

**NATIVE HAWAIIAN EDUCATION COUNCIL**  
**Annual Report for Fiscal Year**  
**October 1, 2002 – September 30, 2003**

**Project Background**

The Native Hawaiian Education Council was established by Congress in 1994, and reauthorized as part of the No Child Left Behind Act of 2001, Public Law 107 – 110, Title VII, Part B, the Native Hawaiian Education Act. Among other things, this act authorizes the Secretary of Education to make a direct grant to the Education Council to carry out the following activities:

1. Coordinate the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.
2. 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.
3. 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 under this part, relating to Native Hawaiian education, and serve, where appropriate, in an advisory capacity.
4. Make direct grants, if such grants enable the Education Council to carry out the duties of the Education Council, as described in paragraphs (1) through (3).

The Council has interpreted this statutory mandate to be representative of the following  
**KEYWORDS:** Program Coordination, Educational Assessment, Educational Improvement, and Direct Grants. Due to limited financial resources, the Council has opted not to pursue making direct grants at this time, but will seek additional federal, state, and private funds to enable it to accomplish this part of the Native Hawaiian Education Act.

The NHEC is a twenty-five (25) member, State Council consisting of seven (7) Native Hawaiian Education Island Council (NHEIC) subsidiaries representing the islands of Hawai'i, Maui, Lana'i, Moloka'i, O'ahu, Kaua'i, and Ni'ihau. The Council declares that it is the right of Native peoples to control their own education system and institutions, providing education in their own languages and in a manner appropriate to their cultural methods of teaching, learning and assessing.

This report highlights the Council's activities for the fiscal year, which commenced October 1, 2002 and concluded on September 30, 2003. This report is shared to update the community on Native Hawaiian education issues and initiatives, and to advise our congressional delegation, and appropriate Federal, State, and local agencies as to the status of Native Hawaiian educational programs and services.

### **Program Coordination**

In the area of Program Coordination, the Council was involved with the following events and activities:

#### **A. Councilwide**

1. Administration of the Native Hawaiian Education Council and Island Councils. For fiscal year 2002 - 2003, the Council administered its office and activities under Grant Award No. S362B020001. The Council office is located at the Kamehameha School's Kapalama Campus in Honolulu, Hawaii, and is there by permission and without rental charge. This arrangement has been beneficial to the Council, and is in line with their Phase II of their Strategic Implementation Plan, which calls for Kamehameha Schools to extend its educational reach in collaboration with others. However, at some point in the future, the Council may need to secure other office facilities in the event we are required to relocate due to changes in Kamehameha's plans.

Full-time personnel during this fiscal period included the Executive Director, Administrative Assistant and Fiscal Specialist. Personnel biographies are:

Executive Director, Peter Hanohano Jr., provided overall administrative and operational leadership to the office and Council. He completed his Ph.D. in First Nations Education at the University of Alberta in Edmonton, Alberta, Canada in November 2001. He has worked as the Director of the Multicultural Center at Southern Utah University in Utah, and as the Minority Student Counselor at Hawai'i Community College, Hilo, Hawai'i. His educational background includes a Bachelor of Science in Sociology, a Master of Education in Educational Psychology, and a Juris Doctorate in Law.

Administrative Assistant, Heather Kina, provided general office and administrative support to the Council, having earned her Associate of Science degree from Cannon's Business College in Accounting, with many years of experience as an Administrative Assistant. She previously worked for the Native Hawaiian Health Scholarship Program, Paradise Water, Coca Cola Bottling Company, and Aloha State Sales.

Fiscal Specialist, Frank Oducado, provided fiscal and budgetary support and management to the Council, and earned his Master of Arts degree in Organizational Management from the University of Phoenix. He also has a Bachelor of Science degree in Business Management from the University of Phoenix. He previously worked for IT/OHM Remediation Services Hawaii, and for Raytheon Services on Johnston Island.

2. NHEC State Council Meetings. The NHEC State Council met on a quarterly basis to coordinate and conduct various statewide meetings, activities and business. To reduce costs and to minimize travel, State Council meetings were held on the island of O'ahu due to its central location and fewer council members requiring travel. However, discussions have considered holding meetings on the neighbor islands on a rotating basis to better coordinate the educational programs and services and to encourage the participation of those island communities in the discussion of educational issues and initiatives of broad statewide concern (see attached State Council minutes).

3. NHEC Executive Committee Meetings. The NHEC Executive Committee consists of a Chair, Vice-Chair, Secretary, Treasurer, and Immediate Past-Chair. The Executive Committee met on a monthly basis to determine and set Council policies and procedures, and implementing the mandate and intent of the Native Hawaiian Education Act (see attached Executive Committee minutes).

4. NHEC Web Site. The Council's Web Site is located at [www.nhec.us](http://www.nhec.us), and is updated periodically. While the website contains background and basic information concerning the Council, including the following information and activities (see attached Website information):

- The vision, mission, guiding principles, and goals of the Council
- Background information about the Council, and supporting federal legislation
- Contact information for State Council and Island Councils
- Links to Native Hawaiian educational and related organizations
- Calendar of Events
- Annual Council and Island Council meeting minutes and reports
- Members of the NHEC and NHEICs, with brief biographies and photos (still to be added)
- Council Recommendations and Committee Reports (still to be added)
- Native Hawaiian Resource Inventory Database (still to be added)

#### B. Statewide

1. Native Hawaiian Resource Inventory Database. The Council continues to work on developing a database of existing Native Hawaiian educational programs and community resources available by island to Native Hawaiians, and portions of which will soon be added to its website. The Native Hawaiian Resource Inventory is continually being updated because of changes in funding and eligibility, and is being developed in partnership with Kū Ha'aheo, the Native Hawaiian Community-Based Education Learning Centers located at Waiākea High School and Hilo High School on the Big Island. The database includes the following information:

- organizations/agencies' names
- specific programs and activities
- program and activity type
- funding source
- contact information and eligibility criteria

All of the information will be available in the English language and mirrored in the Hawaiian language. The database will allow for downloading of data, which may then be printed in hard copy for use by community, government and educational institutions.

2. Native Hawaiian Education Association. The Native Hawaiian Education Association is a grassroots organization focused on supporting, encouraging, networking, collaborating, and furthering the work of those tasked with the responsibility of educating Native Hawaiian children. As an association, NHEA advocates an educational philosophy, which acknowledges a Native Hawaiian perspective to teaching and learning in the 21st century. Modeled after the National Indian Education Association (NIEA), the NHEA is comprised of Native Hawaiian educators, administrators, students, and community members committed to improving educational opportunities and attainment for Native Hawaiians. The Association has as its ideals the following:

- Provide support for educators and practitioners who teach Native Hawaiians;
- Facilitate a network of Native Hawaiian educators and practitioners who share and promote ideas, programs, and activities in the education of Native Hawaiians;
- Unify the voices of the Native Hawaiian people, represented by those in education;
- Advocate an awareness of needs, strategies, and solutions in the education of Native Hawaiians;
- Advocate native education as a human rights issue as described in the "Coolongatta Statement on Indigenous Peoples' Rights in Education," ratified during the 1999 World Indigenous Peoples Conference on Education in Hilo, Hawai'i and submitted to the United Nations, August, 1999.

The Council continues to be a major supporter of the NHEA, and Council and Island Council members attend its annual convention, which brings together educators, parents, community members and students in a celebration of Native Hawaiian education. Held in March 2003 at Leeward Community College, the 4<sup>th</sup> Annual NHEA Convention theme was *ʻŌpuʻu Aʻe*, which means budding forth. Just as flowering plants send out young buds that eventually mature into flowers, so too do humans begin to mature into adults. The annual convention has also been a maturing of the NHEA, in helping it to develop into a mature, vibrant organization, taking its place among the leaders dedicated to making a difference for Native Hawaiians. The annual convention has been a venue wherein the Council has found support from the wider Native Hawaiian community for much of its initiatives, Cultural Guidelines, culturally responsive models and collaborations, and exemplary programs for developing teachers and students.

3. Native Hawaiian Charter School Alliance. The Native Hawaiian Charter School Alliance is a group of community based educational alternative schools designed to respect and honor Hawaiian cultural values, philosophies and ideologies. The charter school movement encourages innovative educational approaches to improve public education and expand public school choice. As such, charter schools are exempt by law from most statutory and regulatory requirements in exchange for performance based accountability. The Council supports the Native Hawaiian Charter School Alliance in principle, and is examining different ways that it can provide additional support and assistance.

4. Grantee Cluster Meetings. The Council assisted in the gathering that brought together grantees of the Native Hawaiian Family Based Education Centers (FBEC) in a collaboration meeting on Oct. 22, 2002 at the Honolulu Unit of the Queen Liliuokalani Children's Center. The collaboration resulted in the following:

Desired Outcomes:

- An established support network for early childhood grantees
- A list of services currently being federally funded and offered by each of the grantees
- An increased understanding of what grantees are planning for the future
- A list of where each grantee is providing service

Overview of Native Hawaiian Education Act

Peter Hanohano – Executive Director, Native Hawaiian Education Council provided an overview of the Native Hawaiian Education Act. Five handouts were provided to support his remarks.

a. A letter from Susan B. Neuman, Assistant Secretary of Education to the US Department of Education stating the five absolute priorities of the legislation

- Family-Based Education Centers
- Curriculum Development
- College Preparation and Scholarship Support
- Gifted and Talented

- Community-Based Learning Centers
- b. House Report 107-342 entitled "Making Appropriations for the Departments of Labor, Health and Human Services and Education, and Related Agencies for the Fiscal Year Ending September 2002, and for Other Purposes" which include money for Native Hawaiians
- c. Section 7204 of Title VII – "No Child Left Behind" legislation that addresses the Native Hawaiian Education Council and Island Councils
- d. Status of FY2003 Appropriations Bills (as of 9/10/02) – In 2002, 30.3 million dollars were appropriated
- e. Federal Register, Monday, September 30, 2002, Part III – Department of Education / Preschool Evaluation Research; Notice.

Sources of information include:

[www.senate.gov](http://www.senate.gov)

[www.house.gov](http://www.house.gov)

Native Hawaiian Education Council Office – 842-8044

For the neighbor islands – 1-800-842-4682 ext.8044

Grantee Sharing

Due to the collaborative nature and partnerships amongst and between grantees, current efforts and future plans of each program were integrated in their presentations. *Future plans are indicated in italics.*

Ho'owaiwai Na Kamali'i – Alu Like

Summary of Current Efforts

- Does not provide direct service, conducts community needs assessment with families
- Role: convene early childhood education providers and families

- What are the needs?
- How can they be met?
- Currently in 6 Oahu communities and neighbor island counties. (Neighbor islands are administered by INPEACE)
- Funding to 2003 for Alu Like
- Neighbor islands funded for 3 more years until 2005

Examples of activity include:

- Ko'olau loa, (in partnership with the Casey Foundation) is planning with PHK, identifying outcomes for keiki – strategy is “one-stop shop” for early care and education services.
- Ho'owaiwai Na Kamali'i (INPEACE) has facilitators for 6 different communities statewide
- *Ko'o lau poko – plans to map out cultural sites*
- Waianae: strong network established with PHK (focus on health needs) and Kellogg Foundation – SPARKS (focus on school readiness)
- Ho'owaiwai Na Kamali'i – Compiled data on Native Hawaiian keiki, four domains of well being: a) family support, b) health, c) parent education, and d) early education
- Ho'owaiwai Na Kamali'i – (INPEACE) Keiki – STEPS Family Based Education Centers / Nanakuli, Waianae, Kealakehe.
- *Ho'owaiwai Na Kamali'i (INPEACE) Future sites: Maili Elementary, Key Project, Keaukaha possible, Kamaile Elementary, Makaha Elementary*
- *New F-BEC grant, establishes 3 year plan developed by Kanani Aton – engage communities, develop method for collecting cultural data, target remote (untouched*



*communities), bring communities together around early childhood/education, host community workshops to include skill building, grant writing, fundraised*

- *INPEACE establishing partnerships with SPARK, Edith Kanakaole Foundation, Keiki o Ka Aina, etc.*

#### Edith Kanakaole Foundation

##### Summary of current efforts

- Laukahi Program (family-based preschool)
- Comprehensive services
- Integrates information from other curricular programs
- Utilizes resources in community – Kupuna,
- EKF hosts public charter secondary school
- Expects families to participate
- Conducts Pre-natal training
- Conducts a community health fair
- Gathers providers in the community

#### Alu Like – Ho’okahua Division

##### Summary of Current Efforts

- 3 island managers
- PINK – Palama I Na Keiki – Help parents prepare keiki for school success. Core home visiting service, workshops for “ohana” providers
- Child care subsidy – quarterly meetings of child care providers “subsidies”
- PINK – connect families to area play groups

*Future Plans include:*

- *Father's Program – will design curriculum to engage dad, planner has been hired*
- *Target hapai families – accept families until keiki is 2 years old*
- *Intergenerational Programming – integrate with kupuna program*
- *Hawaii Isle – Home visiting, future – small group of families, teen and group specialists staff*
- *Tri-Isles – Maui – group teen specialists, (parent-child playgroup / once a month), Kauai – group teen specialists, (parent-child playgroup /partnering with Good Beginnings Alliance playgroup), Molokai – 2 playgroups a month – focus on toddlers, more group activity with follow-up homevisit, intergenerational activities on all islands.*
- *Oahu – criteria for eligibility – first or second time parent, education focus NOT child abuse prevention*
- *Kapolei, Kaneohe, Kalihi – partnering with Parent Child Development Center, INPEACE*
- *Focus on home visiting – get them ready for preschool, play mornings in area*

#### *Keiki O Ka 'Aina – Family Living Centers*

*Summary of Current Efforts – 13 school sites*

#### *Traveling Pre-School*

- 17 sites including HIPPY sites. HIPPY stands for Home Instruction for Parents of Preschool Youngsters – Kalihi Baptist, Kalihi-Palama Library, Ewa Com, Makakilo District Park, Palolo Rec. Center, Queen Liliuokalani Elementary, Haleiwa Gym, Booth Park
- 4 new sites to be added next month – will be Hawaiian Immersion sites – considering Papakolea (1 day), Waianae (1 day), Waimanalo (2 days)

- 3 teams, 4 days a week, 1 Pa'a site – 4 days
- Site selection determined by:
  - a) high # of Native Hawaiians – must be able to sustain a class of 20 keiki
  - b) community called expressing a need

#### HIPPY sites

- Playgroup – site to support HIPPY socialization
- HIPPY supports the cognitive development (17 sites) – SAT based kindergarten readiness program
- Traditionally – Home visitor program – group meetings once a week – offer homevisit.
- Partners with Even Start, Na Kamalei, Punana Leo, INPEACE
- 370 keiki serviced in 2002 of which 80 were Hawaiian
- Cost is \$1500 to 2000 per child
- staff development provided to parents for them to become paraprofessionals
- Curriculum started in Israel, cognitive focus but moved to social-emotional
- Offering training for facilitators – Begin with one week, ongoing is 1 day per week

#### 0-3 Programs

- Will start January 2003 with 15 students, prenatal up to 3 years old
- Wonderful Ones, Amazing Infants, Terrific Twos
- Run like a playgroup – focus on parent
- Birth to 3 curriculum (from Oregon)
- Family Development Classes – Schonkoff research findings indicate mental health of parents is critical – classes are every 2-3 weeks, stress management, begin with parents

and then move to child development, Curriculum has aspects of E Ola Pono (DA-HIPPY

CORP program – staff development, earn \$ through Americorp (HIPPY CORP)

- Family Literacy component
- Child Care Respite
- Volunteer Coordinator
- Training new child care providers

#### Research

- Focus on school readiness – mental health of keiki and parents
- Evaluation of parents learning – looking at lots of measures (4SQ's, Vineland, Woodcock/Johnson) You can preview measures and return them.

#### Program of Mothers Who are Prisoners

- Small group of about 10
- Serve families who have custody of child and mom who is incarcerated

#### Curriculum Development

- Punana Leo is bidding the translation of the HIPPY curriculum into Hawaiian

#### Future

*HIPPY drives everything*

- \$ to serve 500 HIPPY children
- expand to neighbor islands (not sure how yet)

Aha Punana Leo

Summary of Current Efforts

Just received funding for the next three years – ending in 2005. Funding is to:

- Build Kahua – preschools, solidify standards, streamline operations

- Build foundation (Pre-schools) streamline standards
- Incorporate family literacy into pre-school (possible collaboration with Anna Sumida at Kamehameha Schools, and Family Resources in Extension Education)
- Stabilize Nawahiokalaniopu'u
- Research and document the effort to "sustain our people"/ to sustain the program and system of education
- 195 families served, about 70% full
- Funded "EO MAU LOA" – until 2005, sustain what is
- 12 Punana Leo sites – Hilo, Waimea, Kona, Wailuku Lahaina, Ho'olehua, Molokai, Kawaihau, Kalihi, Koolauloa, Waianae, Kaneohe, Puhi
- Hours are either from 7:15 AM to 4:00 PM or 7:15 AM to 5:00 PM
- Evening weekly classes for parents
- For ages 3-5 years old, 94% Hawaiian, \$350 tuition (Less than 50% pay this)
- Kanoe Kanakaole – Family Involvement Coordinator
- Kaipua'ala Crabbe – Directors' Coordinator
- Noelani Iokepa Guerrero – Teacher Coordinator/Program Evaluation Coordinator (located in Nuuanu)
- Families referred to other funding subsidies before eligible for Aha Punana Leo \$
- Family involvement – each site has a coordinator, parent boards, they fundraise, parents must attend language classes once a week – In 2001-2002, piloted HIPPY program/wellness
- Partners include: Native Hawaiian Education Council / "Honua Maoli Ola", INPEACE, HO'OWAIWAI NA KAMALI'I, Good Beginnings Alliance

- Aha Punana Leo standards are aligned with “Honua Maoli Ola” and the Alaska Native standards

#### Future Plans

- *Develop database of our programs, family profiles, etc.*
- *Implementation of our standards*
- *Conduct study of teacher preparation for immersion pre-school – identify important competencies*

#### Hui Imua O Ko’olauloa

##### Summary of Current Efforts

(Funded until 10/2003, with a request for an extension to 1/2004)

The Hui Imua project is focused on two primary objectives: 1) improving school readiness through direct services for pre-K keiki and 2) use the process (collaboration model) to effect sustainable improvement to the early childhood service system.

Outcome measurements include independent assessment of the process and thumbnail evaluation of school readiness in kindergarten (teachers “blind rank” keiki on cognitive and social skills, as well as, complete an individualized Hui Imua-developed assessment on keiki that have come through any one of the partner programs)

Provide direct service (especially as a safety net for families that cannot get other assistance) through contracts for services from 5 partner agencies:

- Healthy Start Ko’olau’loa for high risk situations with families with 0-5 year old keiki
- Hoala Na Pua parent participation playgroups for 2-3 year olds
- Three types of pre-schools for 3-4 year old keiki – Punana Leo (Hawaiian Immersion Language), Head Start (comprehensive services), Rainbow School in Kahuku

## System Improvement

- Because partner agencies are regularly brought together, collaboration and synergy are improving overall service delivery in the region, e.g., programs are sharing tools (i.e.: evaluation tools, etc.) cultural practices, etc.
- Training and professional growth opportunities are helping to build capacity and sustainable improvements e.g., PACE staff development brought out to Ko'olau'loa. Parent workshops, first aid and CPR certification, etc.
- Interagency events are helping to boost awareness of resources and potential partnerships e.g., Kahuku Hospital's efforts to provide health services "without walls."

## *Future Plans*

- Will write for another grant with more emphasis on pre-school slots (many "gap" families don't qualify for subsidies)

## TuTu and Me

### Summary of Current Efforts

- Adult/Child Interaction
- Target – Kupuna caregivers
- Support caregivers and promote successful care giving practices at home
- Help improve school readiness
- 4 locations – Team C/2sites, 3 hours with set up and breakdown
- Haleiwa – Liliuokalani Protestant Church – M, W - 8:30 AM-10:30 AM
- DOE – Pauoa Elementary – T, TH - 8:30 AM –10:30 AM

Makikilo Elementary – M, W – 8:30 AM – 10:30 AM

Pu'ohala Elementary – T, TH – 8:30 – 10:30 AM

- Ages – Birth to 5 years old
- Target (birth to 5 year olds) – Number is 50 keiki maximum at each site

#### Selection of sites

- Based on need and # of Hawaiians
- Ho'owaiwai Na Kamali'i, QLCC assisted with information
- Or call from the community expressing need (Makakilo)
- Priority

Native Hawaiian keiki cared for by elder

Native Hawaiian keiki cared for by parent

Non Native Hawaiian keiki cared for by elder

Non Native Hawaiian keiki cared for by parent

#### *Future Plans*

- *Expand to the Big Island – Waimea and Kohala*
- *Expand on Oahu*

#### INPEACE

- INPEACE is working in partnership with many of the afore mentioned programs.
- In Waianae, there is a Master Plan for early care and education with HO'OWAIWAI NA KAMALI'I, PHK and INPEACE
- INPEACE has three grants
- Evaluation is being conducted with Shawn Kanaiaupuni from Kamehameha Schools
- Play Mornings (6) – Keiki Steps
- Going where asked – Kaneohe KEY Project, Maili Elementary, Keaukaha



- HO'OWAIWAI NA KAMALI'I – collecting meaningful data, gather councils and present data. Look at how data will facilitate change.

#### Location of FBEC services on “colored” maps

Maps showing percentages of Hawaiian Mixed Race Children, in various neighborhoods, were posted on the walls. One set of maps was for 0-2 year olds and another set of maps was for 3-5 year olds. Six different colors, on each map, indicated what percentage of children in that age group was living in a particular neighborhood.

Participants were given dots to place on the map to show where services were being provided. While this activity provided an immediate visual method for spotting whether services were being provided in areas where there were high percentages of Hawaiian Mixed Race Children, the data from this activity was misleading for several reasons.

- Aha Punana Leo delivers their program at a particular site designated on the map but families are traveling from other parts of the island to have their children attend. A dot placed in Kahuku does not mean that only children from Kahuku are being served. This may be the case with other programs as well.
- The percentages from map to map vary. The salmon-colored areas indicate the highest percentage of children but the percentage ranges on each map are different. For example on the Central West O'ahu map for 0-2 year olds, the salmon-color represents 19.7% to 60% and on the Waianae map for 0-2 year olds, the salmon-color represents 16% to 23%. This makes the comparisons uneven.
- Using percentages with varying totals can skew the perspective. For example, if an area has a total of 100 children then 10% is 10 children. But if an area has 1,000 children then

10% is 100 children. In both cases 10 % is being reported but when you at 10% of what total, it is a significant difference in numbers.

- Without zip codes on the maps it was difficult to pinpoint the location of the programs represented by the dots.

The value of the activity was to see immediately whether or not services were being provided in areas with high percentages of Hawaiian Mixed Race Children. However further analysis is required to report the details.

#### *To Do List for the FBEC Grantees Network*

Grantees generated the following list of activities for future meetings of the FBEC Grantee Network.

- Share and provide relevant updates
- Discuss issues related evaluation and share tools
- Offer training opportunities for staff
- Network and partner – get to know other partners
- Address “systems change”
- Continue to include neighbor islands. Inclusion of neighbor islands is good.
- Develop a Master Plan from the communities for sustainability / create an infrastructure for sustainability
- Learn more about strategies to deal with “gap” families
- Discuss how to planfully place services
- Collaborate rather than compete
- Visit other programs
- Create a website

# Grantee Meeting Participants

Name	Organization	Phone #	E-mail address
Noelani Iokepa-Guerrero	Aha Punana Leo	521-7039	<a href="mailto:noelani_i@leoki.uhh.hawaii.edu">noelani_i@leoki.uhh.hawaii.edu</a>
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Poni Medeiros	Tri-Isle Pulama I Na Keiki	244-8849	<a href="mailto:PMedeiros@alulike.org">PMedeiros@alulike.org</a>
Luana Jardine	Alu Like, Inc. Pulama I Na Keiki	674-8409	<a href="mailto:LJardine@alulike.org">LJardine@alulike.org</a>
Dixie Padello	INPEACE SPARK-Wai'anae	696-3482	<a href="mailto:Padello001@hawaii.rr.com">Padello001@hawaii.rr.com</a>
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Pilialoha Johnson	Edith Kanakaole Foundation	961-5242	<a href="mailto:pili@edithkanakaolefoundation.org">pili@edithkanakaolefoundation.org</a>
Ho'oipo DeCambra	Ho'owaiwai Na Kamali'i (Waianae)	696-3482	<a href="mailto:mdecambra@alulike.org">mdecambra@alulike.org</a>
Maralyn Kurshals	Good Beginnings Alliance	695-7485	<a href="mailto:mkurshals@goodbeginnings.org">mkurshals@goodbeginnings.org</a>
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Tori Tuala	Hui Imua o Ko'olauloa	237-1226	<a href="mailto:huiimua@hawaii.rr.com">huiimua@hawaii.rr.com</a>
Marci Arroyo	INPEACE	216-3065	<a href="mailto:keikisteps@hawaii.rr.com">keikisteps@hawaii.rr.com</a>
Wendy Mow Taira	Ho'owaiwai Na Kamali'i	845-0275	<a href="mailto:wmowtaira@alulike.org">wmowtaira@alulike.org</a>
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Donna Ching	Hui Imua o Ko'olauloa	237-1226	<a href="mailto:dlching@aol.com">dlching@aol.com</a>
Gale Flynn	Queen Liliuokalani Childrens Center	847-1302	<a href="mailto:gflynn@QLCC.org">gflynn@QLCC.org</a>
Peter Hanohano	Native Hawaiian Education Council	842-8044	<a href="mailto:p-hanohano@hawaii.rr.com">p-hanohano@hawaii.rr.com</a>
Karen Aka	Knowledge, Inc. Facilitator	384-6521	<a href="mailto:karenaka@hula.net">karenaka@hula.net</a>

a. National

1. Annual NIEA Convention, Albuquerque, NM, Nov. 2 – 6, 2002. The 33<sup>rd</sup> Annual National Indian Education Association Convention was held November 2002 in Albuquerque, New Mexico, and attracted more than 3,000 Native educators, administrators, tribal and community leaders, parents and students, and well over 150 exhibitors. The NHEC was well represented at the convention with 57 State and Island Council members in attendance. The theme of the convention was, "Keeping the Commitment to American Indians, Alaska Natives and Native Hawaiians." The theme was especially relevant as decisions are made at the national, state, and local level impacting the education of all Native children. It then becomes our responsibility to ensure that these decisions are inclusive of Native input, and address the unique situations and concerns of our various Native communities. Thus, the discussions surrounding this theme allow us to hold our political leaders to their promises of truly making education a priority for all Native children and communities.

The Convention was especially gratifying to the Council and for Native Hawaiians as Dr. David Sing's influence was very much apparent as the Keynote Address on the opening day was delivered by Dr. Manu Meyer, a Native Hawaiian, who spoke on the impact of Indigenous philosophy and epistemology on educational pedagogy, curriculum, environment and assessment. An Assistant Professor of Teacher Education at the University of Hawaii at Hilo, Dr. Meyer has developed a teaching philosophy that incorporates Hawaiian cultural practices in all aspects of justice, health, education, sustainability and land stewardship. Her work is now in hermeneutics, the philosophy of interpretation. She has had a life-long dedication to *ho'oponopono*, the Hawaiian mediation process that she uses in all facets of her life and work.

With the assistance of NHEA and NHEC/IC members, the 2002 Convention featured the most Hawaiian-focused workshops ever presented at the NIEA, and included the following:

- The Melding of Native Hawaiian Educational Theory and Practice, by Kaimipono Kaiwi
- Will "No Child Left Behind" Leave the Hawaiian Language Behind, by Puanani Wilhelm

- A Native Perspective to Develop a National Vision: A Native Program Resulting in a National Model for Raising Aspirations, Achievement & Native Pride, by Dr. David Sing
- Building Self and Building Communities – Using Our Assets, by Tamar deFries & Wendy Mow-Taira
- Ke Ala o na Kupuna (The Path of Our Elders), by Puanani Wilhelm
- Ho'oponopono: Nurturing of the Spirit, by Anona Napoleon
- Molokai Nui a Hina, by Anita Arce & PRISM students
- Nana I ke Kumu: Na Makana o na Kupuna o Molokai, by Edna Cathcart & Molokai NHEIC
- Ka Molokai Makahiki, by Moke Kim & Molokai NHEIC
- Na Honua Maui Ola: Guidelines for Culturally Healthy & Responsive Learning Environments, by Keiki Kawai'ae'a

All workshops were well attended, and the audience responsive and genuinely interested in the Native Hawaiian educational initiatives. There is much going on in Native Hawaiian education across the state and on every island, and the annual NIEA Convention is an excellent venue and opportunity for sharing of best practices and innovations. It is also a time and place for us to learn about successes and achievements occurring with other Indigenous educators and communities.

Finally, the Native Hawaiian Education Association (NHEA), with the support of NHEC submitted a bid to host the 2007 NIEA Convention in Honolulu, Hawaii. To enhance the bid process, NHEA and NHEC jointly sponsored an Exhibition Booth that highlighted State and Island Council activities; posters and flowers and other Hawaiian gifts provided by the Hawaii

Visitors Bureau; and program information and brochures of many Native Hawaiian education programs, services, and institutions.

The NIEA continues to be supportive of Native Hawaiians and Native Hawaiian education. The NIEA provides NHEC with a forum to learn more from our American Indian and Alaska Native counterparts, and are as concerned about the obstacles and barriers faced by all Natives. What affects one Native people, seems to affect all Native people. The NIEA was established to address those very inequities. As the NIEA mission statement declares:

The mission of the National Indian Education Association is to support traditional Native cultures and values; to enable Native learners to be contributing members of their communities, to promote Native control of educational institutions; and to improve educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States.

2. 7<sup>th</sup> Annual NIEA Legislative Summit, Washington, DC, Mar. 9-11, 2003.

Representatives of the Council attended the NIEA Legislative Summit, and had the opportunity to inform our Congressional delegation regarding the specific educational issues affecting Native Hawaiians. The Council recognizes the contributions and impact the Native Hawaiian Education Act has had on the lives of Native Hawaiians. However, due to limited resources, not all Native Hawaiians benefit from these educational programs. The Council has determined that federal recognition of Native Hawaiians' inherent right to self-government and self-determination is crucial to future support of Native Hawaiian educational programs and services. The Council's 2003 Talking Points presented its priorities for congressional support and consideration as follows:

For Fiscal Year 2003:

#### Native Hawaiian Education Act

- In respect of self-determination, the Secretary of Education is not the appropriate person to appoint NHEC members. A process must be developed from within the Hawaiian community to appoint council members.
- Additional monies are needed to support activities not yet funded such as,
  - Activity (C) beginning (K-grade 3) reading and literacy in either the Hawaiian or English languages,
  - Activity (G) professional development for educators
  - Activity (J) Research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults.
  - Activity (K) other research and evaluation activities related to programs carried out under the NHEA
- Support for an additional activity related to the expansion of Kūpuna as intergenerational instructors in the schools.

#### No Child Left Behind Act

- Support the Hawaiian community in its own design and development of content and performance standards with appropriate assessments that are culturally relevant to Native populations.

#### Supplemental Requests

- Support for the planning of a Native Hawaiian Higher Education College Consortium.
- Expand leadership / internship opportunities for Native Hawaiians in the three branches of the federal government.

For Fiscal Year 2004

#### Native Hawaiian Education Act

- Urges Congress to increase funding for the Native Hawaiian Education Act to \$35 million, an increase of \$4 million over 2003, which supports on-going and new initiatives as specified by the Act.

#### Early Care and Education Bill and Head Start Act

- Provide access to quality care giving for infants and toddlers and training for family care givers to help children reach age appropriate developmental milestones.
- Support for additional early care and education efforts to better prepare Native Hawaiian children for school readiness through a continuum of services from the prenatal stages of development to kindergarten.
- Support the design and development of culturally appropriate assessments and measures.
- Ensure that no standardized assessments be used to ear-mark failing preschools and withhold federal program support.
- Promote the comprehensive services approach currently available through Head Start.
- Expand Head Start programs to serve all Native Hawaiian children.

#### Welfare Reform Act

- Provide educational training, child care support and transportation to Native Hawaiian communities lacking economic opportunities.
- Ensure quality care giving environments for children of Native Hawaiian parents required to work.

#### Individuals with Disabilities in Education Act

- Fund IDEA to meet the federal legislative mandates thereby supporting the State of Hawai'i's implementation of this Act.



- Support culturally-based programs servicing Native Hawaiian students with special needs.

Gear Up and TRIO Programs (Talent Search, Upward Bound, Student Support Services, Educational Opportunity Programs, and Ron McNair)

- Continue congressional support for Gear-Up and Trio programs that allow for greater participation of Native Hawaiian students.

#### Recommendations

1. The Council should continue to participate in the annual NIEA Legislative Summit as it provides essential updates to federal legislative actions and appropriations. This could be a function of the Legislative Subcommittee under Goal Team 1, Culturally Appropriate Practices.
2. The Council should solicit public and community support for its Talking Points, with the view of seeking federal and state support for funding of those initiatives.
3. Work to establish a National Office of Native Hawaiian Education to deliver services to Hawaiians on a national level.
4. Network with the American Indian Higher Education Consortium (AIHEC) and Consortium for Alaska Native Higher Education (CANHE) for assistance in establishing a Native Hawaiian Tribal College system. Assistance with chartering, funding and accreditation need to be addressed.
5. Provide leadership and practical experiences to young Native Hawaiians through annual internships to work with members of our congressional delegation or with federal program offices including the USDOE.

b. International

1. 1<sup>st</sup> Annual WINHEC Executive Board meeting, Nov. 8-14, 2002, Todd Park, Porirua, Aotearoa. The Annual Meeting began with a traditional Maori welcome at Takapuwahia Marae Porirua on Friday Evening, 8 November. The marae is the home of the local iwi/tribe – Ngāti Toarangatira. (Ngāti is a prefix used by most tribes in New Zealand. It means the “group of” that is tied by kinship and by location). Executive Members present included: Turoa Royal, Rongo Wetere, Ray Barnhardt, Tom Davis, Peter Hanohano, Verlie Ann Malina-Wright, Beris Anning, Veronica Arbon, and Richard Jenkins. Other visitors and friends attending the meeting included: Will and Marylou Antell, Shirley DeFoe, Bill Chapman, Boni Robertson, Angela Malclom, Guy Royal, Trevor Moeke, Gary Hook, Bentham Ohia, Kate Cherrington, Carol Tauroa, Naumai Tauroa, Mana Forbes and Tania Bristowe. Kiri Price provided the secretarial assistance while Mavis Hirini acted as hostess for the group.

The Council’s participation with WINHEC furthers all three of its mandates of Program Coordination, Educational Assessment, and Educational Improvement, and provides international support for Native Hawaiian higher education issues and initiatives. All WINHEC members have expressed interest in collaborating with the Council in helping to establish a Native Hawaiian Tribal/Cultural College Consortium.

Some of the business that was completed in the two days included:

- Understanding the Foundations of WINHEC by issuing and discussing the UN Draft Declaration on the Rights of Indigenous Peoples, The Mataatua Declaration on the Protection of Cultural Property Rights and the WIPCE Coolangatta Statement.
- Reviewing the history of WINHEC from 1993.
- The Meaning and Membership of WINHEC. It was resolved that Griffiths University be admitted to WINHEC for a year beginning 9 November 2002 under a special membership section on the basis of their work already in progress to support WINHEC.

It was also resolved to increase the number of Canadian members from two to four.

- The confirmation of the minutes of meetings held in Calgary. The minutes some of which were in note form needed a better format and confirmation so that WINHEC would have a record of the original meetings held at Delta Lodge Kananaskis.
- The acceptance of the Interim Constitution for WINHEC. The constitution is now to be discussed in various forums at Board members state/countries prior to ratification in Hawaii in 2003.
- The agreement that the next Board meeting will be held in Hawaii some time in the month of August 2003.

The WINHEC International Information Technology Summit for 2002 was a two-day conference hosted by Te Wānanga o Aotearoa at their Te Awamutu Campus. The objective of the summit was to promote collaboration and sharing of Information Technology among indigenous people. There was representation from the three Wānanga and WINHEC participants from Fond du Lac Tribal and Community College and Hawaii. All reports have indicated that it was a very successful and productive meeting. The group formed another three Working Parties looking at initiatives and research in the IT (Indigenous Technology) field.

Progress Report from the Tribal Colleges/Universities Collaborative by Lionel Bordeaux indicates that progress has been made from August to November in the following areas:

- Resource development for planning and organisations
- Membership Expansion
- Information and publications
- Technology Collaboration

2. WINHEC Working Party on Accreditation, Guiding Principles for WINHEC Accreditation Authority, Adopted by WINHEC Board on Nov. 10, 2002. Following are the

guiding principles to be considered in the formation of an Indigenous higher education accrediting system for implementation under the auspices of the World Indigenous Nations Higher Education Consortium.

- a) The WINHEC Accreditation Authority will serve as a vehicle for strengthening and validating Indigenous higher education institutions and programs based on standards and procedures developed and implemented by WINHEC member institutions.
- b) The criteria for accreditation review will be founded upon the local Indigenous language and cultural beliefs and practices that provide the epistemological and pedagogical basis for the institutions and programs under review.
- c) The primary focus of the WINHEC Accreditation Authority will be the internal congruence and cultural integrity of the institutions/programs under review, with secondary consideration given to linkages with external/mainstream institutions and accreditation systems.
- d) The WINHEC Accreditation Authority will provide a means for institution-level accreditation of Indigenous-controlled higher education institutions, as well as program-level accreditation of Indigenous-oriented programs within Indigenous and mainstream institutions (including teacher education programs).
- e) The accreditation review process will include the role of locally respected Elders and recognized cultural practitioners, and the use of the heritage language(s) as reflected in the institution/program under review.
- f) The WINHEC Accreditation Authority will promote Indigenous research that is respectful of cultural and intellectual property rights and closely integrated with the communities being served.
- g) The WINHEC Accreditation Authority self-study process will be guided by local cultural standards that are developed by the respective Indigenous community, and thus will provide international recognition and validation for educational initiatives grounded in indigenous world views, knowledge systems and ways of knowing.
- h) The WINHEC Accreditation Authority will provide accredited institutions and programs with access to the following WINHEC services:

- (i) Each accredited institutional member shall have one vote on the WINHEC Accreditation Authority Board and shall be invited to participate in program reviews of other candidates for accreditation.
  - (ii) Each accredited member shall be included in the planning and implementation of cooperative activities (e.g., conferences, faculty/student exchanges, shared programs/curricula, cooperative research initiatives) of WINHEC programs and institutions.
  - (iii) Each accredited member shall have opportunities to enroll students in and contribute to the offerings associated with articulated international baccalaureate and graduate degree programs focusing on Indigenous studies, including the acceptance of approved transfer credits among all member programs and institutions.
  - (iv) Accredited members shall have opportunities for faculty and students to form partnerships on joint research activities and to participate in faculty/student exchanges among member programs and institutions.
  - (v) Accredited members shall have access to a database of recognized Indigenous scholars for external review of research papers, theses, grant proposals, manuscripts, etc.
  - (vi) Accredited members shall be invited to participate in and contribute to international seminars, conferences, policy papers and comparable initiatives that pertain to the interests of the member programs and institutions.
- i) Process for Implementation
- (i) Candidates for accreditation shall submit an application to the WINHEC Accreditation Authority and prepare a self-study addressing the criteria for review outlined in the Guidelines for Accreditation of Indigenous Higher Education Programs and Institutions.
  - (ii) The WINHEC Accreditation Authority shall appoint an accreditation review team made up of representatives from at least four member institutions/programs, two of which are from the same national context as the applicant institution/program. The review team shall include a minimum of one Elder who has been associated with a member program or institution.

(iii) The review team shall prepare a report based on a review of the self-study and an on-site visit to the candidate program/institution. This report (including the self-study) shall be submitted to the WINHEC Accreditation Authority for final consideration of membership approval.

j) Issues for Further Consideration

(i) In addition to the initial guidelines and implementation processes outlined above and adopted by the WINHEC Board, the Working Party on Accreditation has identified issues for further elaboration and consideration in preparation for the 2003 Board meeting in Hawaii. Following is a summary of some of those remaining issues, with others to be added as they are identified. Anyone with suggestions for additional issues to be considered is invited to submit them to Ray Barnhardt, Chair of the Working Party, at [ffrjb@uaf.edu](mailto:ffrjb@uaf.edu).

(ii) Formation of WINHEC Accreditation Authority (board composition, management structure, funding, etc.)

(iii) Application procedures and institutional/program review process (administrative procedures, timelines, review team composition, reporting process, etc.)

(iv) Guidelines for the development of local cultural standards and accrediting criteria, including following considerations:

- controlling authority of program/institution closely linked to indigenous community
- sustainable funding structure and mechanism for allocation of resources
- appropriate processes for evaluation of success

(v) Self-study guidelines and requirements

(vi) Preparation of WINHEC Accreditation Authority Handbook, including all of the above, along with a glossary to clarify different uses of related terminology:

- accreditation/qualification/validation
- authority/board/association/system
- epistemology/ways of knowing/world view

- traditions/customs/knowledge/beliefs/values
- Elders/Kaumatua/Kahuna/culture-bearers
- (vii) Relationship with other accreditation agencies (institutional and professional)
- (viii) Relationships between institutions/programs and communities being served
- (ix) Involvement of Elders and youth in the accrediting process
- (x) Strategies for simplicity and ease of implementation at minimal cost

This summary is derived from meetings of the WINHEC Working Party on Accreditation in Albuquerque, New Mexico on Nov. 2–3, 2002 and Otaki, Aotearoa on Nov. 7-8, 2002, followed by WINHEC Board adoption on Nov. 10, 2002.

2. 2<sup>nd</sup> Annual WINHEC Executive Board meeting, August 9 – 15, 2003, Honolulu, Hawaii.  
C) Executive Board in Honolulu, Hawaii, August 9 – 15, 2003. Hosted by the Native Hawaiian Education Council, the conference was held at three different venues on the island of Oahu to give WINHEC Executive Board members a broader view of Native Hawaiian education programs. Thus, the conference occurred at the University of Hawaii Manoa's Center for Hawaiian Studies with Dr. Lilikala Kame'eleihiwa; at Kamehameha Schools with Dr. Michael Chun and Dr. Juvenna Chang; and Windward Community College with Dr. Angela Meixell. Both the Hawaiian hosts and visiting WINHEC Executive members agreed that the conference was beneficial to all, and that Hawaii made an excellent venue for bringing the Northern and Southern Hemispheres together for this memorable occasion.

Established in Kananaskis, Alberta, Canada, at the 2002 WIPCE, WINHEC represents an international Indigenous higher education consortium of tribal colleges and universities with membership including American Indians, Alaska Natives, Native Hawaiians, Maori, Australian Aboriginals, Canada's First Nations people and the Saami people of Norway, Finland and Sweden. Co-Chairs of WINHEC are Lionel Bordeaux, President of Sinte Gleska University, and Rongo Wetere, Chief Executive Officer of Te Wananga o Aotearoa (Maori Tribal University),

and as Executive Chair, Turoa Royal of Te Wananga o Raukawa, with VerlieAnn Malina-Wright and Peter Hanohano representing Native Hawaiians and the Council.

WINHEC is committed to “building partnerships that restore and retain Indigenous spirituality, cultures and languages, homelands, social systems, economic systems, and self-determination,” and agree further to:

1. Accelerate the articulation of Indigenous epistemology (ways of knowing, education, philosophy, and research);
2. Protect and enhance Indigenous spiritual beliefs, culture and languages through higher education;
3. Advance the social, economical, and political status of Indigenous Peoples that contribute to the well-being of Indigenous communities through higher education;
4. Create an accreditation body for Indigenous education initiatives and systems that identify common criteria, practices and principles by which Indigenous Peoples live;
5. Recognize the significance of Indigenous education;
6. Create a global network for sharing knowledge through exchange forums and state of the art technology; and
7. Recognize the educational rights of Indigenous Peoples.

In his Annual Report of 2003, the Executive Chair, Turoa Royal of Te Wananga o Raukawa, reported the following:

1. Framing of the original Declaration on Indigenous Peoples Higher Education, which will be located at the WINHEC Head Office, where so ever located.
2. Development of a WINHEC flag.
3. Development of an Interim Constitution and Memorandum of Understanding.



4. Establishment of 10 Working Parties or Committees, including Research, International Funding, Portability of Programs and WINHEC Accreditation Board, Journal, Distance Education, Website Development Team, Indigenous Institute in Communications, News Releases and Publicity, Common Programs to All, Immigration and Faculty/Student Exchanges.
5. Development of a WINHEC website: [www.win-hec.org](http://www.win-hec.org)
6. Development of a WINHEC logo.
7. Appointment of office staff, headquartered in Wellington, New Zealand.
8. Allocation of office space for WINHEC activities at the Porirua Campus of Te Wananga o Aotearoa.
9. Continue association with and support for the triennial World Indigenous Peoples Conference on Education (WIPCE).
10. Set future WINHEC Executive Board meetings for August 2004, hosted by Griffith University, Brisbane, Queensland, Australia, and November 2005, hosted by Te Wananga o Aotearoa, just prior to the WIPCE Conference in Hamilton, Aotearoa, New Zealand.

Major accomplishments at this conference included the following:

1. Establishment of the WINHEC Accreditation Authority.
2. Adoption and implementation of the WINHEC Accreditation Handbook.
3. Adoption of the Interim Constitution as the Permanent Constitution of the World Indigenous Nations Higher Education Consortium (WINHEC).
4. Development of a WINHEC Grant Proposal and Budget.
5. Reports from various WINHEC Working Parties.

6. Invitation from Te Taihū o Ngā Wānanga (the Māori Tribal Colleges and Universities Consortium) to Native Hawaiian kupuna, leaders, organizations and programs to visit their wānanga.

Recommendations:

1. Actively participate in WINHEC meetings, conferences and activities; and garner support for and advocate for Native Hawaiian higher education needs and initiatives on the international level.
2. Facilitate the establishment of a Native Hawaiian Tribal/Cultural College/University Consortium, by introducing federal and state legislation through amendments to the Tribal Colleges Act or the Native Hawaiian Education Act, and other appropriate funding legislation.
3. NHEC accept the invitation from Te Taihū o Ngā Wānanga (Māori Tribal College and University Consortium) to visit their tribal colleges and universities, and make appropriate budgetary allocations to undertake such a visit.
4. Establish educational and cultural exchanges with WINHEC member institutions, and explore the establishment of online International Indigenous Graduate Programs that are beneficial for Native Hawaiians, and are flexible in allowing our people to remain in their communities, rather than having to move away from home and community.
5. Set aside funds for NHEC Council members to attend the next WINHEC Executive Board meeting scheduled for August 2004, at Griffith University, Brisbane, Queensland, Australia.

6. Set aside funds for NHEC Council members to attend the next WINHEC Executive Board meeting and WIPCE conference scheduled for November 26 to December 1, 2005, hosted by Te Wananga o Aotearoa, Hamilton, Aotearoa, New Zealand.

### **Educational Assessment**

In the area of Educational Assessment, the Council was involved with the following events and activities:

1. Evaluation Hui. Kamehameha School's Research Conference on the Education and Well-being of Hawaiians, September 2003. More than 150 researchers and educators gathered at the Turtle Bay Resort for Kamehameha Schools' inaugural Research Conference on the Education and Well-being of Hawaiians. The Policy Analysis and Self Evaluation (PASE) Division sponsored the three-day conference, which was envisioned as an opportunity to call on the talent, knowledge, and mana'o of practitioners and researchers who have made significant contributions to educating Hawaiian children and improving Hawaiian well-being. Speakers, presenters and panelists addressed Hawaiian well-being from different but complementary angles, covering topics such as health, political economy, family, mālama 'āina, leadership, spiritual/cultural issues, and education. Conference proceedings included the following presentations:

- Andrade, Naleen, PhD, UH Dept. of Psychiatry, An Epidemiological Study of Indigenous Hawaiian Youth.
- Benham, Maenette, PhD, Michigan State University, Educational Policy and Practice Implications on Native Hawaiian Choice.
- Burns-Glover, Alyson, PhD, Dept. of Psychology, Pacific University, Building a Hawaiian-Friendly Education at Pacific University.

- Chong, Clayton, MD, Papa Ola Lōkahi, Ethnic Differences in the Natural History of Breast Cancer among Women in Hawai‘i.
- Crabbe, Kamana‘opono, Papa Ola Lōkahi, Initial Psychometric Validation of He Ana Mana‘o o Nā Mo‘omeheu Hawai‘i: A Hawaiian Ethnocultural Inventory (HEI) of Cultural Practices.
- DeBaryshe, Barbara, PhD, UH Center on the Family, Enhancing Emergent Literacy & Numeracy Skills in Native Hawaiian Preschoolers: The Learning Connections Model.
- Else, Iwalani, PhD, UH Dept. of Psychiatry, The Role of Culture in Predicting Internalizing Symptoms in Native Hawaiian Adolescents.
- Goebert, Deborah, DrPH, UH Dept. of Psychiatry, Factors Influencing Help-Seeking Behaviors for Abuse and Other Women’s Health Issues in Hawai‘i.
- Hagadorn, Linda, PhD, University of Southern California and Katherine Tibbetts, Kamehameha Schools, PASE, Factors Contributing to College Retention in the Native Hawaiian Population.
- Hishinuma, Earl, PhD, UH Dept. of Psychiatry, Demographic and Psychosocial Correlates of School-related Measures for Native Hawaiian and Non-Hawaiian High School Students.
- Kame‘eleihiwa, Lilikalā, PhD, UH Center for Hawaiian Studies, Papa and Wākea: Ancestors Create the World.
- Kawakami, Alice, PhD, UH College of Education, Issues in Infusing Hawaiian Cultural Practice into K-12 Curriculum.

- Lucas, Paul, JD, Kamehameha Schools Legal Division, No Ke Ola Pono O Ka Lāhui Hawai'i: The Protection and Perpetuation of Customary and Traditional Rights as a Source of Well-Being for Native Hawaiians.
- Makanani, Kawika, Kamehameha Schools, Midkiff Learning Center, Inside and Indigenous: Notes on Researching Māori and Maoli.
- Malone, Nolan, Kamehameha Schools, PASE, Modern Hawaiian Migration: Brain Drain or Brain Gain?
- Matsuoka, Jon, PhD, and Trity Pourbahrami, UH School of Social Work, Agenda for Building Communities: Evaluation of Six Community Organizations in Hawai'i.
- Mau, Marjorie, MD, UH Dept. of Native Hawaiian Health, So Much More: Hawaiian Health--A New Era.
- McCubbin, Laurie, PhD, Washington State University, Ethnic Identity as a Protective Factor among Native Hawaiian Adolescents.
- McFarlane, Elizabeth, Johns Hopkins University School of Medicine Maternal Depression and Child Adaption Outcomes.
- Quintana, Stephen, PhD, Dept. of Counseling Psychology, University of Wisconsin-Madison, Hawaiian Children's Developmental Understanding of Race and Culture.
- Yamauchi, Lois, PhD, UH Dept. of Educational Psychology, Fostering Hawaiian Youth Wellness through Community Involvement in a High School Program.
- Yang, Zijin, PhD and Linda Cunningham, Kamehameha Schools, The Impact of the Early Preschool Experience for Hawaiian Children.
- Young, Donald, PhD, UH CRDG, A Quarter Century of Curriculum, Dissemination, Cases, Issues, and Theories.

- Yuen, Noelle, MD, UH Dept. of Psychiatry, Suicidal Behavior in Native Hawaiian Adolescents.
- Yuen, Sylvia, PhD, UH Center on the Family, A Macro Portrait of Hawaiian Families.

2. Nā Honua Mauli Ola (Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments) book, poster, and brochure. These guidelines are the framework for a comprehensive support system for student-centered learning environments. These learning environments are places where holistic processes for learning, teaching, leading and reflecting can occur. These Guidelines foster the development of our children in becoming responsible, capable, caring and healthy human beings who have a strong cultural identity and sense of place. These guidelines complement and enhance the Hawaii State Content and Performance Standards and define what students should know, be able to demonstrate, value, and care about.

Developed in partnership with these Guidelines were six Performance Indicators for Hawaiian Education Success. These indicators are based on the belief that if we have a strong BELIEF, then we BEHAVE, and as a result, we BECOME. These indicators are intended to help us turn the "M" in ME right side up to WE. The needs of the WE are more important than the ME. However, paying attention to the ME helps us to insure the success of the WE. The success of the ME also brings honor to the WE. Thus, success occurs when academics and application are dynamically developed and interwoven. These 16 Guidelines are clustered under the following six Performance Indicators:

- a. MAULI (Cultural Identity) – Guidelines 1, 2, 3, 6, 7

Strengthening and sustaining Native Hawaiian cultural identity by incorporating practices that support the learning, understanding, and use of Hawaiian language, culture, history, heritage, traditions and values.

b. NA'AUAO (Wisdom) – Guidelines 4, 10

Instilling and fostering a lifelong desire to seek knowledge and wisdom, and strengthens the thirst for inquiry and knowing.

c. HONUA (Sense of Place) – Guidelines 5, 8, 15

Developing a strong sense of place, and appreciation of the environment and the world at large, and the delicate balance to maintain it for generations to come.

d. HŌ'IKE (Sense of Discovery) – Guidelines 9, 14

Measuring success and outcomes of our learning through multiple pathways and formats.

e. PĪKO'U (Sense of Self) – Guidelines 11, 16

Promoting personal growth and development, and a love of self, which is internalized and develops into a sense of purpose/role. (Growing aloha and internalizing kuleana to give back).

f. KUANA'IKE (Perspective/Cultural lens) – Guidelines 12, 13

Increasing global understanding by broadening the views and vantage points from which to see and operate in the world. (Developing the cultural lens from which to view and operate in the world).

**Educational Improvement**

In the area of Educational Improvement, the Council was involved with the following events and activities:

1. Ku'i Ka Lono – The First Annual Indigenous Education Conference, November 2002, brought together twelve Native Hawaiian designed and controlled public charter schools located on the islands of Kauai, Oahu and Hawaii. Jointly sponsored by Nā Lei Na'auao Native Hawaiian Charter School Alliance, Native Hawaiian Education Council, Ho'oulu Lāhui, Kanu o

ka `Āina Learning `Ohana, Maku`u Farmers Association, and Hui Kāko`o `Āina Ho`opulapula, the conference allowed these innovative schools to share their educational practices and accomplishments among themselves and with other Indigenous educators, parents and other interested stakeholders. By sharing their strategies for success, these schools were able to help Hawaiian communities to create quality culturally-driven schools that empower Hawaiian students to walk successfully in two worlds and assure that indeed, No Child is Left Behind.

Over 350 students, teachers, parents, staff and administrators attended this one of a kind education conference that demonstrated best practices in bilingual and bicultural models of education, launched ongoing partnerships between Nā Lei Na`auao and various other Hawaiian organizations, initiated the discussion of a non-contiguous Native Hawaiian Charter School District.

2. The International Indigenous Graduate Program, July 11 – 18, 2003, in Manitoba, Canada, was a convening of Indigenous focused Masters and Doctoral level programs located at mainstream universities in Canada, Hawaii, and Australia. This gathering was a planning session to identify working agreements between these universities to offer the following credentials:

- Master of Indigegogy – Counselling
- Doctor of Philosophy in Indigegogy, as a joint degree with Southern Cross University,

Australia, University of Saskatchewan, and University of Hawaii Hilo

#### Program Description:

The International Indigenous Graduate Program brings together faculty and students from universities in Canada, Australia and the United States. Initial participating universities are Brandon University and University of Saskatchewan in Canada, Southern Cross University in Australia, and University of Hawaii Hilo in the United States. The purpose of the program is to



provide a graduate level program that maintains and promotes an Indigenous worldview in its practice and in advancement of knowledge through the development of Indigenous theory and research. While the main portion of each student's program of study will take place at their home institution, students are expected to gain an understanding of the international nature of Indigenous Indigegogy, as well as building connections with Indigenous peoples worldwide, through studying a portion of their degree abroad. At least 3 of the 30 credit hours required in the Masters degree, and 9 of the 24 credit hours required for the Ph.D. must be undertaken in participating universities other than students' home institution.

Areas of specialization of each of the participating universities are as follows:

- Brandon University – Indigenous Counselling
- University of Saskatchewan – Indigenous Education
- University of Hawaii Hilo – Indigenous Education and Language

Immersion/Revitalization

- Southern Cross University – Indigenous Trauma and Recovery, Indigenous Legal Studies

While each of the partner institutions will have an area of specialization, students will be expected to learn from a broad Indigenous knowledge base as well as its specific applications. All participating universities will offer courses in Indigenous research methodologies and act as host for the rotating seminars in Indigegogy.

Program requirements:

Master of Indigegogy (M.I.)

Project	6 credits
Fieldwork (clinical supervision for BU students)	12 credits
Coursework / Seminars	12 credits

(At least 3 credits in Indigenous research methodology)

(Minimum 3 credits from seminars abroad, maximum 6 credits from seminars)

Doctor of Philosophy in Indigegogy (Ph.D.)

Requirements of MI, plus:

Dissertation 12 credits

Coursework / Seminars 12 credits

(Minimum 9 credits from seminars in different nations)

Courses at Brandon University would include the following:

Seminar in International Indigegogy (3) – two-week intensive institute.

Indigenous Research Methodologies (3)

Indigenous Research Practice (3)

Indigenous Counselling Systems (6)

Fieldwork: Clinical supervision in Indigenous Counselling. (12)

Courses at Southern Cross University would include the following:

Seminar in International Indigegogy (3) – two-week intensive institute.

Indigenous Research: Theory and practice (6)

Trauma and Recovery (6)

International Comparative Indigenous Legal Studies (6)

Courses at University of Hawaii at Hilo would include the following:

Seminar in International Indigegogy (3) – two-week intensive institute.

Indigenous Research: Theory and practice (6)

Indigenous Pedagogy of Place (6)

Revitalization of Indigenous Languages (6)

## Fieldwork: Immersion Teacher Education Practice (6)

Course at University of Saskatchewan would include the following:

Seminar in International Indigegogy (3) – two-week intensive institute.

The proposed MI and PhD in Indigegogy will:

- a) Provide a cohort of students the opportunity to work closely with Indigenous scholars undertaking significant research projects.
- b) Provide the opportunity for Indigenous students to advance their knowledge base from an Indigenous paradigm.
- c) Increase the research capacity within Indigenous communities.
- d) Increase the Indigenous research capacity and number of Indigenous faculty within mainstream universities.
- e) Provide culturally appropriate supervision and training in the areas of specialization.
- f) Provides a program of study that includes significant research training. That is, the program will ensure that the student:
  - i. Completes course work in Indigenous research methodologies and methods appropriate for the area of specialization;
  - ii. Acquires knowledge and experience sufficient to assess and interpret research and scholarship in the field, and;
  - iii. Demonstrates the ability to conduct culturally appropriate original research following local Indigenous protocols by the completion of a major research paper or project;

Learning outcomes as a result of their involvement in the proposed program include:

Students in both the MI and PhD programs will be expected to:

- Contribute to the development of an Indigenous research paradigm,
- Develop expertise in specific research methods,
- Advance the understanding of Indigenous worldviews that supercede arbitrary country borders,
- Recognize the cultural basis of all knowledge,
- Articulate an understanding of the differences between various ways of being; learning and teaching, knowing and doing,
- Recognize commonalities between Indigenous cultures and experiences worldwide,
- Understand the uniqueness of specific Indigenous cultures and experiences,
- Conduct original research that follows Indigenous methodologies and protocols,
- Contribute to a body of literature on Indigenous philosophy and practice,
- Develop skills in an area of specialization,
- Demonstrate the practical application of Indigenous knowledge in a specialization area,
- Develop theory based upon practice and lived experience.

#### Admissions Requirements:

In addition to the 4 year degree normally required for admission to a Masters degree, students will be required to demonstrate lived experience within an Indigenous culture. Students entering the doctoral program will normally have completed a Masters degree in a related area and must demonstrate lived experience within an Indigenous culture. Students who do not meet the normal admissions requirements may be required to complete pre-admission qualifying coursework or seminars.

No known graduate (masters or doctoral) program, emanating from an Indigenous perspective and focusing on an Indigenous Paradigm, exists in Canada or elsewhere in the world.

Although the First Nations Graduate Education Program at the University of Alberta attempts to follow this paradigm, it offers a degree in education only.

At present there is no one university in any country that employs enough Indigenous academics to offer advanced university education from the broad knowledge base of an Indigenous worldview. We are therefore proposing an international and interdisciplinary graduate program that will allow Indigenous academics to teach courses and supervise students from any of the partnering universities. Indigenous supervision as well as a program that adheres to an Indigenous perspective will offer students a choice, while expanding their horizons through a combination of face to face interaction, eInstruction and travel.

Issues that need further development and resolution:

1. What are the probable employment destinations of program graduates?
2. Where appropriate, did industry, business and/or any other pertinent groups play a role in the development of this program and/or commit resources to its future?
3. How does the program correspond with the country's economic, social and cultural priorities?
4. What potential does this program offer in terms of job creation and research and development?
5. What students is the program intended to serve?
6. What is the evidence that Indigenous students are not being adequately served within existing program offerings?
7. Provide evidence of student interest and demand for the program.
8. What are the projected enrolments for the program?

9. Which programs currently offered by the institution are projected to lose enrolment to this program?
10. What are the proposed growth limits and minimum enrolments?
11. Project the number of graduates for the first 3 to 5 years of the program and, where appropriate the anticipated number of program majors (full-time and part-time) for each of the first five years of the program.
12. What steps have been taken to ensure participation and success in the program by under-represented groups, such as women, the disabled, minorities and aboriginal students?
13. Will the program be available to part-time learners?
14. Will the program involve the hiring of new faculty or staff?
15. Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program.
16. Does the program have an internship or practicum component? What attempts have been made to ensure that this program has both theoretical and applied modules?
17. What provisions will be made in the program to enable students to receive credit for relevant learning previously achieved outside of the Manitoba post-secondary education system?
18. What use will be made in the program of modern learning technologies?
19. Describe the adequacy of existing resources to support the proposed program. Indicate how the institution will overcome any deficiencies.
20. Are existing facilities adequate to support the new program?
21. How will the proposed program impact on the use of existing infrastructure and equipment?

22. Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.
23. What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements.
24. Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds?
25. Discuss the internal reallocations of financial resources, which will occur to support this program.
26. What percentage of program costs will be accrued through tuition fees?
27. Discuss the impact of the programs' estimated enrolment on the institution's overall tuition revenues.
28. How will the proposed program be funded if enrolment projections are not met?
29. What consultations have occurred with professional associations, employers, graduates of similar programs, and other educational institutions regarding this program?

As attested to by these unanswered questions, more questions than answers presently exist and persist. However, the outlook is bright, and the participants are committed to making this program become a reality.

### **Island Council Highlights**

Hawaii Island Council has developed a successful teacher development and orientation program entitled Huakai Hele for teachers ranging in experience from first-time or recently arrived teachers to more culturally knowledgeable and informed teachers. Designed for both east and sides of the Big Island, this program provides excursions to historical and cultural sites not

generally accessible to tourists and the general public, but rich in pre-contact Hawaiian history and culture.

Maui Island Council sponsored its annual Native Hawaiian Scholarship program that attracts over 300 parents, students and community members. The program provides student financial aid and scholarship information, appropriate application forms and assistance in filling and processing those forms. The program brings together all agencies and organizations that provide financial aid and scholarship assistance, such as Alu Like, Gates Millennium Scholarship Program, Hawaii Community Foundation, Kamehemahe Schools, Office of Hawaiian Affairs, and the University of Hawaii.

Molokai Island Council has successfully implemented its Community Education and Outreach Program that involves every major Hawaiian organization on the island in pooling together all human, financial and other resources for the benefit of all island members. These collaborations work to bring together needed educational services and programs that are otherwise unavailable on island, and epitomizes the adage that it takes a whole community to raise a child.

Oahu Island Council successfully collaborated with the Waianae Hawaiian Civic Club and Na Lei Na'auao, the Native Hawaiian Charter School Alliance, in developing culturally rich and appropriate curricula to enhance the success and matriculation of Native Hawaiian children.

Kauai Island Council has successfully developed its Kupuna (Elders in the Classroom) Program to help every child to experience Hawaiian culture, language and values. These Kupuna help to transmit to succeeding generations important cultural knowledge and practices.



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