpose

The previous 2013 Native Hawaiian Education Summit provided participants an opportunity to understand Federal and State policies affecting Native education as well as devoted space and time for educational groups to engage in project work. The Hawaiian Language Immersion Program (HLIP) developed their Strategic Plan, a BOE member led a feedback and discussion session on the revised 2104 (Hawaiian language) and 2105 (Hawaiian Studies) policies, and Hawaiian Focused Charter Schools continued work on their indicator model.

Since that time, the approval and implementation of the HLIP Strategic Plan, the adoption of the revised 2104 and 2105 policies, the creation of an Office of Hawaiian Education under the Superintendent, the continued work toward the inclusion of cultural indicators as part of Hawaiian Focused Charter School accountability, and a contract to develop a Native Hawaiian assessment in language arts for grades 3 and 4 are a few of the systemic activities that have occurred. Although many of these events move Native Hawaiian education forward, challenges remain.

Increasingly, organizations and institutions serving and supporting Native Hawaiian students are engaging in collaborative efforts to ensure continued progress. Given the current collaborative environment and momentum, the 2014 Native Hawaiian Education Summit Planning Committee decided it was critical to (1) celebrate the work that had laid the groundwork for current successes, (2) establish as a collective educational community the vision and goals for the next decade of work, and (3) ensure that community leaders were made aware of and had opportunity to respond to these vision and goals.

The 2014 Native Hawaiian Education Summit (NHES) Planning Committee partners included the Office of Hawaiian Affairs, Kamehameha Schools, Hawai‘i Department of Education, Ka Haka Ula O Ke‘elikolani College of Hawaiian Language University of Hawai‘i at Hilo, Native Hawaiian Education Council, Halau Ku Mana, University of Hawai‘i at Manoa, and ‘Aha Punana Leo. Mo‘olelo was used to guide and organize the Summit. As a guide, mo‘olelo was used to celebrate previous work, to organize current work by presenting its applicability in practice, of practice, as living legacy, and to frame future work via the visioning and goal setting sessions.

Keynote to set the context:
Celebratory mo‘olelo

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‘okuauhau. He further iterated that our mo‘olelo of today express empowerment, collaboration, legitimacy, achievement, and mana.

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.

Keynote set the context:
Celebratory mo‘olelo (continued)

Dr. Keiki Kawai‘ae‘a and Dr. Teresa and Makuakane-Drechsel provided a chronological history of Native Hawaiian education and highlighted key initiatives over the past 30 years. These initiatives included the 1993 and 1997 Summits, 2005 Ka Huaka‘i publication, and the 2006-07 Na Lau Lama process.

Mo‘olelo panels: Building today’s mo‘olelo

The foundational work described by Drs. Kahumoku, Kawai’ae’a, and Makuakane-Drechel has led to a transformation in the discourse of Native Hawaiian education to, as Dr. Krug suggests, one of empowerment, achievement, mana. The possibilities and examples of how the current discourse is shaped by practitioners, teachers, and families were presented to attendees through the following three panels.

Mo‘olelo of Practice panelists Pi‘ilani Smith, Keone Nunes, and Dennis Kana‘e Keawe provided us with examples of how they as practitioners are informed by the mo‘olelo of their mo‘okuauhau.

Mo‘olelo in Practice panelists ‘Ululani Victor, ‘Anela Iwane, Noelani Iokepa-Guerrero, and Ka‘imipono Kaiwi, informed us how they use traditional mo‘olelo and/or create an evolving mo‘olelo processes with their respective students.

Living Mo‘olelo panelists, the Walk and the Rawlins ‘ohana, provided us with an example of ‘ohana committed to learning and living ‘olelo Hawai‘i.

Community leaders panel:
Supporting mo‘olelo of the future

A pre-briefing was held with Community Leaders prior to the panel presentation to inform them of the work done across the three days. Community leader panelists Dr. Kamana‘opono Crabbe, Jack Wong, Dr. Kauanoe Kamana, Donalyn Dela Cruz, Dr. Peter Hanohano, and Donald Horner, spoke about how their respective organizations are committed to advancing Native Hawaiian education.

Facilitated conversations and interactive
Agreements

Facilitated conversations were used to (1) collect input and seek agreement on the essential components of the vision statement, (2) develop a rationale statement to contextualize and ground the selected vision statement, (3) draft conceptual goal statements and identify priority areas to address, and (4) share-out and celebrate the shared vision, rationale and goal statements.

The information collected from the facilitated conversations were gathered and presented to participants. An interactive agreements process via phone polling was used to:

Prioritize areas of focus for the vision and for the goals
Make **collective decision** about the vision and goal statements
Reflect and express our individual roles, functions and kuleana within the Native Hawaiian Education vision and goal statements

The facilitated conversations and interactive agreements allowed participants to collectively decide on a vision statement and associated goal statements. Participants further elected to provide a rationale for the vision statement rather than a direct translation.

Vision Statement

ʻO Hawaiʻi ke kahua o ka hoʻonaʻauao.
I nā makahiki he 10 e hiki mai ana e ʻike ʻia ai nā hanauna i mana i ka ʻōlelo a me ka nohona Hawaiʻi no ka hoʻomau ʻana i ke ola pono o ka mauli Hawaiʻi.

Rationale

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

Goal 1 ʻŌlelo Hawaiʻi—In the next 10 years, our learning systems will:

Advance ʻŌlelo Hawaiʻi Expectations
Actualize a Hawaiian Speaking Workforce
Amplify Access and Support
Achieve Normalization

Goal 2 ʻIke Hawaiʻi—In the next 10 years, our learning systems will:

Actualize ʻIke Hawaiʻi
Amplify Leo Hawaiʻi
Advance Hana Hawaiʻi

Moving forward

The 2014 NHES Planning Committee realized that while previous Summits were productive, there was no consistent follow-up to ensure that participants and stakeholders remained informed, connected, and engaged in efforts to move Native Hawaiian education forward.

Given the collectively agreed upon vision and goals, the 2014 NHES Planning Committee committed to ensuring that the vision and goals continue to guide the work of stakeholders over the next 10 years. The NHEC has committed to the short term website hosting of conference materials. The committee is discussing the development of a web page, seeking opportunities to align with other initiatives and strategic plans, and inviting other organizations to align with the summit's vision and goals.

Additionally, an evaluation survey was sent to participants via email after the conference. The results are reported in Appendix A. The results will be used to inform planning for the 2015 Native Hawaiian Education Summit.

Appendix A: Evaluation of the 2014 Native Hawaiian Education Summit[a]

Survey Respondents

Of the 181 participants that attended the Summit, 35.9% completed an evaluation survey. Figure 1 summarizes the attendees by their reported roles.

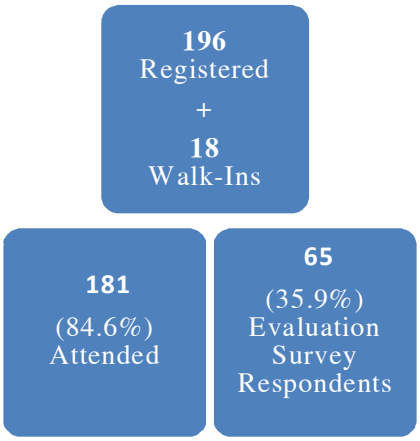
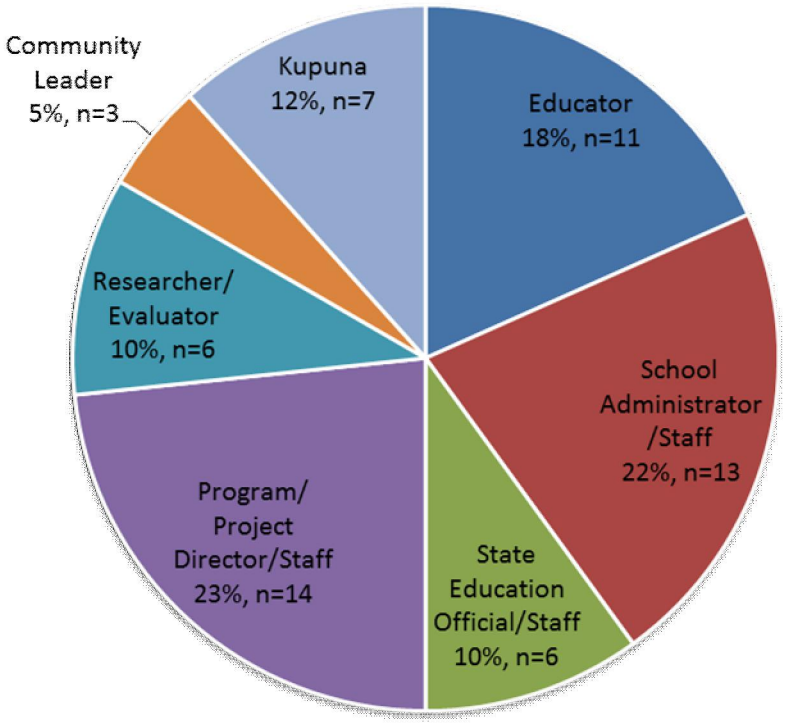


Figure 1. Attendees by role type



Appendix A: Evaluation of the 2014 Native Hawaiian Education Summit[a]

Keynote Presentations

As depicted in Table 1, 98.5% of respondents attended at least one of the keynote presentations provided by Dr. Kalehua Krug, Dr. Walter Kahumoku, Dr. Keiki Kawai‘ae‘a, or Dr. Teresa Makuakane-Drechsel. In general, over 90% of these respondents found the keynote presentations to be interesting, thought provoking, informative, and inspiring.

Table 1. Keynote attendance

Keynote Presentation	Count (n=64)	%
Dr. Kalehua Krug	55	85.9%
Dr. Walter Kahumoku	48	75.0%
Dr. Keiki Kawai‘ae‘a	47	73.4%
Dr. Teresa Makuakane-Drechsel	47	73.4%
Not present for any keynote presentations	4	6.3%

Participants were asked what resonated with them after hearing these presentations. Half of the responses (n=30) indicated that mo‘olelo and the transference of knowledge resonated with them. Thirty percent of the responses referenced the progress or journey of Hawaiian language, culture, and education; some of which also cited the continuation of the process. Over a quarter of the responses mentioned ‘ōlelo Hawai‘i, half of whom also mentioned the history, progress made, and continued journey of its revitalization and normalization. Other responses also included Traditional vs. Western concepts, being inspired, and Hawaiian ‘ike.

> ***“ The presentation reminded me and also confirmed within me that our mo‘olelo Hawai‘i have many good lessons and characteristics that can be applied today in all areas of our lives.”*** - K-12 State Education Staff

Respondents also offered suggestions, including one comment on allowing table discussion after each speaker to reflect on the presentation. Another respondent mentioned not being prepared to share comments at the time of the survey and would have preferred to be provided the survey at the end of the Summit.

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