



# *Native Hawaiian Education Council Annual Report*

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Native Hawaiian Education Council

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## ANNUAL REPORT FOR FY 2005-2006

### ***Introduction and Overview.***

The FY 2005-2006 marked a time of defining expectations, assessing the potential fit, and building relationships where necessary between the NHEC and existing and potential NHEA grantees, between the NHEC and its Island and State Council members, between the NHEC and Native Hawaiian communities, between the NHEC and its key strategic partners, and between the NHEC and state and federal officials.

The activities of the 2005-2006 FY culminated in the crystallization of a planning process in the beginning of the 2006 fiscal year to change the manner in which the NHEC relates to all of the previously mentioned stakeholders and the methodology by which it accomplishes its mission of ‘assessing, evaluating, coordinating, reporting and making recommendations’ on the state of Native Hawaiian education, the way it measures the impact of existing programs and efforts to improve the education attainment of the native Hawaiian population, and the way it assesses and defines the education needs of the Native Hawaiian community and sets future priorities for funding, both for individual native Hawaiian communities and for Native Hawaiians as a whole.

### ***Kukui Mālamalama.*** (November 2005)

The NHEC planned and organized Kukui Mālamalama (‘the light of knowledge’) on November 4, 2005. The primary purpose of the event was to enable grantees to share information about their programs with one another and with our NHEC Island and State Councils as well as the ways in which all of us can better work together to improve the effectiveness of the Native Hawaiian Education Act grant program. The secondary purpose of the event was to begin to collect and marshal grantee data and information as a first and necessary step in understanding the impact these programs have had individually as well as in the aggregate, what works and what doesn’t, and better ways to organize information from individual grantees so that all can benefit from the work of one another.

Kukui Mālamalama was a success due to the pre-event planning and assistance of the Kupuna Council, the Executive Committee of the NHEC, and the work of the NHEC staff. The staff requested reports from individual grantees about each of their programs as well as completion of a form staff created requesting information from all grantees several weeks prior to the this event. The response to both requests for information was less than desired, though the information disclosed was helpful. It is not known whether the information submitted to the NHEC by those grantees who responded was consistent or inconsistent with the reports, assessments, and evaluations conducted by the U.S. Department of Education (USDOEd) in its administration of these individual NHEA grants. The NHEC continues to request

these reports, assessments, and summary evaluations from the U.S. Department of Education (USDOEd) so as to be better able to understand what works, what doesn't, and what we have learned individually as well as in the aggregate from the grants awarded through each of the annual grant competitions run annually by the USDOEd under the Native Hawaiian Education Act.

Two questions were posed to all attendees and become the focus of the day's events:

- What are we doing to light the way?
- What can we do to perpetuate the light?

These questions were discussed by five work groups representing all grantees. Those work groups are:

- Early Education and Family Based Centers
- Curriculum Development and Teacher Training
- Gifted and Talented and Hawaiian Language Programs
- Math, Science, Reading, Special Needs, At Risk Youth Programs, and Facility Support
- Higher Education Support and Higher Education Institutional Development.

119 representatives from over 42 organizations attended. These 42 organizations have received 89 grant awards under the Native Hawaiian Education Act. 20 Island Council Members and guests also attended.

A copy of the agenda, the grantee information sheet and instructions, the notes from each of the five clusters, and a summary of the grantee evaluations for this event are included in the 'Event Details' section of this report.

### ***Ulukau Curriculum Pilot Project.*** (November 2005)

The NHEC's Native Hawaiian Education Act Grantee Summit of November 4, 2005 (Kukui Mālamalama) yielded suggestions from the Curriculum Development and Teacher Training Group to create a means for those involved in developing Native Hawaiian curriculum to be able to share and access these newly-developed curricula on line. This capacity does not now presently exist even though such platforms exist in other venues.

After the Grantee Summit, NHEC staff began immediately working with Doug Knight, Alu Like Technical Initiatives Manager, and Bob Stauffer, Alu Like Hawaiian Language Legacy Program Manager and creator of Ulukau.org, to design a pilot project to establish an online platform, search engine, and protocols to enable curriculum developed under the NHEA and other funding sources to be shared through electronic means.

Ulukau.com has a stellar reputation in the internet field, is presently averaging over fifteen thousand (15,000) user hits a day and is reputed to be the most popular indigenous website in the United States and the Pacific region.

The Council approved the project in December of 2005 and the project was completed on time in March of 2006.

As a result of this demonstration project protocols were established to enable developers of Hawaiian instructional materials to disseminate their materials through selected electronic means at a greatly reduced cost, sharing and refinement of Hawaiian curricula on line was increased, 'best practices' most effective in reaching Native Hawaiian students were more easily identified, and increased sharing of new Native Hawaiian curricula was accomplished. Placing this curriculum on line was a substantial step in increasing the access and use of these materials- - - and in leveraging the impact of federal NHEA dollars awarded to create and develop these curricula.

Now that these protocols and processes for electronic display have been created through this demonstration project, Alu Like and Ulukau have sought third party grant funding from sources other than the NHEC to place all Native Hawaiian curriculum volunteered for that purpose on line. (*Substantial funding was eventually achieved for this purpose from the Office of Hawaiian Affairs in FY 2006-2007.*)

**Attendance of the NHEC at the WIPCE Conference.** (November 2005 - December 2005)

The NHEC administration received permission of Francisco Ramirez, program officer of the USDOEd for the NHEA program, to have two of its members attend the World Indigenous People's Conference (WIPCE) in Aotearoa, New Zealand November 27 through December 1, 2005.

As a condition of program officer Ramirez's approval for two of our NHEC members to travel to Aotearoa to attend this conference, the NHEC was required to provide him with a . . . "plan highlighting how the knowledge gained would be used to further the purposes of the program, [and to] build. . . capacity to assess, evaluate, and critique educational systems in a rigorous and competitive environment, with the ultimate goal of making them better equipped to suggest and coordinate improvements to the existing educational systems presently serving Native Hawaiians."

The plan and work product generated as a result of NHEC's attendance at this event have been previously submitted to program officer Ramirez and are attached to this annual report. It should be noted that the information gleaned from

attendance at this conference resulted not only in the draft assessment instrument but also tangibly increased the knowledge and understanding of the NHEC as regards the creation of Native Hawaiian focused pedagogy, curriculum, and measurement instruments; increased the knowledge and understanding of the NHEC of the various strategies available to increase Native Hawaiian student performance; and increased the knowledge and understanding of the NHEC to gauge whether existing and proposed education programs, institutions, schools, and curriculum are aligned with the seminal work created by the NHEC - -Nā Honua Maui Ola. A copy of this report is included in the 'Event Details' section.

***Nā Lau Lama Initiative and Conferences.*** (January 2006 & March 2006)

The NHEC was one of the primary movers in organizing the “Nā Lau Lama Initiative on Best Practices in Hawaiian Education”. Nā Lau Lama means ‘many torches of light or knowledge’ in the Hawaiian language. It was intended to improve educational outcomes for Native Hawaiian students in Hawai‘i public schools by convening principals, teachers, administrators, and community members representing over 64 organizations including but not limited to the Office of Hawaiian Affairs, the Kamehameha Schools, the State of Hawai‘i Department of Education, Nā Pua No‘eau, and the Native Hawaiian Education Association to accomplish the following:

- Gather input on effective teaching practices in educating Hawaiian children;
- Identify core approaches to serve as guidelines for schools and classrooms throughout the public school system;
- Develop collaborative partnerships between Hawaiian educational community and State of Hawai‘i DOE schools;
- Help schools develop plans to implement approaches and strategies.

The first public event, after months of meeting and planning, occurred over two days in January of 2006. The Nā Lau Lama planning team invited over 300 individuals involved or engaged in educating Native Hawaiian students and 238 people, representing 64 organizations, participated in the event. This is the first time a group of people from such a diverse background were assembled to discuss better ways of educating Native Hawaiian children in the public schools.

The conference discovered a number of practices, strategies, and criteria that fell readily into five major groupings- -and which led to the creation of five working groups that agreed to meet and flesh out their ideas into the future. These working groups agreed that their primary purpose was to structure, facilitate, and support the implementation of practices that improve education outcomes for Native Hawaiian children in Hawai‘i’s public schools. These five working groups are:

- **Culture based education**, which includes various indigenous, place based, hands on, collaborative, multidisciplinary and small learning

group strategies to meaningfully engage Native Hawaiian children in education. Two foci were identified: curriculum and curricular approaches (content); teaching methodologies and classroom delivery (context).

- **Indigenous assessment** and culturally authentic evidence to gauge progress.
- **Professional development** of teachers and staff.
- **Family and community strengthening** to increase participation and to support local community governance.
- **Advocacy, policy development, and funding** to secure public resources and government support for Native Hawaiian education.

A second public event was planned and accomplished in FY 2005-2006 at the Native Hawaiian Education Association Annual Convention on March 28<sup>th</sup> and 29<sup>th</sup> at the Leeward Community College on Oahu. The intent of the meeting was to educate administrators, teachers, and community members about the Nā Lau Lama initiative and to encourage their participation and involvement in working with one or more of the five working groups. A plenary session was followed by individual breakout sessions for each of the five working groups to define and discuss the work to be accomplished. The work of the planning committee and five working groups continued after the event and two more Nā Lau Lama events were conducted in FY 2006-2007. Copies of the event reports from this fiscal year can be found in the 'Event Details' section.

***Grant Workshops and Technical Training Conducted by the USDOEd and Facilitated by the NHEC.*** (February 2006 & April 2006)

The NHEC set up and facilitated grant workshops and technical training by the USDOEd in several communities on various islands February 12<sup>th</sup> through the 18<sup>th</sup>. The grant workshops were intended to inform the community about the availability of NHEA grant funds and to build their capacity and ability to apply for these funds. The technical training was intended to review best practices of complying with the administrative requirements of those receiving grant funds from the USDOEd under the NHEA. Francisco Ramirez and Beth Fine accompanied Executive Director Colin Kippen to these meetings and provided training and information and answered questions of those in attendance. A summary report of those meetings has been previously provided to Francisco Ramirez and is included in the 'Event Details' section of this report.

A second set of technical training was set up by the NHEC on April 11<sup>th</sup> for new NHEA grantees at the University of Hawai'i Mānoa Campus to be conducted by Francisco Ramirez and Beth Fine over the phone. The meeting took place in the morning and was intended to assist first year NHEA grant awardees in filling out

various forms and answering their questions. Notes from that meeting have been previously sent to Mr. Ramirez and are included in the 'Event Details' section.

***NHEC Office is Relocated to a Central Downtown Location.*** (May 2006)

The NHEC office was relocated on May 1<sup>st</sup> from a small one bedroom apartment in a residential building out of the mainstream to a central downtown office with parking and meeting facilities available. The location is accessible to many downtown strategic partners and businesses, the State Legislature, the State library, the State Governor's office, various State, Federal, and County government offices and the State Department of Education central offices to name a few.

***The NHEC Executive Director Assisted in the Planning and Facilitation of the Association of Hawaiian Civic Club's (AHCC) First Education Summit.*** (June 2006)

The NHEC assisted in the planning, implementation, and facilitation of the AHCC first Hawaiian Education summit- -Nānā Ma Mua I Loko No'ono'o Kākou, 'to see the future in our reflection' on June 16 and June 17. The reason the NHEC assisted in this effort is because the civic clubs are comprised primarily of grassroots Hawaiians who often are left out of discussions having to do with educating and improving their lives and this event was targeted to hear from them.

The AHCC was formed in 1918 by Prince Kuhio and is comprised of 51 civic clubs from around the nation. It is one of the oldest grass roots Native Hawaiian organization whose mission is to take an active interest in civic, economic, health, social welfare, and economic development issues and to support programs of benefit to Native Hawaiians as well as to provide a forum for discussion of matters of public interest. The AHCC has taken a very active interest in education over the years- -both funding and seeking ways in which the education of Native Hawaiians can be improved and the number of educated Native Hawaiians increased.

The NHEC Executive Director helped plan and facilitate the actual conference which was approved at the AHCC's annual convention in November of 2005. The summit brought together 113 Hawaiians from across the country and from all walks of life. The purpose of the gathering was to create a future system of education and leadership for Native Hawaiians. It is the first of a four phase plan to be accomplished over the next several years.

The Summit created a two day process wherein attendees participated in large group gatherings and smaller facilitated break out sessions. In the break out sessions, attendees had the opportunity to provide input and discuss various questions relating to future Native Hawaiian education and leadership.

Here are the highlights from the breakout sessions.

What are the most important values for our children?

- Pa‘ahana- a sense of work and feeling good about working.
- Ho‘oponopono- forgiveness, conflict resolution.
- Aloha- treating others the way you want to be treated.

What role should schools play in teaching these values?

- Connections and networks.
- Integrate the past and the present- both traditional and new.
- Value the native language and understand the culture.

What role should families play in modeling these values?

- Find the values we all live by and model these values for our children.
- Ke Akua- importance of prayer and spirituality.
- Reinforce what the children learn in schools. The ‘ohana must place a value on education. Develop a passion for learning.

What behaviors will our children have because of these values?

- Envisioning, creative expression, imagination, and self discovery.
- Enthusiasm, eagerness to learn, valuing education, seeking meaningful challenges in life.
- Respect for others, self, and the natural environment.

How will these behaviors help out children as individuals?

- Prepare to become a ‘big person’.
- Keiki will develop into contributing and pono members of society.
- They will meet higher standards.

How will these behaviors help our children as members of society?

- Better values.
- Better people.
- Better decision makers.

What will schools need to look like to fulfill their role?

- Kupuna in the schools at all levels.
- More communication among elementary, secondary and higher education. College and preschools will be available and accessible. Where is the Native Hawaiian university? Life long education will exist, including adult learning programs.
- Have the best of both worlds. Be the best in their Hawaiian and Western self.

What will teachers need to be like to play their part?

- Address the needs of individual children.
- Teachers need to have a good relationship with the makua.
- Key for teachers is that they take ownership for the children and become family to them.

What responsibilities will our children need to accept?

- Children need to want to study and accept their kuleana.
- Students need to learn to do hard work.
- Respect diversity.

This event was the first of four events scheduled by the Association of Hawaiian Civic Clubs over the next several years. It is anticipated that the NHEC will not be as heavily involved in future phases of this project as it was in this first phase. A copy of the summary of the report generated by this conference is included in the 'Event Details' section.

***Attendance at the Education Commission on the States (ECS) Training and Conference.*** (June 2006 & July 2007)

The Executive Director of the NHEC was invited as a guest to attend an ECS School Community Council Technical Assistance training June 27 and June 28 in Hilo, Hawai'i sponsored by the ECS. The purpose of the event was to assist the training of State of Hawai'i teachers, administrators, and community members in creating effective 'Community School Councils' as mandated in 2004 by Act 51 of the Hawai'i State Legislature. Act 51 mandated the creation of Community Councils and vested them with the authority to review and evaluate the school's academic and financial plan and recommend revisions as needed, ensure the school's academic and financial plan is aligned with the education accountability section, participate in the selection and evaluation of the school's principal, consult with and provide input into school governance, review the principal's school repair and maintenance needs and recommend revisions as needed, request waivers of rules, procedures, and provisions of collective bargaining units when such waivers would lead to increased student achievement within a school and are recommended by that school's principal.

The training provided an overview of how these Community Councils have functioned in other parts of the country and gave some examples of best practices. The training lacked specific information about some of the legal and structural problems with implementing such Community Councils in the State of Hawai'i Department of Education, how to overcome these problems, or how these Councils have fared across the DOE in the State of Hawai'i since this bill became law.

The Executive Director of the NHEC was also invited as a guest to plan and speak at ECS national conference July 11<sup>th</sup> through the 14<sup>th</sup> being hosted by the ECS on the issue of educating Native American, Alaskan, and Hawaiian Students and the role of state policy in providing quality education for native students.

Representative Roy Takumi of the Hawai'i State Legislature, and Chair of the House of Representatives Committee on Education was selected as the moderator for the panel. Also present was Senator Norman Sakamoto of the Hawai'i State Legislature and Chair of the Senate Committee on Education. Panelists included David Beaulieu, Editor, Journal of American Indian Education, Arizona State University; Robin Butterfield, Senior Liaison, Minority Community Outreach, National Education Association; Norbert S. Hill, Executive Director, American Indian Graduate Center, New Mexico; and the Executive Director of the NHEC. Also present at the national conference was Representative Lyla Berg of the Hawai'i State Legislature and the Vice Chair of the House Committee on Education.

The National conference was valuable for the NHEC because of the national and state education issues discussed, the contacts made at these meetings, and the time that the Executive Director spent with legislators and policy makers responsible for authorizing and funding education programs for natives, including programs for Native Hawaiians. It is not anticipated that the NHEC will participate in ECS forums located outside Hawai'i in the foreseeable future.