

NATIVE HAWAIIAN EDUCATION COUNCIL

2015-2016 ANNUAL REPORT
A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS





2015-2016 ANNUAL REPORT A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS

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

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

ALA NU'UKIA - MISSION

Ma ka 'uhane aloha o ke Akua e koi 'ia ka 'Aha Ho'ona'auao 'Ōiwi Hawai'i e ho'olauka'i, e ana loiloi, e hō'ike mana'o a e ho'omau i ka 'ike po'okela o ka ho'ona'auao 'Ōiwi Hawai'i.

In the spirit of Aloha Ke Akua, the Native Hawaiian Education Council will coordinate, assess and make recommendations to perpetuate excellence in Native Hawaiian education.

NĀ MANA'O ALAKA'I - GUIDING PRINCIPLES

E aloha Akua, aloha 'āina, aloha 'ohana, aloha 'ōlelo, aloha kanaka i na'auao kākou Ma ka paepae 'ike mo'omeheu Hawai'i.

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

'AHA HO'ONA'AUAO 'ŌIWI HAWAI'I - WHO WE ARE

The Native Hawaiian Education Council (NHEC) as formed by the Native Hawaiian Education Act (NHEA) is tasked to:

- Coordinate the educational services and programs available to Native Hawaiians, including the programs funded through the NHEA.
- Assess the extent to which such services and programs meet the needs of Native Hawaiians and collect data on the status of Native Hawaiian education.
- Provide direction and guidance, through the issuance of reports and recommendations, to appropriate federal, state and local agencies in order to focus and improve the use of resources, including resources made available through the NHEA, relating to Native Hawaiian education, and serve where appropriate in an advisory capacity.
- Make direct grants, if such grants enable NHEC to carry out its duties.
- Provide administrative support and financial assistance to the Island Councils established through the NHEA, supporting the distinct needs of each island community through NHEA-funded programs and addressing identified priorities and authorized activities.











NĀ PAHUHOPU - GOALS



Native Hawaiian Education Vision & Goals

Vision Statement:

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

Hawaiʻi is the foundation of our learning.

Rationale:

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.

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

Goal 1:

'Ōlelo Hawai'i

In the next 10 years, our learning systems will:

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

Goal 2:

ʻlke Hawaiʻi

In the next 10 years, our learning systems will:

- Actualize 'Ike Hawai'i
- · Amplify Leo Hawai'i
- Advance Hana Hawai'i

REPRESENTATIVE FROM THE OFFICE OF HAWAIIAN AFFAIRS

Lisa Watkins-Victorino, Ph.D., Chair

Dr. Lisa Watkins-Victorino is the Office of Hawaiian Affairs representative for NHEC and brings impressive academic credentials to the Council. Lisa was appointed to the position of Ka Ou Kihi Kane (Research Director) in April 2014.*Prior to joining the Office of Hawaiian Affairs, she was an educational officer/evaluation assistant in the Hawai'i Department of Education Systems Evaluation and Reporting Section. Lisa was also a jr. specialist/program assistant with the University of Hawai'i Social Welfare Evaluation and Research Unit and continues to lecture at the School of Social Work.



* Correction: Lisa started at OHA in 2012.

THE EDUCATION COUNCIL – PROVIDERS



Brandon Keoni Bunag, Ed.D., Past Officer *Hālau Kū Māna Public Charter School*

Dr. Keoni Bunag is the Director of Hālau Kū Māna Public Charter School. He comes to the Council with a wealth of experience and knowledge. Keoni earned his Doctorate of Education from the University of Southern California and has held key positions with Kamehameha Schools as the director of operations and assistant director of the enrichment department for the extension education division. Keoni brings to the Council his experience in developing and delivering Hawaiian culture-based educational programming for middle and high school students, program evaluation, and data collection, analysis, and reporting. In addition, he is also a lecturer in Hawaiian Studies at Leeward Community College. Keoni is an advocate of Hawaiian language immersion programs and a parent of two children educated in Kaiapuni education.

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

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



THE EDUCATION COUNCIL - PROVIDERS



Paula De Morales Kahua / PDM & Co.

Paula De Morales currently works with the Kamehameha Schools Kauhale Kīpaipai, providing cultural professional development to Hawai'i Department of Education leadership teams and teachers new to an area of the Hawaiian islands. Previously, Paula taught Hawaiian language, Hawaiian studies and modern history of Hawai'i at Kohala High & Elementary, Hilo High School and Waiākea High School from 1969-2001, when she retired from the Hawai'i Department of Education. She also coordinated the Kū Haʻaheo Native Hawaiian Community-Based Learning Centers, which received NHEA funding from 2000-2003. An advocate for culture-based education for many years, Paula has been a major part of the Nā Honua Mauli Ola Team since 2000 and has presented at several national and international education conferences. Paula earned a bachelor of arts in journalism with a minor in anthropology from the University of Hawai'i at Mānoa. Paula has served as an originally appointed member of NHEC since 1997.

Sherlyn Franklin Goo Institute for Pacific Education and Culture

Sherlyn Franklin Goo is a Native Hawaiian educator who brings a lifetime of experience to NHEC. She holds a bachelor's and master's degree in education administration from the University of Hawai'i at Mānoa. Sherlyn spent over 20 years at Kamehameha Schools serving in several capacities, including elementary school principal, assistant to the president, federal relations officer, and early education division director. She also served as a staffer on the Senate Committee of Indian Affairs for the late Senator Daniel Inouye. In 1994, Sherlyn co-founded the Institute for Native Pacific Education and Culture (INPEACE), serving as its executive director from 1995-2005. She continues to serve on the INPEACE board of directors and has been a part of NHEC since its founding in 1997.





Keiki Kawai'ae'a, Ph.D.

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

Dr. Keiki Kawai'ae'a is the director of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. She is one of the pioneering families of the Hawaiian immersion education movement and mauli ola education P-20. Keiki's professional experience includes the K-12 classroom, curriculum and program development, teacher preparation and professional development. She has been instrumental in the development of the Nā Honua Mauli Ola Hawaiian guidelines and cultural pathways and the Moenahā culture-based curriculum design and instructional method. Keiki is a published author and has been an invited speaker at national and international gatherings addressing indigenous education, language and culture revitalization, native teacher education and Hawaiian and culture-based education. Keiki has served on NHEC since 1997.

THE EDUCATION COUNCIL - PROVIDERS



Wendy Mow-Taira
Windward Community College, Education Talent Search

Wendy Mow-Taira has worked on behalf of children and families her entire life. After earning a bachelor of science in human development and master's degree in social work, both from the University of Hawai'i at Mānoa, she worked in several domestic violence and child abuse programs. Wendy was executive director of the Family Crisis Shelter, Inc. on Hawai'i Island, then later worked at P.A.T.C.H. (People Attentive to Children), a resource and referral program for young families needing child care information, and ALU LIKE, Inc. in the Native Hawaiian Early Childhood Consortium. Wendy currently serves as the director for the TRiO Educational Talent Search program at Windward Community College, where she assists low-income students with college preparation. As a Council Member, Wendy is interested in furthering the coordination of NHEA-funded programs to help Native Hawaiian communities determine the educational needs of their children.

Larson Ng, Ph.D. University of Hawai'i at Mānoa, College of Education

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





Nāmaka Rawlins, Treasurer 'Aha Pūnana Leo

Nāmaka Rawlins is the director of strategic partnerships and collaborations at 'Aha Pūnana Leo. She previously served as its executive director for 18 years and was instrumental in transforming the Native Hawaiian preschools into a national model for Native language education. Nāmaka is a graduate of Kamehameha Schools and the University of Hawaii at Hilo's Hawaiian Language College. She has been involved with Pūnana Leo and Hawaiian language revitalization since 1984, while a student at the university. Nāmaka has been at the forefront of the language revitalization movement on many levels: teaching, program coordination and advocating for public policy that supports the preservation of indigenous languages. Nāmaka has served on several State and national early learning and language advisory councils, and has served on NHEC since 1997. Nāmaka believes it is important that a representative of the comprehensive indigenous system of education serves on NHEC to express the needs of Hawaiian speaking children and families at local and national levels.

THE EDUCATION COUNCIL - CONSUMERS



Aunty Betty Jenkins Nā Kūpuna

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

Danny Cup Choy At-Large Consumer Member

Danny Cup Choy is the government affairs manager for 'Ohana Health Plan, where he leads the company's legislative and policy efforts. In his career, he has held several government affairs positions, including working as the director of policy & advocacy for the National Indian Education Association in Washington, D.C. Prior to that, Danny enjoyed a brief stint as a community development specialist with NHEC. Danny is a graduate of Kamehameha Schools, received a bachelor of arts in political science and master of arts in education from Loyola Marymount University.





Clarence DeLude, Vice Chair O'ahu Island Council

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

Kahea Faria Ni'ihau Island Council

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



THE EDUCATION COUNCIL - CONSUMERS



Maggie Hanohano At-Large Consumer Member

After earning a bachelor's of science and master's of education degrees from Utah State University, Maggie Hanohano returned home to work in the Hawai'i Department of Education as a pre-K-12 special education teacher and district and state resource teacher. She experienced a renewal of her cultural identity as a part of Hui 'Imi Na'auao o Hawai'i under the guidance of Donald Kilolani Mitchell, who believed that Hawaiian culture was vitally important to Hawai'i's keiki. Maggie was Heluhelu Coordinator for Pihana Nā Mamo: The Native Hawaiian Special Education Project, with the mission to deliver educational services to children and youth of Hawaiian ancestry with special needs. She firmly believes that children must be able to read if they are to succeed in life and that literacy is the foundation for continuing improvement in Native Hawaiian educational outcomes. Maggie has been active with NHEC since its beginning in 1997.

Kaʻiulani Pahiʻō Hawaiʻi Island Council

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





Kainoa Pali Molokaʻi Island Council

Kainoa Pali is currently the acting vice principal at Moloka'i High School where he was a 1994 graduate. Kainoa obtained his bachelor of arts degree in Hawaiian studies as well as a post-baccalaureate certificate in secondary education from the University of Hawai'i at Mānoa. Upon completion, he returned home to Moloka'i where he has been teaching for the last 14 years. Kainoa started his career in the Hawaiian Language Immersion Program at Kualapu'u Elementary School and found his passion in teaching Hawaiian language and social studies at Moloka'i High School. He currently resides on homestead land in Kalama'ula Ma Uka with his wife and two young children. He serves as the Chairperson of Kamehameha Schools Hui for Moloka'i and is currently working with Moloka'i community members to develop a soccer league for Moloka'i's young children. Kainoa is the Chair for the Moloka'i Island Council and serves as its designated representative to NHEC.

Dirk Soma Kaua'i Island Council

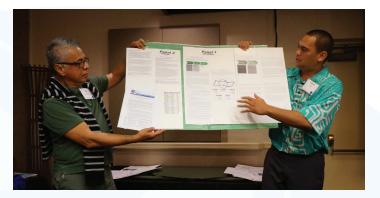
Dirk Soma was born in Waimea, Kaua'i, raised in Aliamanu, O'ahu and currently resides in Kalaheo, Kaua'i. A graduate of the Kamehameha Schools, Dirk has spent many years engaging the community in both the private and public sectors. Currently, he is an instructor and program coordinator for business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



ISLAND COUNCILS

Following the 2015 Native Hawaiian Education Summit held on Oʻahu, NHEC felt it was important to build on the work of the Summit with the manaʻo (*ideas, thoughts*) and ʻike (*knowledge*) of Native Hawaiian educational leaders and community stakeholders from the neighboring islands as many were unable to attend the summit due to travel constraints. Island Councils spent much of the fiscal year planning for education summits on each of their islands that would support the progress of the 10-year Native Hawaiian education vision and goals set at the 2014 Native Hawaiian Education Summit.

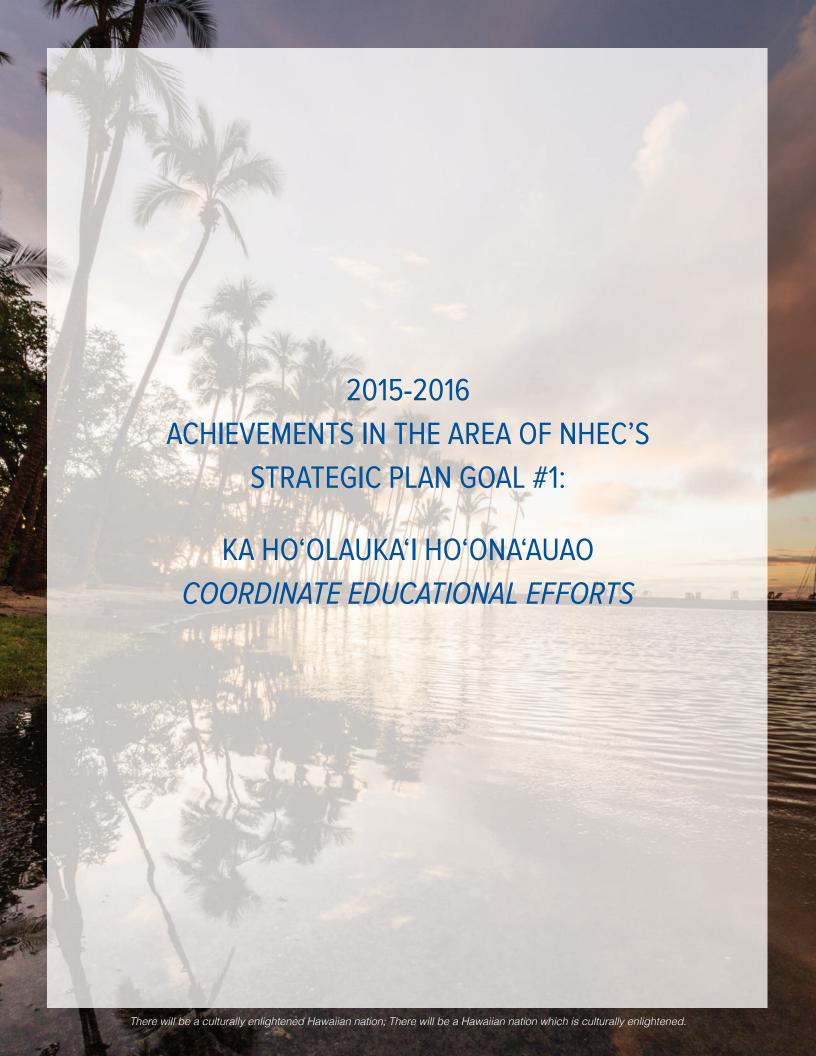
Kaua'i Island Council was able to hold their second education summit in April 2016 (see page 23). Both Hawai'i and Moloka'i Island Councils have scheduled their summits for early 2017, whereas, due to the size of Lāna'i island, the Lāna'i Island Council decided to coordinate their educational efforts with scheduled community events. Maui, Ni'ihau and O'ahu Island Councils are also planning for their educational summits or community collaboration in 2017.











HIGHER EDUCATION ACT REAUTHORIZATION PRIORITIES

On September 21, 2015, NHEC convened Native Hawaiian education stakeholders, primarily from the University of Hawai'i System, to articulate reauthorization priorities for the Higher Education Act (HEA). Approximately 20 participants discussed and affirmed the need to collectively advocate for the reauthorization of HEA as a whole and focus on more effectively utilizing funds from the act, particularly Title III, for Native Hawaiian-serving institutions of higher education and Native Hawaiian students.



- Appears to be differences in current University of Hawai'i priorities (financial and programming) between administrative and Native Hawaiian groups within the University.
- In 2012, Native Hawaiian task force made a number of recommendations to increase the number of Native Hawaiian students, support Native Hawaiian faculty, and to interact with the community to support all aspects of Native Hawaiian education.
- Hiring of more Native Hawaiian education faculty should be a high priority.
- Enriching the campus environment that would be more friendly to Native Hawaiian students.
- Curriculum changes are needed to educate students about Hawaiian culture and values.
- Need for a campus climate survey among Native Hawaiian students.
- Need to educate faculty about Hawaiian culture, history and values to create a supportive learning environment for Native Hawaiian students.
- Need for K-20 program incorporating culture and arts into education programs.

Due to the focus on the Elementary and Secondary Education Act (ESEA) reauthorization, the HEA was not reauthorized during the 114th Congressional session and remains a priority for the 115th Congressional session.







NATIVE HAWAIIAN EDUCATION CAUCUS AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT CONVENTION

On September 22, 2015, NHEC, 'Aha Pūnana Leo and Kamehameha Schools facilitated the Education Caucus at the Council for Native Hawaiian Advancement's (CNHA)14th Annual Native Hawaiian Convention held at the Hawai'i Convention Center in Honolulu, O'ahu. The Caucus focused on increasing Native Hawaiian community voices in the shifting landscape of education "reform", particularly improvements in Native Hawaiian education. The morning session focused on federal, state and research context setting presentations and overviews. The afternoon session provided opportunities to discuss issues in early childhood learning, higher education, Hawaiian medium education, and Hawaiian-focused public charter schools.

At the conclusion of the Caucus, the following recommendations were reported at the Convention's Public Policy Roundtable for inclusion in CNHA's 2015-2016 Education Policy Priorities:

- Native Hawaiian Education Systems (State) -Advocate for: 1) Native Hawaiian education public systems that are fully supported and funded by the State for Native Hawaiian learners; 2) the designation of another charter school authorizer in the state of Hawai'i; and 3) the implementation of a Hawaiian language medium state education agency.
- Early Learning (Federal/State) Identify and increase funding for early childhood interaction learning programs.
- **Higher Education (Federal/State)** Advocate for increased student success through increased financial aid and institutionalization of support programs.
- **NHEA (Federal)** Support the reauthorization of the NHEA without the changes made to the composition of the NHEC membership.





About the

Policy Center
CNHA consults its
member nonprofit
executives, homestead
leaders, civic advocates and small business owners to bring a full and rich dialogue to the work of effective policy development and advocacy.

Policy Partners

The policy center work is framed by the experiences of more than 150 CNHA organizational members in the nonprofit and private sectors as well as our national advocacy colleagues.

Core Values

Integrity Collaboration Responsibility Old & New Knowledge

Native Hawaiian Policy Center

2015-2016 Education Policy Priorities

CNHA produces its annual policy priorities based on input from its member organizations and community leaders throughout the year.

- 1. State/Federal Early Education Preschool Act (2013): Improve to include consultation with Hawaiians and include a family component that embraces diverse delivery systems.
- 2. State Charter Schools (2013)(2015): Provide parity to charter schools with public DoE schools (funding/facilities). Designate a charter school authorizer.
- 3. State NH Language Learners (2013): Fund the 2-language state reality with proper asse
- 4. Federal Native Hawaiian Education Act (2013)(2015): Reauthorize Native Hawaiian Education Act and strengthen NH control. Reject changes made to Council composition.
- 5. State Office of Hawaiian Education (2014): Develop appropriate level of funding for the Office of Hawaiian Education
- 6. State Immersion Teachers (2014): Establish an appropriate pay scale acknowledging DOE Policy 2105 that requires qualification in both English and Hawaiian as a medium of instruction.
- 7. Federal/State Early Childhood Programs (2015): Identify and increase funding for early childhood interaction learning
- 8. Federal/State Post Secondary Education (2015): Increase financial loans.

Program Priority from CNHA Network

16 for 2016 (2015): Voter registration and GOTV initiative focused on registering and educating the next generation of voter with a focus on 16—18 year old, high school students.

Note: The year the item became a policy priority is noted in parentheses

Note: Subsequent to the caucus. President Obama signed into law the Every Student Succeeds Act (ESSA) in December 2015, which included the reauthorization of the NHEA and codified the proposed changes to the Council composition.

NATIONAL INDIAN EDUCATION ASSOCIATION CONVENTION

In October 2015, NHEC co-hosted the Native Control of Native Education (NCNE) session at the National Indian Education Association's (NIEA) 46th Annual Convention in Portland, Oregon. Approximately 100 native educators in three groups—native language, native student success and native teacher education and preparation—engaged in conversation and work in articulating native language policy, native student success indicators, native teacher profiles, native professional educators network, and the beginnings of a native research agenda and policy priorities.

At the convention, NHEC also participated in a cross-REL research forum on culture-based education (CBE) entitled *Amplifying Native Voices, Culture-Based Education*. The evening presentation to approximately 30 invited researchers provided an overview of the processes and themes of the NCNE sessions including the following synthesized CBE key themes that CBE is: 1) actionable; 2) based on educating through the culture–its people, knowledge, practices and language; and 3) about controlling the narrative and telling our own stories.

Additionally, Nāmaka Rawlins, director of strategic partnerships and collaborations for 'Aha Pūnana Leo and long serving NHEC member, was honored with NIEA's Lifetime Achievement Award for her contributions to the preservation of Hawaiian language and protection of language immersion programs throughout Hawai'i and the nation. Also honored at the convention was 'Aha Kauleo with the William Demmert Cultural Freedom Award in recognition of the advocacy and advisory work they do on behalf of Hawaiian language immersion schools throughout the state. Dr. Kamana'opono Crabbe, Ka Pouhana (*Chief Executive Officer*) for the Office of Hawaiian Affairs, provided the closing keynote for the Convention.









ASSOCIATION OF HAWAIIAN CIVIC CLUBS CONVENTION

In 2015, NHEC's executive director was named to the Education Committee of the Association of Hawaiian Civic Clubs (AHCC) to assist with coordination and management of the committee's resolution work.

In November 2015, the following resolutions related to education were reviewed at AHCC's 56th Annual Convention held in Lāhainā, Maui, three of which were authored by the Council and introduced through the Prince Kūhio Hawaiian Civic Club:

- Resolution 15-11: Supporting the Implementation of Board of Education Policy E-3, Nā Hopena A'o (HĀ)
- Resolution 15-12: Acknowledging the Need for Significantly Increasing Native Hawaiian Tuition Waivers in the University of Hawaii System
- Resolution 15-13: Affirming the Declaration of Indigenous Youth
- Resolution 15-14: Strongly Urges All Policy Makers to Recognize and Make Distinct Provisions in Support of Native Hawaiian, Alaska Native and American Indian Language Programs at all Levels of Government
- Resolution 15-23: Affirming the Native Hawaiian Education Vision and Goals of the 2014 Native Hawaiian Education Summit
- Resolution 15-L29: Urging the Hawai'i State Legislature to Authorize the Board of Education to Establish "The Pathway II Hawaiian Authorizer" with Chartering Jurisdiction Authority

At the convention, NHEC's executive director also provided an education update to the Mainland Council-Association of Hawaiian Civic Clubs, which represents 18 clubs in 14 states across the contiguous United States and Alaska.



NATIVE HAWAIIAN LEGISLATIVE SUMMIT

On January 14, 2016, NHEC held its first Native Hawaiian Legislative Summit at the University of Hawai'i-West O'ahu. Approximately 80 participants were provided an opportunity to hear from Native Hawaiian organizations about federal and state priorities for the 2016 legislative session, particularly those focused on education. Organizations that presented included CNHA, NIEA, AHCC, the Mainland Council-Association of Hawaiian Civic Clubs, Kamehameha Schools, Nā Lei Na'auao Charter School Alliance, the Native Hawaiian Education Association, the Office of Hawaiian Affairs, the Hawai'i Department of Education, and the University of Hawaii System.

Post-event survey respondents indicated an increase in their awareness and understanding regarding the following organizations and/or their legislative priorities: Nā Lei Na'auao 'ōpio council presentation; CNHA's "16 in 2016" campaign and their Native Hawaiian Policy Center; AHCC and its Mainland Council; Kamehameha Schools and the University of Hawai'i's support students throughout the system.

The Council published its 2016 Federal and State Policy and Policy Implementation Priorities document, which summarizes the federal and state policy implementation priorities derived from the summit.





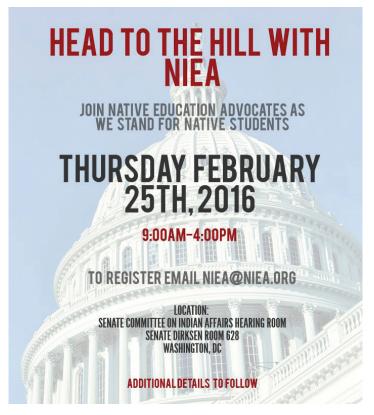




LEGISLATIVE HILL DAY

In February 2016, NHEC's chair and executive director attended NIEA's 2016 Hill Day in Washington D.C. Congressional welcomes were provided by Senator John Barrasso (R-WY), chair of the Senate Indian Affairs Committee; Senator Jon Tester (D-MT), vice chair of the Senate Indian Affairs Committee: Senator John Udall (D-NM); and Representative John Kline (R-MN), member of the House Education and the Workforce Committee. NIEA hosted panels on the implementation of ESSA and 2017 education budget appropriations, as well as working topic sessions that focused on teacher recruitment and retention and creating positive learning environments through schoolwide policies. Attendees also heard updates from the White House Administration, which included the President's special assistant on Native American Affairs, the White House Initiative on American Indian and Alaska Native Education and the Bureau of Indian Education, as well as updates from a number of national partner organizations.

While in D.C., NHEC met with Senator Brian Schatz and his staff, a legislative aide from Representative Mark Takai's office, and a collective group of staff members from Senator Mazie Hirono, Representative Tulsi Gabbard, and the Office of Hawaiian Affairs. NHEC also took the opportunity to meet with its federal officers from the United States Department of Education (USDOE) to discuss their Report to Congress on the Native Hawaiian Education Program (NHEP), fiscal monitoring of NHEC, and implementation of the reauthorized NHEA.







CENTER FOR CULTURALLY RESPONSIVE EVALUATION AND ASSESSMENT CONVENTION

In April 2016, NHEC's chair and executive director attended the 2016 Center for Culturally Responsive Evaluation and Assessment (CREA) 3rd International Conference in Chicago, Illinois. The conference brought national, international and indigenous scholars and practitioners together to focus on the role of culture in evaluation and assessment. Dr. Manulani Aluli-Meyer, international indigenous scholar-practitioner and PIKO community liaison at the University of Hawai'i-West O'ahu, served as one of the conference keynote speakers.

The core mission of CREA is to generate evidence for policy making that is not only methodologically, but also culturally and contextually defensible. CREA is led by a team of scholars from a wide variety of backgrounds, working to prepare a culturally diverse pool of highly trained evaluators, assessment specialists, researchers, and policy analysts to conduct culturally responsive/relevant evaluation and assessment studies and policy analyses in education and social service fields, while further refining and developing culturally responsive evaluation concepts and practices.

Attendance at the CREA conference broadens NHEC's considerations and evaluation resources regarding the planned program evaluations of the NHEP and Native Hawaiian education as a whole. In addition, NHEC's chair was part of a group seeking to charter a CREA chapter in Hawai'i. (See CREA-Hawai'i section on the following page)





CREA-HAWAI'I

Following CREA's first conference in 2014, the Consuelo Foundation agreed to host an ongoing discussion with approximately 20 representatives from community-based and non-profit organizations working with both community and educational institutions, including the University of Hawai'i System, Kamehameha Schools, Queen Lili'uokalani Trust, the Office of Hawaiian Affairs, the Hawai'i-Pacific Evaluation Association, and NHEC. This hui (*gathering, group*) met, and continues to meet, to share their work and approaches, highlight key issues they face, and develop and affirm their dedication to culturally responsive approaches to evaluation and assessment.

In 2016, the hui petitioned CREA to charter a Hawai'i chapter that would represent the Pacific region. The request was approved at the April conference, thus establishing CREA-Hawai'i. CREA-Hawai'i is dedicated to the idea that "'A'ohe pau ka 'ike i ka hālau ho'okahi" ("*All knowledge is not learned in one school*"). The mission of the chapter is to use a Native Hawaiian lens to offer empowering, values-based evaluation approaches that support insights and conclusions that, in turn, promote equity and justice in the diversity that is Hawai'i. To do this, CREA-Hawai'i will weave together and share cultural knowledge, tools, and practices that are grounded in and affirm a Native Hawaiian worldview. CREA-Hawai'i is currently directed by Herb Lee, executive director of the Pacific American Foundation, and Dr. Katherine Tibbetts, director of research and evaluation at Queen Lili'uokalani Trust.



HAWAI'I COLLEGE ACCESS NETWORK SUMMIT

On April 15, 2016, NHEC's executive director attended the Hawai'i P-20 Partnerships for Education's 2016 Hawai'i College Access Network Summit. The event convened almost 100 high school students, educators and community members to share best practices in community building and discuss elements of community readiness. Work groups, through a serious of rotating jigsaw activities, synthesized key concepts regarding "commUNITY" mindset, perseverance and resiliency, reciprocal relationships, and inclusiveness and acceptance.

The Hawai'i P-20 Partnerships for Education is a statewide partnership led by the Executive Office on Early Learning, the Hawai'i Department of Education and the University of Hawai'i System to strengthen the education pipeline from early childhood through higher education so that all students achieve college and career success. Hawai'i P-20's partners share a sense of urgency about the need to improve Hawai'i's educational outcomes in an increasingly global economy, and have established a goal of 55% of Hawai'i's working age adults having a two- or four-year college degree by 2025.



- CommUNITY Mindset.
 - Sense of togetherness, shared purpose/goals, belief in possibilities, think generationally (past/present/future)
- Perseverance and Resiliency
 - Do the work; show up!; be dependable, struggle together
- Rooted in Reciprocal Relationships
 - Sense of identity, know strengths, sense of place, 2-way communication/learning, help/be helped
- Inclusiveness and Acceptance
 - Feeling needed/valued/appreciated, active intention, multiple perspectives, open to new ideas

KAUA'I NATIVE HAWAIIAN EDUCATION SUMMIT

On April 30, 2016, the Kaua'i Island Council held its second Kaua'i Native Hawaiian Education Summit at Kaua'i Community College (KCC). With over 50 in attendance, key positives from the event included:

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







HAWAI'I EDUCATION SUMMIT

On July 9, 2016, several NHEC members and the executive director attended the 2016 Hawai'i Education Summit sponsored by Hawai'i Governor David Ige and the Governor's ESSA Team. Others in attendance included students, teachers, principals, parents, education leaders, community members, business leaders and other interested stakeholders.

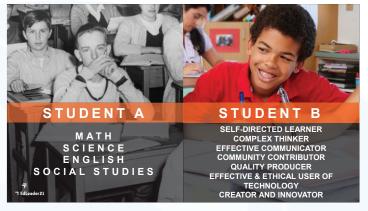
The summit kicked off an intense six month schedule for the Governor's 17-member team to develop a blueprint for public education, consistent with ESSA to improve public education and identify areas of need.

The purpose of the summit was to:

- Learn about new opportunities ESSA provides and current best practices from inspiring thought leaders, policy experts and education leaders;
- Engage in forums on key educational topics and issues; and
- Collaborate with others on innovative possibilities for a future-focused educational system in Hawai'i.

The Governor's ESSA Team shared findings and recommendations and gathered feedback, input and recommendations on a blueprint for transforming public education in Hawai'i. Video and in person keynote addresses were provided by Governor Ige; United States Senator Lamar Alexander (R-TN), chair of the Senate Health, Education, Labor and Pensions Committee; Ken Kay, chief executive officer of EdLeader 21; and the National Governors Association.

NHEC has been a member of the Governor's Partners-in-Education advisory group, which reviewed the first draft of the blueprint and presented to the Governor's ESSA Team in September 2016.





GRANTEE UPDATE MEETING

On July 27, 2016, NHEC hosted a meeting for all current NHEP grantees to provide updates as a result of the reauthorization of NHEA including: 1) changes in the NHEC composition; 2) changes to NHEC responsibilities and activities (e.g., data submission, technical assistance, clearinghouse, NHEP program evaluation); 3) NHEC's transition plan; and 4) NHEC's 2016-2017 events calendar including grantee events and ESSA implementation activities. A packet of infographics developed by NHEC was distributed to approximately 20 attendees, which included summaries of NHEC's Strategic Plan 2020 and 2015 Needs Assessment Recommendation Report; the 2015 NHEA reauthorization; 2016 federal and state policy and implementation priority recommendations (compiled from the January 2016 Native Hawaiian Legislative Summit); a brief history of the NHEA legislation; the Hawai'i K-12 public education construct; the Hawai'i public school system including Hawaiian-focused charters and Hawaiian-language immersion schools; and a matrix of Native Hawaiian education systems and Native Hawaiian-serving education programs and services.







NHEP GRANTEE CONGRESSIONAL BRIEFING AND NHEA REAUTHORIZATION CFL FBRATION

On August 16, 2016, NHEC held its NHEP Grantee Congressional Briefing and NHEA Reauthorization Celebration at Koʻolau Ballrooms. Since 2011, the briefing served as an opportunity for the Hawaiʻi Delegation staff and the Council to hear from current grantees on the progress of their projects and the success and challenges they may have encountered along the way.

This year, rather than having each program give an oral presentation, details about each project was collected from the grantees beforehand and compiled for distribution to everyone in attendance. Attendees also engaged in table top conversations to discuss the impending implementation of ESSA, amendments made to the NHEA, and legislative priorities that relate to the educational needs of Native Hawaiians.

The Council also took the opportunity to celebrate the long awaited reauthorization of the NHEA and to honor past and present NHEC members and executive leadership for their services on behalf of Native Hawaiian education. A number of past council members and former executive directors were able to join us and contribute their mana'o (thoughts, ideas) to the conversations. NHEC also produced a short video highlighting the work of the council since its formation, their contribution to Native Hawaiian education, and NHEC's vision moving forward.









COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 1 - FY15-16

Background

In fiscal year 2015-2016, NHEC's Common Indicators System and Framework (CISF) field testing project completed its first year. CISF is a framework for assessment and a set of measures developed by NHEC through which the impacts and outcomes of indigenous education programs/projects funded under NHEA can be evaluated and reported in ways intended by the Act and in alignment with Native Hawaiian culture and language.

In accordance with the terms of the NHEA, NHEC is tasked with assessing, coordinating and making recommendations to the USDOE and United States Congress about the status of Native Hawaiian education, including the aggregate impact of programs created and funded under the act. There has been a growing consensus among the Native Hawaiian education community for some time now, that the current evaluation measures developed under the Government Performance and Results Act (GPRA) to assess the impact of education programs serving Native Hawaiian learners are too narrow, culturally misaligned, and not in keeping with the principles of indigenous education. NHEC's development and refinement of the CISF has been in response to this shortfall, and is now poised to field test its compatibility and utility with Native Hawaiian education and culture-based programs as a system of measurement supplemental to GPRA.

The CISF field testing project emerged from past efforts on the part of NHEC to build and refine a culturally responsive framework of measures with input from community stakeholders including Native Hawaiian educators, professional evaluators, NHEP grantees, and community members. In 2014, NHEC completed a *Study of Common Culturally-Aligned Evaluation Measures*, in which evaluation measures

and tools used by former and current NHEP grantees were identified, inventoried and categorized. Until this study, information about the use of culturallyaligned measures and tools had not been collected and analyzed in a comprehensive fashion by either the USDOE or NHEC. As such, the purpose of the study was to identify and catalogue a set of measures, leading to a framework through which indigenous education programs/projects funded under NHEA can be assessed and reported pursuant to the intention of the act and in alignment with the Native Hawaiian language and culture. GPRA-based, non-GPRA-based, and alternative culturally-aligned measures and tools were inventoried in the study. It is from this effort that the CISF gained its current structure and features.

The CISF features three broad indicators: mauli (resilience, wellness, and self-identity); Hawaiian 'ike (knowledge of Hawaiian language, culture, values and practices) and academic 'ike (academic achievement and proficiency); and kuleana (self-sufficiency, employment and stewardship). Parallel to these areas, the CISF also reveals four "locus-of-service" impact domains, indicating the type of participants to whom, or the social arena in which, those services typically are delivered. They are as follows: kanaka (individual); 'ohana (family); kaiaulu (community) and 'ōnaehana (system).



Native Hawaiian Education Council

Common Indicators System and Framework

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

Native Hawaiian Education Council
224 Honolulu, Hawai'i 90813 Phone: 808-523-6432 EMAIL: NHEC@NHEC.ORG

Current CISF matrix

	MAULI	ʻIK	E	KULEANA
	Being & Becoming	Knowing		Contributing
FOCUS OF IMPACT LOCUS OF IMPACT	A. Resilience & Wellness Advances well-being of the body, mind and spirit.	B. Hawaiian 'Ike Advances Hawaiian language, culture, values and practices.	C. Academic Achievement & Proficiency Advances multiple understandings and purposeful outcomes across	D. Stewardship, Self-sufficiency & Employment Supports self- reliance, financial independence and contribution to the family, community & world.
Kaiaulu 3. Community Efforts seek to impact those who share a common geography, organization or group identity.	HEALTHY COMMUNITY RELATIONSHIPS □ Safe neighborhoods □ Positive social connections □ Taking care others in need ADEQUATE PROVISIONS □ Food resources (community garden, co-op/farmer's markets, etc.) □ Shelter (transitional, homeless, Kūpuna, etc.) □ Keiki and Kūpuna care	VALUES AND PRACTICES Use of informal and/or formal 'Olelo Hawai's lead wishby practiced consistently and visibly practiced support for Hawaiian cultural and service organizations NATIVE HAWAIIAN-BASED EDUCATION Early education programs Community-based charter and immersion schools Dost-secondary indigenous pirograms RESOURCES Indigenous library Multi-media SUPPORT Citizen participation and involvement New organization and involvement SUPPORT		STEWARDSHIP Community development planning Opportunities to improve social justice EMPLOYMENT Opportunities for small business start-up Resources for self- sufficiency
'Onachana 4. System-level Efforts seek to impact those patterns, practices, procedures, laws, structures or beliefs that have broad impact beyond a single community.	SUPPORT SERVICES AND PROGRAMS C Child welfare E arly childhood education Elder care D isabled Mental health Independent living Teen pregnancy After school Preventative health care Usegal Medicare Legal Incarreation and post- incarreation	Opportunities for internships, ment of the control	volunteering, orbing programs, etc. PROFESSIONAL DEVELOPMENT Indigenous issues Content knowledge Pedagogy INCORPORATION OF TRADITIONAL AND INDIGEN- OUS RESEARCH FOR THE DESIGN OF Curriculum Panctices Alternative measurement tools to assess content knowledge across subject areas	LEGISLATION, PROCEDURES AND PRACTICES SUPPORTING Alternative energy Health choices Health care Easy Access to government services, agencies, personal records Civil rights in policy and decision making Affordable housing Responsible land and water use and protection Endingered species protection Cultural resources protection Cultural resources resources Responsible infrastructure maintenance Fair employment legislation Employee benefits

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 1 - FY15-16

Field Testing Purpose, Design and Methods

The CISF field testing project is concerned with the extent to which the CISF reflects broadly applicable measures that represent and respond to the evaluation needs of Native Hawaiian education and culture-based programs. Understanding this, NHEC's contractor developed two objectives, which broadly framed the purpose, scope and activities of the project's evaluation design:

- To evaluate the extent to and ways in which participating programs incorporate cultural measures in their evaluation tools/activities; and
- To evaluate the accessibility, reliability, and utility of the CISF to measure the culture-based outcomes of Native Hawaiian education and culture-based programs in a systemic manner.

Participants

A total of 11 organizations/programs participated in the CISF Field Testing Project. These 11 organizations/programs reflect a combination of current and former NHEP grantees, afterschool and community programs serving K-12 and postsecondary learners, as well as adults in the community (e.g. parents participating in intergenerational programs). Participation was completely voluntary and no incentives were offered.

Data Analysis

The CISF Field Testing Project is primarily interested in program-level uses of culture-based measures in their assessment practices. As such, focus group and survey data was collected from program representatives who agreed to meet with NHEC's contractor at several points throughout the year. However, small sample data was also gathered from the participants that the programs serve during site visit to understand how they engage, interpret and answer assessment content. These participants included keiki (*children*) and adults (e.g. parents who participate in intergenerational learning programs) and were engaged in small group format interviews.

Overall, the majority of participating programs do not integrate culture-based assessment into their formal evaluation processes. While cultural indicators of progress are often observed, they are not documented or included in 'official' reports to funders. A lack of knowledge and/or resources to do so, incongruence between program outcomes and activities as a result of externally prepared grant proposals, and funders' disinterest in culturally relevant assessment were among the most common reasons for this. Exceptions to this trend do exist, as can be observed from the assessment instruments submitted to NHEC's contractor for scoring. Approximately 27 percent of programs demonstrated the use of instruments with high cultural relevance and psychometric properties. In common to most programs was their engagement in some version of hō'ike (show, exhibit), whether formal or informal, which may serve as a platform for developing culturally relevant measures and assessments in the future.

Outcomes and Lessons Learned, Summary of Results

- With some exception, the CISF is considered fairly accurate, culturally responsive and accessible; it is easy to understand and it covers a wide variety of culturally responsive assessment indicators.
- At present, the CISF best functions as a check list or illustration of possible areas of culture-based measurement. It is also most useful for programs in the planning/pre-implementation phase.
- The CISF needs to be operationalized to be more useful to Native Hawaiian education and culturebased programs.
- Operationalization of the matrix chiefly entails access to culture-based assessment strategies, examples, tools and other resources, which would make it "actionable".

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 1 - FY15-16

Changes to Project Format

A combination of circumstances that became clear after launching the project have altered the project's formatting, shifting its organizational focus away from a cohort-based model of field testing and towards a more global response to participant culture-based assessment needs. This shift was brought on by three major discoveries:

- Lower than anticipated participation rate among programs. Most cohort groups were too thinly populated to ensure the protection/anonymity of participating programs, and some cohorts were not populated at all.
- Most programs currently participating worked with a broad age range of keiki and even adults, complicating how they fit into specific developmental categories or talk about their work (e.g. the need to create false delineations in describing with whom and how they worked). Moreover, as this report will demonstrate, age group did not feature in any significant way in the discussion of their cultural assessment needs. The dilemmas they faced and responses required speak to the need for self-empowerment/capacity development among programs to design and implement their own tailored assessment solutions.
- Participant feedback about the beneficial nature of sharing and working with all programs.
 Learning from each other's experiences and practices is desirable, regardless of the age groups programs' serve.

Cultural Indicators System and Framework (CISF) Field Testing Project Annual Report, 2015-2016

An evaluation of culturally responsive assessment practices among Native Hawaiian education and cultural programs, and the applicability of the CISF to these practices

Submitted to the Native Hawaiian Education Council
PACIFIC POLICY RESEARCH CENTER 1 500 UNIVERSITY AVE. NO. 1425 HONOLULU. HI 96826

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 1 - FY15-16

Next Steps, Year 2 - Capacity Building **Workshops**

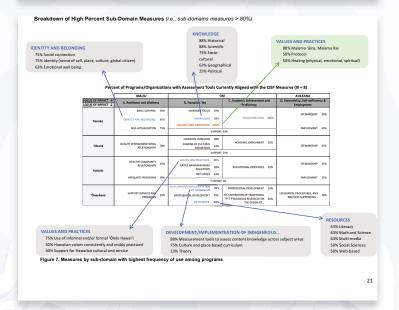
Based on participant feedback and reported needs, NHEC's contractor proposed, and the Council agreed to include a capacity building component to the field testing project. Chiefly, this will include the roll-out of quarterly workshops (four in total), which will facilitate participant driven learning experiences around the following topics:

- How to develop culturally-relevant program/ project outcomes and measures.
- How to develop culturally responsive assessment items/instruments that align with program outcomes and measures.
- Aligning culture-based outcomes and evaluation plans in grant/funding proposals.
- How to analyze and report on qualitative data, with a focus on ho'ike.

These workshops respond directly to the finding that the majority of programs participating in the CISF Field Testing Project do not use culture-based measures or assessment instruments in their formal evaluation practices. This area of need should be addressed alongside the field testing of assessment measures. Capacity building workshops also serve as an opportunity to understand the extent to which the CISF is an accurate, culturally responsive, accessible and useful framework for program outcomes measurement.

NHEC believes the first year of the CISF field testing project yielded insights beneficial to continue as planned into Year 2 (fiscal year 2016-2017), modified with the addition of the capacity building workshops.

	MAULI			'IKE			KULEANA	
OCUS OF IMPACT →	A. Resilience and Wellnes	is	B. Hawaiian 'Ike		C. Academic Achievement a Proficiency	and	D. Stewardship, Self-sufficier Employment	ncy 8
Kanaka	BASIC SURVIVAL	50%	HAWAIIAN 'ÖLELO	63%			STEWARDSHIP	50
	IDENTITY AND BELONGING	88%	KNOWLEDGE	88%	EDUCATION LEVEL	100%	STEWARDSHIP	50
	SELF-ACTUALIZATION	75%	VALUES AND PRACTICES	100%			EMPLOYMENT	63
	SELF-ACTUALIZATION	/376	SUPPORT 63%			EMPLOYMENT 6.	03	
'Ohana			HAWAIIAN LANGUAGE	38%				
	QUALITY INTERGENERATIONAL RELATIONSHIPS	38%	SHARING OF CULTURAL KNOWLEDGE	63%	ACADEMIC ENRICHMENT	50%	STEWARDSHIP	63
			SUPPORT 25%					
Kaiaulu	HEALTHY COMMUNITY	63%	VALUES AND PRACTICES	88%	EDUCATIONAL RESOURCES	25%	STEWARDSHIP	
	RELATIONSHIPS		NATIVE HAWAIIAN-BASED EDUCATION	38%				25
			RESOURCES	63%				
	ADEQUATE PROVISIONS 38%		SUPPORT 0%		EMPLOYMENT 2	25		
'Ōnaehana			DEVELOPMENT/IMPLEMENTATION OF INDIGENOUS	88%	PROFESSIONAL DEVELOPMENT	25%		
	SUPPORT SERVICES AND PROGRAMS		PROFESSIONAL DEVELOPMENT	50%	INCORPORATION OF TRADITIONAL		LEGISLATION, PROCEDURES, AND PRACTICES SUPPORTING	38
			RESOURCES	88%	AND INDIGENOUS RESEARCH FOR THE DESIGN OF	63%		





HŌʻIKE ME KA HĀPAI MANAʻO REPORT AND RECOMMEND

2015 NEEDS ASSESSMENT RECOMMENDATION REPORT

In September 2015, the Council issued its 2015 Needs Assessment Recommendation Report and summarized recommendations to the USDOE and to the greater Native Hawaiian stakeholders and constituencies in the State of Hawai'i.

Recommendations to the USDOE

- Prior Priority Recommendations 1) Reaffirm priority populations for education service focus;
 2) Maintain education priority funding criteria in schools or communities;
 3) Re-examine previously designated priority communities for progress and continuing education service priority; and 4) Integrate priority strategies/services.
- Policy Recommendations 1) Advance HEA reauthorization priorities that support native student admissions, supports and persistence; Advance the Schatz Native Language School Study Amendment as part of the ESEA Reauthorization; 2) Reauthorize ESEA; 3) Integrate and align policy priorities for native communities via both ESEA and HEA; and 4) Implement the Native Hawaiian Education Reauthorization Act Council composition changes in a manner to preserve the Native Hawaiian Education island community voice.
- Native Educators and Administrators
 Recommendations 1) Enhance educator and administrator capabilities and prevalence in native learning settings; 2) Enhance educator and administrator capabilities to address poverty's impact in a range of education settings; and 3) Support indigenous leadership development.
- Families and Communities Recommendations –

 1) Embrace families and communities as education partners; 2) Increase availability of and access to a range of early childhood education programs; 3) Fund efforts to ensure safer learning environments for all students; and 4) Accelerate family, school and community collaborations.

- **CBE Recommendations** 1) Support and learn from NHEC's CISF Cohort Field Testing Project; and 2) Leverage Hawaiian CBE values, guidelines, methodologies and frameworks.
- Education Research Recommendations –

 Coordinate and advance a native education research agenda; and 2) Study and gather empirical evidence of the impact of culture- or place-based education on student learning, growth and achievement.
- Systemic and Community Collective Impact
 Recommendations 1) Initiate developmental
 evaluation of the collective impact of Native
 Hawaiian education; and 2) Contribute education
 program evaluations to community collective
 impact studies.
- NHEP Implementation Recommendations –

 Align NHEP awarding and funding with NHEC's needs assessment reports; and 2) Leverage the education and community-based knowledge, expertise and capabilities of the Council.

Recommendations to the Greater Native Hawaiian Stakeholders and Constituencies in the State of Hawaiii

- Adopt the Native Hawaiian education vision and goals to guide priorities.
- Support implementation of policies and improvement efforts of the Hawai'i Department of Education system.
- Support improvements in the Hawai'i Department of Education's Public Charter Schools and systems.
- Support the University of Hawai'i System's efforts.
- Coordinate and advance a Native Hawaiian data consortium, beginning with education data.
- Map and assess fiscal education resources, community by community.
- Support integrated education, health and housing resource opportunities.

HŌʻIKE ME KA HĀPAI MANAʻO REPORT AND RECOMMEND

NATIONAL CONGRESS OF AMERICAN INDIANS BUDGET INCLUSION

NHEC continues to work with the National Congress of American Indians (NCAI) to continue the inclusion of the NHEA in the Indian Country Budget that is submitted to the President and Congress.

The full NCAI 2017 Indian Country Budget Request can be found at http://www.ncai.org/resources/ncai_publications.

DEPARTMENT OF EDUCATION

Labor, HHS, Education Appropriations Bill Native Hawaiian Education Program

• Provide \$35 million for Title VI, Part B of the Every Student Succeeds Act.

Increases are needed as this critical grant program funds the development of curricula and education programs that address the unique needs of Native Hawaiian students to help bring equity to this Native population. The Native Hawaiian Education Program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. When establishing the Native Hawaiian Education Program, Congress acknowledged the trust relationship between the Native Hawaiian people and the United States. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.

\$35M Appropriated \$32M \$35M Appropriated \$32M



HŌʻIKE ME KA HĀPAI MANAʻO REPORT AND RECOMMEND

ADVOCACY

NHEC submitted testimony and letters of support to:

- Senator Brian Schatz (D-HI) in support of the modified language for the Senators amendments to the Every Child Achieves Act;
- Senators Lamar Alexander (R-TN) and Patty Murray (D-WA) and the Senate Health, Education, Labor and Pensions Committee, and Representatives John Kline (R-MN) and Robert Scott (D-VA) and the House Education and the Workforce Committee supporting the maintenance of provisions and reforms that support tribes, native students, and schools serving native students in the ESEA reauthorization;
- The State of Hawai'i Probate Court supporting the finalist for the Kamehameha Schools Trustee vacancy;
- United States Secretary of Education John King to comment on rulemaking for Accountability and State Plans under ESSA:
- Governor David Ige regarding Native Hawaiian representation on the State of Hawai'i's ESSA Team. NHEC recommended that Native Hawaiian representation be increased to proportionally represent current and projected Native Hawaiian students in Hawai'i's public education system.





HŌʻIKE I KA HUI ʻOI KELAKELA

DEMONSTRATE ORGANIZATIONAL EXCELLENCE

HŌʻIKE I KA HUI ʻOI KELAKELA DEMONSTRATE ORGANIZATIONAL EXCELLENCE

USDOE EXTENSIVE MONITORING

Starting in September 2015, NHEC began extensive monitoring with the USDOE for the administration of its NHEP award for the 2015-2016 fiscal year. The purpose was to monitor NHEC's progress in achieving program objectives outlined in its grant application and to review program administration procedures against the requirements of the authorizing statute, the NHEA, and all applicable federal regulations that ensure fiscal accountability. As part of the extensive monitoring protocol, NHEC submitted documentation that addressed program management areas such as goals and objectives management, personnel, and fiscal management. On September 23, 2015, NHEP officers Joanne Osborne and Cindy Savage conducted an on-site visit with NHEC staff and officers to review the submitted documents and gather additional information. Monitoring discussions continued throughout the fiscal year and NHEC staff worked with program officers to address findings that needed attention.

MEMBERSHIP PLAN

Last fiscal year, NHEC developed a membership plan that would begin to rotate long serving members off of the Council and install new members for threeyear term cycles. Set for implementation during the 2015-2016 fiscal year, the membership plan would have aligned Council membership with the term limit mandate in the NHEA. However, with the December 2015 reauthorization of ESEA and amendments made to the NHEA regarding Council composition, NHEC did not implement the new membership process. Instead, the Council worked on developing an implementation and transition plan that would thoughtfully transition the work and kuleana (responsibilities) of the Council to the new membership and effectively utilize the institutional knowledge and direct community relations of NHEC's long serving members.

FISCAL AUDITS

In accordance with the Single Audit Amendment Act of 1996 and the United States Office of Management and Budget Circular A-133 (Revised) "Audits of States, Local Governments, and Non-Profit Organizations", NHEC conducted an audit of its fiscal years ending August 31, 2014 and August 31, 2015. The Council engaged the services of an independent certified public accounting firm with experience in conducting A-133s to complete both audits. NHEC staff provided all necessary documentation and worked closely with the auditors to address audit findings, revising its fiscal management policies and procedures as needed. Single Audit reports for both fiscal years were submitted in August 2016.

OFFICE ADMINISTRATION

After reevaluating its human resources needs, NHEC decided to no longer contract a third-party human resources firm to manage and administer personnel related services. Management of payroll and employee-related insurance policies returned in-house to the operations manager.

Also, in the midst of extensive monitoring and fiscal auditing, NHEC reevaluated its accounting and fiscal management needs and decided to no longer contract a third-party accounting firm and instead hire an in-house accountant. In August 2016, Ervin Gong joined the NHEC staff as a full-time accountant and office assistant. He received his Bachelor of Business Administration in Finance from the University of Hawai'i at Mānoa and most recently served as the business manager for a local retailer.

2015-2016 KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

FACILITATION OF POLYNESIAN VOYAGING SOCIETY WORLD WIDE VOYAGE MĀLAMA HONUA EDUCATION PLAN

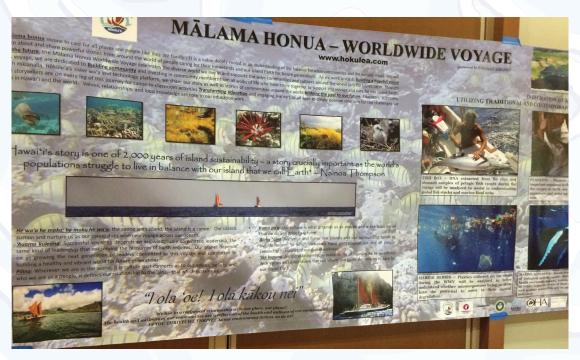
In the fall of 2015, NHEC assisted the Education Hui of the Polynesian Voyaging Society (PVS) World Wide Voyage (WWV), otherwise known as the Mālama Honua voyage, with articulating an education plan for the remaining two years of the four-year expedition. Education Hui members represented a number of organizations including PVS, Kamehameha Schools, the Hawai'i Department of Education, Punahou School, and 'Iolani School. Members of the Education Hui also connected to organizations such as 'Ohana Wa'a, Promise to Pae'āina, Mid-Pacific School, the University of Hawai'i System, Chaminade University, Nā Lei Na'auao Alliance and a number of Hawaiian-focused public charter schools.

Articulation activities included a review of the Promise to Children (PTC) and the Promise to Pae'āina o Hawai'i (P2P) documents signed by community leaders evidencing generational commitments to the children and oceans, respectively. Drafts and sketches of global transformed and transformational people, places and practices tied to PTC and P2P documents were mapped to organizational activities and goals for the PVS Education Hui members and their organization leaders.

NHEC's facilitation and support work continued with the University of Hawai'i System with two events:

- An initial gathering in December 2015 at the University of Hawai'i president's home where cross-campus teams gathered to be updated on the Mālama Honua voyage, the PVS's Theory of Change, and to discuss the University of Hawai'i System's contributions to and vision for the Mālama Honua voyage moving forward.
- A follow-up gathering in February 2016 at the University of Hawai'i-Hilo, Ka Haka 'Ula o Ke'elikōlani Hale 'Ōlelo allowed cross-campus teams to discuss projects and initiatives in five areas: 'ike Hawai'i and sustainability; professional development experiences for new faculty/staff; 'ike Hawai'i and STEM education; virtual research symposium; and voyaging modules, courses and curriculum.

NHEC's facilitation of developing an education plan for the WWV provided an opportunity to assess the Native Hawaiian education programming and connections surrounding PVS Mālama Honua voyage.



KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

ASIAN AMERICANS ADVANCING JUSTICE BOOK LAUNCH & PANEL PRESENTATION: A COMMUNITY OF CONTRASTS

On October 22, 2015, NHEC's executive director was invited by the Papa Ola Lōkahi (POL) organization to speak on a panel at the Asian Americans Advancing Justice Book launch—A Community of Contrasts. Included on the panel were individuals representing the Department of Hawaiian Home Lands, Hui No Ke Ola Pono, the Native Hawaiian Healthcare System on Maui, State Representative Feki Pouha, the Hawai'i Department of Business Economic Development & Tourism, and a Native Hawaiian family that received home ownership support from Hawai'i Community Assets.

Dr. Hussey shared the history of Native Hawaiian education from the declaration of Kamehameha III Kauikeaouli in 1825 of "He aupuni palapala koʻu" ("Mine is a government of literacy") to the Native Hawaiian vision formulated at the 2014 Native Hawaiian Education Summit:

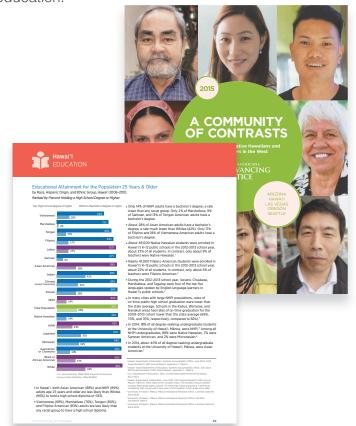
I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauli Hawai'i.

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.

Dr. Hussey concluded that Native Hawaiian education is:

- Based on educating through the cultural, not about the culture–its language, people, places, knowledge and practices;
- Actionable; based on more than theory and practice, but based on our actions–family, community, research;
 - Ho'okele wa'a navigation practices
 - Mahi 'ai farming practices
 - Lawai'a fishing practices
 - Mo'olelo stories are powerful and full of insight regarding our earth, the sky, the dimensions of past, present and future
- About controlling the narrative and telling our own stories.

NHEC appreciates POL's invitation to participate in the book launch panel and the opportunity to provide context to the information regarding Native Hawaiian education.

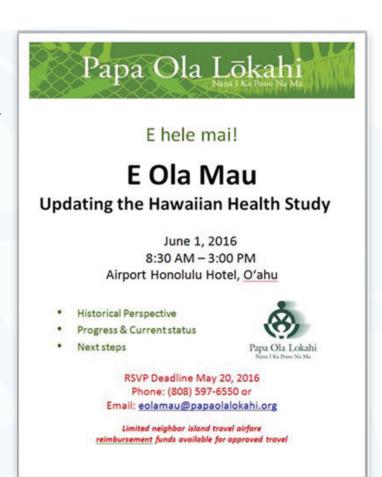


KOMO MA KE KAIĀULU COUNCIL IN THE COMMUNITY

PAPA OLA LŌKAHI'S "E OLA MAU: UPDATING THE HAWAIIAN HEALTH STUDY" FORUM

On June 1, 2016, NHEC's chair participated in a panel update, sponsored by POL regarding the Native Hawaiian Health Study, *E Ola Mau*. Similar in nature to NHEC, POL's statutory responsibilities are national in scope, relating to the Native Hawaiian Health Care Improvement Act, and include:

- Coordinating, implementing and updating a Native Hawaiian comprehensive master plan;
- Conducting training for Native Hawaiian care practitioners, community outreach workers, counselors, and cultural educators;
- Identifying and performing research regarding Native Hawaiian disease prevalence;
- Developing an action plan for system implement;
- Serving as a clearinghouse;
- Coordinating and assessing health care programs and services provided to native Hawaiians; and
- Administering special projects.



MAHALO



735 Bishop Street Suite 224 Honolulu, HI 96813

Office: (808) 523-NHEC [6432] Email: nhec@nhec.org

www.nhec.org

