



# *Native Hawaiian Education Council Annual Report*

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October 2008 – September 2009*



Native Hawaiian Education Council

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# Native Hawaiian Education Council

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## **Native Hawaiian Education Council**

### **2008-2009 ANNUAL REPORT NARRATIVE**

#### ***I. Introduction***

The Native Hawaiian Education Council continued to develop its capacity to assess and coordinate data and programs, including those grants and programs funded under the Native Hawaiian Education Act, and to prepare itself to make credible and data-based policy recommendations based upon the execution of its strategic plan to build productive and mutually beneficial working relationships with the United States Department of Education, with past and present grantees funded under the Native Hawaiian Education Act, with key agencies collecting data on the needs of Native Hawaiians, with government and non-governmental entities collecting and evaluating data on the efficacy of programs intended to address the education and other needs of Native Hawaiians, with Native Hawaiian communities across the state including the Island Councils of the Native Hawaiian Education Council, with the members of the Native Hawaiian Education State Council, and with strategic partners involved in designing and delivering education and other social and health services to Native Hawaiians across the Hawaiian archipelago.

The Native Hawaiian Education Council acknowledges and celebrates its success at developing a clear, cogent, and effective means by which to assess and coordinate past, present and future programs benefiting Native Hawaiians in the field of education through the creation of the NHEC Program Indicators Framework. Although still a work in progress, the Program Indicators Framework has been widely embraced and accepted as adding to the fund of knowledge in the field of measuring and evaluating

Hawaiian education programs consistent with the intent of the Congress in creating the Native Hawaiian Education Act. The Framework is also regarded as advancing the growing field of indigenous evaluation and capturing and telling the mo‘olelo (the story) of the incredibly powerful and effective approaches to education that are the fruits of many generations of Hawaiian language speakers and educators, Hawaiian cultural practitioners and educators, and programs aided and assisted by the Native Hawaiian Education Act over these many years.

The Native Hawaiian Education Council continues to support systemic improvements in the way Native Hawaiian students are educated by participating with other organizations in collecting and sharing data, by involving itself in collecting, culling and sharing best practices to more effectively reach and teach Hawaiian children, and by working within the State Hawaiian language system to increase the opportunities for Hawaiian language speakers to speak our indigenous native language in more venues.

The Native Hawaiian Education Council believes that Native Hawaiian education is increasing in its relevance, effectiveness and desirability for more and more Native Hawaiian students, their families, and their communities. The Council is committed to assisting our Hawaiian education programs in measuring and evaluating the work they have achieved, to capturing and communicating the best practices they have identified, and to understanding and articulating why it is that these programs work. The Council is committed to the holistic set of programs envisioned by the Native Hawaiian Education Act, to the emphasis within the Act on an education aligned with the Native Hawaiian language and culture, and to bolstering a strong sense of Hawaiian identity that is at the heart of why the Native Hawaiian Education Act exists.

## **II. *Five-Year Strategic Plan Overview***

In the 2008-2009 fiscal year, the Native Hawaiian Education Council (NHEC) completed the second year of a five year strategic plan to build its capacity to better accomplish its mission of 'assessing, coordinating, reporting and making recommendations' to governmental entities, to existing and potential strategic partners, and to community members on the needs and education priorities of Native Hawaiians and on the impact existing education programs, including those available under the Native Hawaiian Education Act (NHEA), are having in addressing the education needs of Native Hawaiians.

We formulated a plan to accomplish and align all of our activities as well as the work of our councils, Native Hawaiian community groups, past, present and future grantees, strategic partners, and our grantor, the United States Department of Education (US DOE), with this effort. Our five-year plan, as articulated in our 2007-2008 budget submission, consists of three phases:

**Phase I** consists of assessing the needs and capacities of all of the stakeholders of the NHEC and designing the appropriate systems necessary to accomplish the mission of the Council. This phase began in 2007 and continued through the 2008-2009 fiscal year.

**Phase II** consists of developing and piloting a system to accomplish each of the discrete activities necessary to accomplish the mission of the Council. This phase began in the 2008-2009 fiscal year and will continue through 2009-2010.

**Phase III** consists of implementing, evaluating and refining the system designed in earlier phases to accomplish the mission of the NHEC. This phase will begin in fiscal year 2009-2010 and will continue throughout 2012.

### **III. 2008-2009 Goals**

The NHEC set four goals for fiscal year 2008-2009, each of which is aligned to one of the three statutory requirements mandated under the NHEA. These goals are:

- *Assessment*: Develop and implement a common and shared set of indicators for use by all NHEA grantees.
- *Assessment*: Engage the Native Hawaiian community in data-informed priority setting.
- *Coordination*: Work with strategic partners to create systemic improvements in the education system within which Native Hawaiians are being educated.
- *Report and Make Recommendations*: Maintain the governance and policy functions of the NHEC.

This annual report of actions taken to accomplish our goals addresses the ending of Phase I and the commencement of Phases II and III above.

### **IV. Outcomes Substantially Achieved in 2008-2009**

**Goal No. 1 (Assessment): Develop and implement a common and shared set of indicators for use by all NHEA grantees.**

In addition to developing and implementing culturally appropriate impact indicators, the NHEC grant application for fiscal year 2008-2009 indicated that Goal No. 1 would be accomplished via activities that included a specific number of capacity building meetings with grantees; designing a data system to hold information regarding grantee performance data; and establishing a training program to assist grantees in tracking, measuring and reporting their performance using the indicators.

While the NHEC has continued to move forward on accomplishing this goal and has completed the development phase of the indicators project, we experienced delays in our ability to conduct all of the planned activities related to the implementation and adoption phase. These delays were caused, in part, by our need to respond to concerns regarding the perceived utility and applicability of our indicators and measures, and by the still-developing capacity of many grantees to implement these newly created assessment strategies. We have heard their collective call for more training and technical assistance in evaluation and assessment, and hope to design a plan to meet their needs in the future.

Given these circumstances, the NHEC engaged in extensive activities during fiscal year 2008-2009 to achieve both the development and implementation phases of Goal No. 1. Each of these components is discussed in sections A through C below.

**A) NHEC Program Indicators Framework and Measures Development.** In October 2006, with the approval of the US DOE, the Council committed to developing a system of program impact indicators and measures to assure that NHEA funded programs were accountable, transparent and aligned with the purposes of the Act and the principles of Native Hawaiian education. We took substantial steps in fiscal year 2007-2008 to begin developing a set of shared impact indicators that allow a more appropriate measurement of grantee program impacts. Pacific Resources for Education and Learning (PREL) was hired under contract by the NHEC at the beginning of fiscal year 2007-2008 to facilitate the development of appropriate indicators and measures, and continued that work as a contract vendor for the NHEC during the first part of fiscal year 2008-2009. The development of the

NHEC Program Indicators Framework and aligned measures was completed in fiscal year 2008-2009.<sup>1</sup> (*See Appendix 1: NHEC Program Indicators Framework*)

This work was necessary because no common or shared metric existed to understand, assess, organize and coordinate all grants funded under the NHEA, even though the Act specifically imposed these responsibilities on the Council. The U.S. General Accounting Office (GAO) Report to Congress on NHEA<sup>2</sup> noted that, while grants awarded under the Act cover the entire P-20 spectrum, the US DOE has not developed appropriate measures with which to evaluate the effectiveness of all authorized activities and recommended that such measures be developed.

The US DOE formally agreed with the GAO's observation, admitting that developing an evaluative system for all NHEA grants was necessary and desirable, but something they would be unable to accomplish because, "...given the wide range of allowable activities and services under the Act, it would be extremely difficult, if not impossible...to develop measures that would cover each allowable activity."<sup>3</sup>

We agree with the US DOE that developing appropriate measures for all grants under this program was "extremely difficult." However, we celebrate our success in developing our Program Indicators Framework system and look forward to partnering with the US DOE, our strategic partners and our grantees to advance our use and understanding of the Framework.

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<sup>1</sup> See Attachment A, the NHEC Program Indicators Framework and measures, which reflect the breadth of innovative Native Hawaiian culture-and language-based education programs and program services being provided to Native Hawaiians, including but not limited to those funded under the NHEA

<sup>2</sup> "Native Hawaiian Education Act: Greater Oversight Would Increase Accountability and Enable Targeting of Funds to Areas with Greatest Need" (#GAO 08-422, March 2008).

<sup>3</sup> Ibid., pp. 47-8.



Having established common indicators and measures to assess grantee program impacts, the NHEC will now be able to more efficiently discharge our responsibility of assuring fidelity between the purposes of the NHEA and the measures used to track grantee performance. The Program Indicators Framework also will enable us to more effectively assess and coordinate NHEA grantee performance, as is our duty under the NHEA, as well as to assist in building data-and-performance-based bridges between grantees, strategic partners, the Native Hawaiian community, the NHEC and the US DOE.

The Program Indicators Framework will also enable grantees to better understand how to more effectively capture and report their stories of accomplishment and success based on funded activities which span the entire P-20 gamut. By employing the Framework, grantees will be able to measure their performance in a way that is understandable, reportable, and consistent. It will give them feedback on the areas in which they are performing well and the areas in which they may need improvement. It will enable analysis of impacts across grants affecting different target groups and cohorts, something which previously was difficult if not impossible to accomplish. The information gleaned from using this system also will increase overall program accountability by demonstrating how grants funded under the NHEA are addressing the purposes, educational needs and priorities specifically set forth within the Act. The Program Indicators Framework and related measures will also promote collaboration, communication and cooperation amongst grantees and other NHEA stakeholders, so that best practices and successful program strategies may be more easily shared by all.

By middle of fiscal year 2008-2009, the NHEC's plan to develop the Program Indicators Framework had resulted in both its creation and its acceptance by all attendees at a series of focus and informational meetings with grantees and strategic partners, as well as its acceptance by key stakeholders and strategic partners at a series of individual and small group meetings hosted by NHEC staff.

### **B) NHEC Program Indicators Framework Outreach and Implementation**

**Plan.** The NHEC staff developed and executed an outreach and implementation plan to introduce the NHEC Program Indicators Framework to all current and potential grantees and to the larger Native Hawaiian education community, and to educate them about the value and uses to which the Framework may be put in measuring and reporting program impacts. These efforts included two major conference presentations and multiple large group, small group and individual meetings with grantees, educational program managers, strategic partners and others in the Native Hawaiian education community. During these conferences and meetings NHEC staff explained the Program Indicators Framework and educated participants on how it may be used to measure program performance.

The response to this outreach and implementation effort has been, without exception, overwhelmingly positive. As a result of this effort, some grantees have begun systemically employing the NHEC Program Indicators Framework in their program evaluation, while others have expressed interest in being further trained and assisted in developing their capacity to use the Framework.

During this outreach phase, the Council was yet again confronted with impediments to full adoption and implementation of the Program Indicators

Framework by all grantees. Primary among these impediments were the ongoing capacity building efforts of many grantees to fold the Framework and measures into their existing evaluation strategies. A key need identified was for NHEC to assist in training and developing their capacity to use the Framework, to sharpen their evaluation and assessment skills, and to improve their skill at more effectively reporting on their programmatic outcomes.

The NHEC staff will continue to execute the components of this outreach and implementation plan in fiscal year 2009-2010. We will build the community's capacity and understanding of what constitutes culturally-appropriate assessment, and will provide formal trainings for grantees, community members and strategic partners on how to use the Program Indicators Framework.

Our need for reliable and relevant data on all NHEA funded grantees' and unfunded applicants' goals, objectives, measures and performance is a critical element in our ability to accomplish these goals. Once such data is received, we will be better able to design and provide appropriate training to our grantees to assist them to accomplish the following:

- design culturally-appropriate measurement instruments
- organize and evaluate their data
- improve their reporting of program outcomes
- plan and design future programs to address Native Hawaiians' unmet educational needs

We look forward to the future and embrace the US DOE as our partner in making this goal a reality.

**C) NHEC Program Indicators Framework Reliability and Validity Study.** The NHEC planned and implemented a study to measure the utility and applicability of the Program Indicators Framework, known as the Reliability and Validity Study. This Study assesses a sampling of current grantees' program activities and services, their evaluation strategies, and their programs' alignment to the NHEC Indicators to determine how effective the Program Indicators Framework is in evaluating NHEA funded programs.

The NHEC staff developed and distributed a Request For Proposal (RFP) offer, accepted bids from reliable contract vendors with expertise in educational evaluation to conduct the Study, and developed and implemented a vendor selection process that included the participation of professional evaluators and some of our strategic partners. The vendor selection committee ultimately selected a bid submitted by PREL. This Study was nearing completion at the end of fiscal year 2008-2009 and will continue through the early months of the 2009-2010 fiscal year. Its results will be detailed into the 2009-2010 annual report and will be used to inform our work once it is completed. We hope to use this study as a jumping off point to launch further studies and efforts to build capacity for our grantees and strategic partners.

**D) Grantee Data Collection and Analysis.** The NHEC redirected significant staff time and resources to develop and implement an outreach program to obtain information from all recent and current grantees to obtain the following:

- copies of their original grant application
- copies of their grant award notification
- copies of all interim, annual and final reports

This outreach effort expanded the NHEC's files of grantee data records, even though some grantees chose not to respond or chose not to provide us with all the information we requested. Unfortunately, substantial lacunae, gaps and questions exist in the data we have received voluntarily from grantees.

Despite these challenges, we began to analyze what data we were able to collect, as well as all publically available information about NHEA grants for those grantees that did not provide NHEC with their data. By the end of fiscal year 2008-2009, we were able to formulate preliminary data results for all grants from fiscal year 2005-2006 through 2008-2009. We anticipate that this information will contribute to our efforts to engage Native Hawaiian communities in a data-driven priority-setting process on the needs of Native Hawaiians, and in our efforts to coordinate and assist grantees during future trainings related to the Program Indicators Framework. This project will continue through 2009-2010.

**E) Indigenous Assessment Toolkit Hui.** The NHEC attempted to build the capacity and knowledge of past, present and future NHEA grantees to better understand culturally appropriate assessment and to use the NHEC Program Indicators Framework during the latter part of fiscal year 2008-2009. We committed to this work because of our grantees' and potential applicants' collective interest and desire to learn more about these issues and because of their still developing expertise and insufficient fiscal resources to do this work unassisted. We formed a work group known as the Indigenous Assessment Toolkit Hui (the Hui) and invited Native Hawaiian education program managers, professional evaluators and strategic partners to attend. The Hui collects, reviews and develops indigenous assessment

instruments, tools and statements of evaluation principles and methods aligned with the principles of Native Hawaiian education that may be used to measure the impacts of education programs on Native Hawaiian students, their families their communities, and on the state's public education system. The work of the Hui will continue into the 2009-2010 fiscal year.

**Goal No. 2 (Assessment): Engage the Native Hawaiian community in data-informed priority setting.**

The NHEC grant application for fiscal year 2008-2009 indicated that Goal No. 2 would be accomplished via activities that included the production and delivery of demographic, educational and program information specific to each of at least seventeen Native Hawaiian communities across the state; hosting a specific number of community meetings to assist Native Hawaiian communities in determining their needs and priorities; and a series of training events to educate community members about how to apply for grants to meet those needs.

While we have continued to move forward on accomplishing Goal No. 2 and have begun the production of a number of data products aimed at specific Native Hawaiian communities with a focus on the neighbor islands, we experienced significant impediments and barriers to our ability to conduct all of the planned activities related to community development and community needs assessment. These delays included a time consuming search for appropriate personnel to coordinate our efforts with communities, and our ongoing difficulties in securing data and information from our grantees necessary to our ability to develop relevant and readily digestible informational products for our communities. While we were not fully able to accomplish the planned

activities of Goal No. 2, we continue to believe that they remain important components of our ongoing community development plans and they have been reframed in our 2009-2010 budget submission and strategic plan.

The data that we have been able to secure from our grantees and other sources have provided NHEC staff with a clearer understanding of the unique differences and similarities across Native Hawaiian communities, and will be invaluable in our priority setting efforts as we begin reaching out into those communities in the 2009-2010 fiscal year. These data will offer Native Hawaiian communities in depth information about the types of NHEA funded programs that exist, both in their area and across the state, and the populations these grant programs serve.

**Goal No. 3 (Coordination): Work with strategic partners to create systemic improvements in the education system within which Native Hawaiians are being educated.**

The NHEC grant application for fiscal year 2008-2009 indicated that Goal No. 3 has three components: the revision and expansion of Nā Honua Mauli Ola, implementation of the Nā Lau Lama Initiative, and the design, planning and creation of a parallel Hawaiian language medium education system within the State of Hawai'i education system. Each of these components is discussed in sections A through C below.

**A) Nā Honua Mauli Ola.** Nā Honua Mauli Ola (NHMO)<sup>4</sup> is an educational resource that contains a set of guidelines intended to promote culturally healthy and

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<sup>4</sup> Nā Honua Mauli Ola: Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments. Developed by the Native Hawaiian Education Council in partnership with Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, University of Hawai'i at Hilo. June 2002.

responsive learning environments for Native Hawaiian learners. The purpose of NHMO is to “provide schools and communities a way to examine and attend to the educational and cultural well-being of their learners.”<sup>5</sup> The planned revision and expansion of the text was delayed through much of fiscal year 2008-2009 due to issues of logistics, critical strategic partners’ non-availability for involvement in the project, and the need to secure external funding for republication and distribution of the text.

*Nā Honua Mauli Ola* was originally published in 2002 through the collaborative efforts of the NHEC and the University of Hawai‘i at Hilo (UH-Hilo) College of Hawaiian Language. It has been widely used by many educational institutions and programs across the education spectrum involved in educating Native Hawaiians. It is also widely used by many educational programs that have applied for and been funded under the NHEA.

NHMO is currently being revised through the leadership of the UH-Hilo College of Hawaiian Language, as well as with the assistance of the NHEC and Native Hawaiian cultural practitioners, Native Hawaiian language experts, educators from private, public and public charter schools, and representatives of various Native Hawaiian community organizations. The full rewriting group consists of approximately thirty Native Hawaiian educators and leaders from throughout Hawai‘i.

NHEC’s support for the *Nā Honua Mauli Ola* rewriting group in fiscal year 2008-2009 included assisting with partial financial support as well as procuring legal

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<sup>5</sup> Ibid., p. 11.



services to protect the indigenous intellectual property created by the NHMO writing group.

NHEC staff vetted and secured an RFP for these legal services, developed a rigorous rubric for the vendor selection process, negotiated with the selected vendor for the services to be provided to the group and contracted for those services. The vendor selected is an internationally respected lawyer, educator and scholar in the field of protecting indigenous knowledge and intellectual property, is widely published in this field, and is a tenured faculty member at the William S. Richardson School of Law at the University of Hawai'i. The NHEC Executive Director will continue to monitor and manage this contract into the 2009-2010 fiscal year with the intention of assuring that NHMO is able to be shared and appropriately used by educators and scholars while guarding against the possible misuse, wrongful appropriation and abuse of the information contained in the revised document, due to be published in 2010.

**B) The Nā Lau Lama Initiative.** The Nā Lau Lama Initiative (NLL) is intended to capture and share best practices of educating Native Hawaiian students within the State of Hawai'i Department of Education (HI DOE). The NLL Initiative continued on schedule during fiscal year 2008-2009, with NHEC leadership in strategically critical positions within the Initiative. Within the first six months of the fiscal year, NLL completed its initial report, "Teaching and Learning with Aloha: Successful Strategies for Engaging Hawaiian Learners," which represents the culmination of a two-year project involving the organization and coordination of five community-based

work groups and the NLL leadership.<sup>6</sup> This report presents narrative “stories of success,” positive strategies and examples of “best practices” in Native Hawaiian education, including a large number from prior and current NHEA grantees. Rollouts of this report to NLL participants, strategic partners and other stakeholders, as well as to Native Hawaiian education service providers and others who had not previously participated in the Initiative, continued throughout 2008-2009 fiscal year.

However, the HI DOE has not yet adopted the findings in the NLL Initiative’s report. Given the State of Hawai‘i’s extremely difficult financial position due to the ongoing and current national financial crisis, the impact of that crisis on education funding (especially as concerns the contractual implementation of directives previously agreed to by the HI DOE and the State of Hawai‘i Board of Education [HI BOE]), the increasing rigor of No Child Left Behind (NCLB) mandates and requirements that were previously adopted by the HI BOE for implementation within the HI DOE, and other financial concerns, the Council did not expect that the HI BOE and HI DOE would adopt the NLL findings during this fiscal year. Unfortunately, our predictions came to pass and the NLL Initiative’s recommendations were not adopted by the State.

While the NHEC, many NHEA grantees and the Council’s strategic partners in the Native Hawaiian education community continue to advocate for strengthening of the current system of Hawaiian language medium education (see section C below), the NLL leadership, including the NHEC Executive Director, several NHEC Executive Council members and several NHEC State Council members, also

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<sup>6</sup> “Teaching and Learning with Aloha: Successful Strategies for Engaging Hawaiian Learners,” by the Nā Lau Lama Initiative, is available in full at [www.ksbe.edu/spi/nll\\_full\\_report.php](http://www.ksbe.edu/spi/nll_full_report.php).

continue to advocate for the HI DOE and HI BOE to adopt and implement the NLL Initiative's recommendations for all of the State's public education programs servicing Native Hawaiian students.

**C) Hawaiian Language Medium Education System.** Although State of Hawai'i law enables the creation of a Hawaiian language medium education system within the HI DOE's public K-12 system, the creation of such a system was substantially impeded this last year by a host of factors outside the control of NHEC, the HI DOE, and the State of Hawai'i.

These factors include the State's tenuous financial situation, shortfalls in education funding (especially as concerns the contractual implementation of directives previously agreed to by the HI DOE and the HI BOE), the increasing rigor and cost of NCLB mandates adopted by the HI BOE, and the current cap imposed by State law on the number of public charter schools that may be granted charters, including Native Hawaiian culture-based public charter schools. Given this present situation, we do not anticipate that the HI DOE will be able to move forward in the near future on designing, planning and implementing a parallel system for delivery of Hawaiian language medium education beyond what is presently offered via the HI DOE's Hawaiian Language Immersion Program, Ka Papahana Kaiapuni Hawai'i.

In light of this situation, the Council continues to seek opportunities to partner with NHEA grantees, our strategic partners and other Native Hawaiian educational service providers to advocate for and expand existing Hawaiian language medium public education programs.

**Goal No. 4 (Report and Make Recommendations): Maintain the governance and policy functions of the NHEC.**

To address Goal No. 4 of NHEC's grant application for fiscal year 2008-2009, NHEC executed the following actions in sections A through B below.

**A) Hiring of New Staff.** The NHEC Executive Director accomplished hiring two new staff members in fiscal year 2008-2009 to fill the following positions: Director of Evaluation and Policy Formation, and Community Organizer.

The Director of Evaluation and Policy Formation assists and is supervised by the Executive Director. They are involved in managing the evaluation and assessment activities of the NHEC, conduct policy research, and drafts proposed policy recommendations for consideration by the Executive Director and the Council.

The Community Organizer assists and is supervised by the Executive Director. Their purpose is the plan, implement an roll out a data driven community process to define education needs and set education funding priorities for Native Hawaiians; and to "build bridges" amongst Native Hawaiian community members, NHEA grantees, potential community strategic partners, and relevant government entities to increase the reach, availability and effectiveness of education programs for Native Hawaiians.

**B) Address the Internal Governance Issues of NHEC.** The Council reviewed the GAO report and spent considerable time and energy addressing the need to revitalize and improve the governance functions of the Council. The Council developed a rubric to select and recruit new members and devised a new

organizational structure to assist in meeting its responsibilities under the NHEA. The Council was reluctant to move forward in implementing these governance changes without the unconditional support of the Secretary. We are hopeful that the Secretary and the Council will be able to collaboratively address the Council's governance needs in the future.

#### ***V. NHEC State Council and Executive Council Meetings***

The NHEC State Council met four times during the 2008-2009 fiscal year. The Executive Council met nine times during the fiscal year. Minutes are provided herein.

*(See Appendix 2: 2008-2009 State Council & Executive Council Meetings)*



## Native Hawaiian Education Council

### STATE COUNCIL MEMBERS

<u>MEMBERS:</u>	<u>ORGANIZATIONS:</u>	<u>MEMBERSHIP INCEPTION:</u>
1. AKAKA, Hau'oli	Office of Hawaiian Affairs	8/2007
2. ARNOLD, Cathy (Co-Chair)	Hawai'i Island Council Chair C. Arnold: Pihana Nā Mamo; Nā Lau Lama	10/2007
PĀHI'O, V. Ka'iulani (Co-Chair)	V. Pāhi'o: Kanu o ka 'Āina Learning 'Ohana; Nā Lei Na'auao: NHCSA	
3. BENIAMINA, J. Ilei (Interim)	Ni'ihau Island Council Chair University of Hawai'i, Kaua'i Community College	9/2004
4. CHUN, T. Kamuela	University of Hawai'i, Native Hawaiian Community Based Education Learning Centers	10/1997
5. De MORALES, Paula	Kū Ha'aheo	10/1997
↳ <b>Executive Committee Secretary</b>		
6. EVANS, Martha	Lāna'i Island Council Chair Hawai'i State DOE, Lāna'i High & Elementary School	8/2003
7. GOO, Sherlyn	Institute for Native Pacific Education And Culture (INPEACE)	10/1997
8. HAMAMOTO, Patricia	Hawai'i State Department of Education Superintendent	12/2001
9. HANOHANO, Maggie	Hawai'i State DOE, Pihana Nā Mamo	10/1997
↳ <b>Executive Committee Vice-Chair</b>		
10. JENKINS, Betty	Nā Kūpuna	10/1997
11. KA'AUWAI, Monica	Kaua'i Island Council Chair Partners In Development, Hui Ho'omalua and Tūtū & Me Programs	12/2007
12. KA'IAMA, Manu	University of Hawai'i, Kaua'iki Project	10/2002
13. KANA'IAUPUNI, Shawn	Kamehameha Schools, Public School Educational Support	8/2003
↳ <b>Executive Committee Treasurer</b>		
14. KAWAI'AE'A, Keiki	University of Hawai'i at Hilo, Kahuawaiola Indigenous Teacher Education Program	10/1997
15. MAKAHANALOA, Flame	Moloka'i Island Council Chair	9/2006
16. MALINA-WRIGHT, V. Leimomi	formerly Hawai'i State DOE, Ke Kula Kaiapuni o Ānuenue	10/1999
↳ <b>Executive Committee Past Chair</b>		
17. MOW-TAIRA, Wendy	Windward Community College, Educational Talent Search	5/2006
18. PANOKE, W. Kaho'onei	O'ahu Island Council Chair Office of Hawaiian Affairs	10/1999
19. RAWLINS, M. Nāmaka	'Aha Pūnana Leo	10/1997
↳ <b>Executive Committee Chair</b>		



Native Hawaiian Education Council

Program Indicators Framework

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

	<i>MAULI</i> Being & Becoming	<i>‘IKE</i> Knowing/Doing		<i>KULEANA</i> Contributing
FOCUS OF IMPACT►	A. Resilience & Wellness Advances well-being of the body, mind and spirit.	B. Hawaiian ‘Ike Advances Hawaiian language, culture, values and practices.	C. Academic Achievement & Proficiency Advances multiple understandings and purposeful outcomes across the subject areas	D. Stewardship, Self-sufficiency & Employment Supports self- reliance, financial independence and contribution to the family, community & world.
LOCUS OF IMPACT ▼				
<i>Kaiaulu</i>  3.Community Efforts seek to impact those who share a common geography, organization or group identity.	<b>HEALTHY COMMUNITY RELATIONSHIPS</b> <div><input type="checkbox"/> Safe neighborhoods</div> <div><input type="checkbox"/> Positive social connections</div> <div><input type="checkbox"/> Taking care others in need</div> <b>ADEQUATE PROVISIONS</b> <div><input type="checkbox"/> Food resources (community garden, co-op/farmer’s markets, etc.)</div> <div><input type="checkbox"/> Shelter (transitional, homeless, <i>Kūpuna</i>, etc.)</div> <div><input type="checkbox"/> <i>Keiki</i> and <i>Kūpuna</i> care</div>	<b>VALUES AND PRACTICES</b> <div><input type="checkbox"/> Use of informal and/or formal ‘<i>Ōlelo Hawai’i</i></div> <div><input type="checkbox"/> Hawaiian values consistently and visibly practiced</div> <div><input type="checkbox"/> Support for Hawaiian cultural and service organizations</div> <b>NATIVE HAWAIIAN- BASED EDUCATION</b> <div><input type="checkbox"/> Early education programs</div> <div><input type="checkbox"/> Community-based charter and immersion schools</div> <div><input type="checkbox"/> Post-secondary indigenous programs</div> <b>RESOURCES</b> <div><input type="checkbox"/> Indigenous library</div> <div><input type="checkbox"/> Multi-media</div>	<b>EDUCATIONAL RESOURCES</b> <div><input type="checkbox"/> Library and multi media resources</div> <div><input type="checkbox"/> Active School Community Council</div> <div><input type="checkbox"/> Community support for schools</div>	<b>STEWARDSHIP</b> <div><input type="checkbox"/> Community development planning</div> <div><input type="checkbox"/> Opportunities to improve social justice</div> <b>EMPLOYMENT</b> <div><input type="checkbox"/> Opportunities for small business start-up</div> <div><input type="checkbox"/> Resources for self- sufficiency</div>
		<b>SUPPORT</b> <div><input type="checkbox"/> Citizen participation and involvement</div> <div><input type="checkbox"/> Networking and capacity building</div> <div><input type="checkbox"/> Opportunities for volunteering, internships, mentoring programs, etc.</div>		
<i>‘Ōnaehana</i>  4. System-level Efforts seek to impact those patterns, practices, procedures, laws, structures or beliefs that have broad impact beyond a single community.	<b>SUPPORT SERVICES AND PROGRAMS</b> <div><input type="checkbox"/> Child welfare</div> <div><input type="checkbox"/> Early childhood education</div> <div><input type="checkbox"/> Elder care</div> <div><input type="checkbox"/> Disabled</div> <div><input type="checkbox"/> Mental health</div> <div><input type="checkbox"/> Independent living</div> <div><input type="checkbox"/> Teen pregnancy</div> <div><input type="checkbox"/> After school</div> <div><input type="checkbox"/> Preventative health care</div> <div><input type="checkbox"/> Medical care</div> <div><input type="checkbox"/> Legal</div> <div><input type="checkbox"/> Incarceration and post- incarceration</div>	<b>DEVELOPMENT/ IMPLEMENT- ATION OF INDIGENOUS</b> <div><input type="checkbox"/> Culture and place- based curriculum</div> <div><input type="checkbox"/> Measurement tools to assess content knowledge across subject areas</div> <div><input type="checkbox"/> Theory</div> <b>PROFESSIONAL DEVELOPMENT</b> <div><input type="checkbox"/> Indigenous issues</div> <div><input type="checkbox"/> Content knowledge</div> <div><input type="checkbox"/> Pedagogy</div> <div><input type="checkbox"/> Epistemology</div> <b>RESOURCES</b> <div><input type="checkbox"/> Literacy</div> <div><input type="checkbox"/> Math and science</div> <div><input type="checkbox"/> Social sciences</div> <div><input type="checkbox"/> Web-based</div> <div><input type="checkbox"/> Multi-media</div>	<b>PROFESSIONAL DEVELOPMENT</b> <div><input type="checkbox"/> Indigenous issues</div> <div><input type="checkbox"/> Content knowledge</div> <div><input type="checkbox"/> Pedagogy</div> <b>INCORPORA- TION OF TRADITIONAL AND INDIGEN- OUS RESEARCH FOR THE DESIGN OF</b> <div><input type="checkbox"/> Curriculum</div> <div><input type="checkbox"/> Practices</div> <div><input type="checkbox"/> School policies</div> <div><input type="checkbox"/> Alternative measurement tools to assess content knowledge across subject areas</div>	<b>LEGISLATION, PROCEDURES AND PRACTICES SUPPORTING</b> <div><input type="checkbox"/> Alternative energy</div> <div><input type="checkbox"/> Health choices</div> <div><input type="checkbox"/> Health care</div> <div><input type="checkbox"/> Easy Access to government services, agencies, personal records</div> <div><input type="checkbox"/> Civil rights in policy and decision making</div> <div><input type="checkbox"/> Affordable housing</div> <div><input type="checkbox"/> Responsible land and water use and protection</div> <div><input type="checkbox"/> Environmental protection</div> <div><input type="checkbox"/> Endangered species protection</div> <div><input type="checkbox"/> Cultural resources protection</div> <div><input type="checkbox"/> Fair distribution of resources</div> <div><input type="checkbox"/> Responsible infrastructure maintenance</div> <div><input type="checkbox"/> Fair employment legislation</div> <div><input type="checkbox"/> Employee benefits</div>