



Native Hawaiian Education Council Annual Report

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Native Hawaiian Education Council

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NU'UKIA

VISION

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

*There will be a culturally enlightened Hawaiian nation,
There will be a Hawaiian nation enlightened.*

ALA NU'UKIA

MISSION

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

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

GUIDING PRINCIPLES

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

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

GOALS

*To enable Native Hawaiians to reach the Native Hawaiian Education and
National Education Goals, the Native Hawaiian Education Council shall:*

- *Coordinate resources;*
- *Assess educational needs, practices and models;*
- *Provide recommendations for the improvement of education for
Native Hawaiians and*
- *Achieve and demonstrate organizational excellence.*



Native Hawaiian Education Council

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Native Hawaiian Education Council

2009-2010 ANNUAL REPORT NARRATIVE

Executive Summary

This 2009–2010 Annual Report was prepared by the Native Hawaiian Education Council (NHEC or 'Education Council' hereafter) and staff and describes the Education Council's activities to:

- Coordinate the educational services and programs available to Native Hawaiians, including the programs funded through the Native Hawaiian Education Act (NHEA or 'the Act' hereafter);
- Assess the extent to which such services and programs meet the needs of Native Hawaiians, and collect data on the status of Native Hawaiian education;
- Provide direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serve, where appropriate, in an advisory capacity; and
- Make direct grants, if such grants enable the Education Council to carry out the duties of said Council.

The Education Council provides administrative support and financial assistance to the established Native Hawaiian Education Island Councils ('Island

Councils' hereafter); supporting the distinct needs of each island community through programs funded by the NHEA and addressing identified priorities and authorized activities.

I. Outcomes Substantially Achieved in 2009-2010

During the 2009-2010 fiscal year, NHEC continued its efforts toward educational improvements for Native Hawaiians as defined in the purposes of the NHEA. The Education Council continues to develop strategic partnerships with organizations who collectively contribute their resources to meet educational needs of Native Hawaiians. NHEC continues to work with national, state and community organizations and advocate for existing education programs, including those funded by NHEA, on the impact they have in addressing the needs and education priorities of Native Hawaiians.

This annual report discusses the work of the Education Council and Island Councils to improve our effectiveness, productivity, accountability and transparency in accomplishing our mission to “coordinate, assess and make recommendations to perpetuate excellence in Native Hawaiian education.” The following activities are reported in sequential order following the 2009-2010 fiscal year.

A. (Coordinate) Nā Honua Mauli Ola. *Nā Honua Mauli Ola* (NHMO) is an educational resource based on Native Hawaiian philosophy using a set of guidelines intended to promote culturally healthy and 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

education and cultural well-being of their learners.” NHMO is supported through rigorous research on culture-based education.

Nā Honua Mauli Ola was originally published in 2002 through the collaborative efforts of NHEC and the University of Hawai‘i at Hilo (UH-Hilo) Ka Haka ‘Ula O Ke‘elikōlani 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.

The following descriptions reflect the research results reaffirming how NHMO developed evidence on how Hawaiian culture influences student engagement, leading to academic success.

1. NHMO created nine Nā Ala ‘Ike (Cultural Pathways). This culture-based education initiative establishes a foundation and framework of culturally appropriate pathways for student, teachers, parents and other community stakeholders to support student academic achievement and Hawaiian language and cultural success.
2. Teaching through culture builds upon our strengths of relationship, relevance, rigor, and responsibility. With the support of research studies, NHMO is beginning to establish new pathways of how Hawaiian culture encourages students to take responsibility for their own learning and achievement outcomes.

3. NHMO uses cultural relevance and independent learning to support the delivery of instruction and enhance the educational experience for all Native Hawaiian learners.
4. NHMO encourages teachers to utilize student data in decision making to craft curriculum and instruction that will prepare students to meet Hawaii State Content Performance in reading, math, writing, science and/or Hawaiian language.

This NHMO initiative will be distributed throughout the P-20 continuum serviced by public and private school systems, community-based organizations, and strategic partners. This initiative will also be incorporated in statewide public pre-service teacher induction and an in-service teacher training program to improve teacher quality and effectiveness and improve student achievement.

NHMO has gone through its first revision through the leadership of the UH-Hilo College of Hawaiian Language and with the assistance of NHEC, Native Hawaiian cultural practitioners, Native Hawaiian language experts, educators from private, public and public charters schools, and representatives of various Native Hawaiian community organizations. Revision workshops started towards the end of the previous fiscal year and wrapped up in July 2010, and the final revised version of NHMO is currently awaiting printing.

The Education Council's support for the NHMO revision included assisting with partial financial support of the writing workshops and procurement of legal services to protect the indigenous intellectual property created by the NHMO writing group. The NHEC Executive Director monitored and managed the intellectual property licensure contract during the 2009-2010 fiscal year to assure that NHMO will be shared and appropriately used by educators and scholars, while guarding against possible misuse, wrongful appropriation and abuse of the information contained in the revised document. Financial support will continue into the 2010-2011 fiscal year for partial printing costs and expenses for NHMO delegation to present pathways at various education conferences.

B. (Assess) NHEC Program Indicators Framework Reliability and Validity

Study. The Education Council took substantial steps during the 2007-2008 and 2008-2009 fiscal years to develop a set of shared indicators closely aligned with the purposes of the NHEA to track grantee performance. The development of the NHEC Program Indicators Framework was complete in November 2008. NHEC then planned and implemented a study to measure the utility and applicability of the Program Indicators Framework, known as the Reliability and Validity Study.

The purpose of the study was to have a team of external evaluators examine the relationship between NHEC's Program Indicators Framework –

mauli, Hawaiian and academic `ike, and kuleana – against other instruments measuring basic survival, identity, belonging, self-actualization; knowledge of the Hawaiian language, Hawaiian-specific knowledge, Hawaiian values and practices; academic achievement; and stewardship, self-sufficiency and employment. The contract for the study was procured during the 2008-2009 fiscal year with the study continuing into fiscal year 2009-2010.

The study was concluded in May 2010 and the following conclusions were drawn from this study:

1. The framework is a viable method for framing assessment of critical outcomes for projects funded under NHEA.
2. The domains and subdomains in some areas of the framework are blurry around the edges. That is, the domain definitions do not always provide enough guidance to distinguish between them.
3. Although the quality of the project-developed items is sometimes high, their psychometric qualities (validity and reliability) are missing.
4. Not many of the framework domains are being measured with a precision that would withstand outside scrutiny.
5. We (the external evaluation team) suggest consideration of a multiyear, intensive effort to develop or identify psychometrically acceptable tools for assessing every domain, sub domain, and level of the framework.

C. (Assess) Indigenous Evaluation Toolkit Hui. The purpose of the Indigenous Evaluation Toolkit Hui ('the Hui' hereafter) was to bring together evaluators from different educational programs, both Hawaiian and non-Hawaiian, to discuss new ways of measuring culture-based education.

Towards the end of fiscal year 2008-2009, NHEC staff held discussions with the directors and staff of nine current and former NHEA grantee organization, six professional evaluators with experience in culturally-appropriate evaluation, and two strategic partner organizations with interests in the development of culture-based assessment tools. These discussions focused on issues related to culture-based evaluation, including:

- the need to build capacity among programs and the broader Native Hawaiian education community for culturally-appropriate evaluation, including the development of statements of principles, and effective assessment tools and methods;
- the need to develop evaluation tools and methods across a range of cost-benefit options (dollars, staff time, community input); and
- the need to develop tools that have the potential to deliver findings across all or part of the range of services provided by Native Hawaiian programs.

Initial discussions progressed to the organization of an "Indigenous Evaluation Toolkit Hui" to do the work outlined above, including:

- developing shared, widely-agreed-upon principles and methods for culturally-responsive and appropriate evaluation;
- collecting, developing, organizing, vetting (and potentially even “indigenizing”) various culturally-appropriate evaluation strategies, tools and methods;
- developing an effective outreach training and capacity-building program to assist and teach grantees, strategic partners and other Native Hawaiian educational programs on how to use the principles, tools and methods developed and shared by the Hui;
- developing an effective method to share evidence-based “stories of success” with the Native Hawaiian community, program participants, legislators and funders, including but not limited to the U.S. Department of Education (USDOE).

The Hui brainstormed and compiled a list of possible criteria for use in determining what to include in the toolkit, however, more work on the inventory needs to be done in order to inform this question. The work of the Hui will continue into the 2010-2011 fiscal year.

D. (Assess) Analyses of 2009-2010 Native Hawaiian Education Program

Grant Applications. The Education Council received all grant applications for the fiscal year 2009-2010 Native Hawaiian Education Program (NHEP) Grant Competition from the USDOE. The NHEC staff reviewed each application

and analyzed the data aggregately to establish the funding patterns for this award year and the data was used to begin developing an NHEC needs assessment summary.

E. (Assess) CNHA Native Hawaiian Education Community Puwalu Series.

Through a direct grant of the Council for Native Hawaiian Advancement (CNHA), 14 community meetings were offered throughout the state and across islands, to gather information on NHEA Reauthorization from community members. Each meeting was two hours and was facilitated by a CNHA staff member. At least one staff from NHEC attended all of the community meetings, although many meetings included multiple Education Council members.

The CNHA submitted a summary report to NHEC, which includes a list of all of the comments that were shared by community members.

F. (Report and Make Recommendations) NHEC Recommendation of Absolute Priorities for Discretionary Grant Programs. On September 7, 2010, the Education Council submitted a letter to the USDOE Office of Innovation and Improvement stating NHEC's recommended absolute priorities, which focus on "high need Native Hawaiian children and students" and "Hawaiian Language Immersion Schools".

G. (Coordinate) Development of Community Maps. Multiple maps were collected and others were developed to assist the NHEC in identifying communities by school complex areas, districts, households that fall below the poverty line and locations of currently funded NHEP programs. Because NHEC has made the recommendation to the USDOE requesting that future NHEP grant applicants whose programs provide services to high need communities be considered absolute priorities, it was important for NHEC to identify these communities so those reading future NHEP applications would have a reference point of where these high need areas are located.

H. (Report and Make Recommendations) NHEC Recommendation on the Revised GPRA. On September 27, 2010, the Education Council submitted a letter to Joanne Osborne, NHEP Program Officer with a statement of concern regarding the revised Government Performance and Results Act (GPRA) measures that went into effect in September 2009. The position of NHEC that was stated in the letter is as follows:

In School Year 2010-2011, the Hawai'i State Department of Education replaced the Hawaiian Aligned Portfolio Assessment (HAPA) with a translated version of the generic Hawai'i State Assessment (HSA). This is a major concern for Hawaiian Language experts for two reasons: 1) the test is **merely being translated from English words to Hawaiian words**, rather than being created in the Hawaiian Language, and 2) there is **no evidence of this test's reliability and validity**, since the test does not align with the Hawaiian Language Immersion curriculum.

II. The Native Hawaiian Education Council

The composition and duties of the Education Council and Island Councils are mandated by the NHEA. NHEC is comprised of volunteers from all islands and various Native Hawaiian organizations and serves as the governing and policy making board tasked to carryout the activities set forth by the Act.

The Education Council elects officers that make up the Executive Committee, which consist of a Chairperson, Vice Chairperson, Secretary, Treasurer and Past Chair. Towards the end of the 2009-2010 fiscal year, the Education Council established standing committees to ensure that the organization is fulfilling their obligations set in the Act. To assure program fidelity, a NHEC staff member is assigned to each standing committee.

The following is a list of the Education Council members and elected officers as of the end of the 2009-2010 fiscal year:

<u>MEMBERS:</u>	<u>ORGANIZATION / ISLAND COUNCIL:</u>	<u>MEMBER SINCE:</u>
1. Betty Jenkins	Nā Kūpuna	Oct. 1997
2. T. Kamuela Chun	University of Hawai'i Community Colleges, Achieving the Dream Program	Oct. 1997
3. Keiki Kawai'ae'a	University of Hawai'i at Hilo, Kahuawaiola Indigenous Teacher Education Program	Oct. 1997
4. Maggie Hanohano	retired Hawai'i Department of Education, Pihana Nā Mamo Program	Oct. 1997
5. M. Nāmaka Rawlins ↳ <i>Past Chair</i>	`Aha Pūnana Leo	Oct. 1997
6. Paula De Morales	Kahua / PMD & Co.	Oct. 1997
7. Sherlyn Franklin Goo	Institute for Native Pacific Education And Culture (INPEACE)	Oct. 1997
8. C. Manu Ka'iama	University of Hawai'i, Kaulele Project	Oct. 1999

<u>MEMBERS:</u>	<u>ORGANIZATION / ISLAND COUNCIL:</u>	<u>MEMBER SINCE:</u>
9. Verlie Ann Malina-Wright ↳ Chairperson	retired Hawai'i Department of Education, Ke Kula Kaiapuni o Ānuenue	Oct. 1999
10. Martha Evans	Lāna'i Island Council Chair Saint Louis School	Aug. 2003
11. Shawn Kana'iaupuni	Kamehameha Schools, Public Educational Support Division	Aug. 2003
12. Wendy Mow-Taira	Windward Community College, Educational Talent Search	May 2006
13. Flame Makahanaloa	Moloka'i Island Council Chair Kamehameha Schools Summer School Program	Sep. 2006
14. V. Ka'iulani Pahi'ō ↳ Secretary	Hawai'i Island Council Chair Kanu o ka 'Āina Learning 'Ohana; Nā Lei Na'auao; NHCSA	Oct. 2007
15. Malia Davidson ↳ Treasurer	Maui Island Council Chair Maui Community College, Liko A'e Native Hawaiian Scholarship Program	Oct. 2009
16. Michael Koerte ↳ Vice Chairperson	Kaua'i Island Council Chair Manukai LLC / PMRF	Dec. 2009
17. Jobie Masagatani	Office of Hawaiian Affairs	May 2010
18. Milton Anderson	O'ahu Island Council Chair	Mar. 2010

↳ *Executive Committee members*

During the 2009-2010 fiscal year, the Education Council met four times face-to-face, and the Executive Committee met ten times either face-to-face, via conference calls, or through webinar meetings.

III. Changes in Personnel

During the 2009-2010 fiscal year, two staff members resigned from NHEC. In January 2010, the Director of Evaluation and Policy Formation position was vacated and the position was eliminated. In August 2010, the Executive Director resigned from NHEC and an Interim Executive Director was selected to fill the position to the end of the fiscal year.

Two new staff positions were created during the third quarter of the fiscal year: one part-time Communications Assistant position and three full-time Community Specialist positions. The Executive Committee approved the establishment of these four new staff positions using carry-over funds from the 2008-2009 fiscal year.

The purpose for the Communications Assistant is to capture and tell the stories of success of NHEC members and staff, the NHEP grantees and the NHEP grant program, and to communicate those stories through various media outlets. The Communications Assistant is also tasked with establishing media contacts and developing a media tree for disseminating information.

The three Community Specialists positions were created to insure that NHEC staff was available to work with members of island community groups in determining what the educational successes, as well as needs, are within a particular community, and report this information back to the Education Council. The Community Specialists serve as the liaison between each respective island community group and NHEC. The Community Specialists are

also tasked to work with Native Hawaiian community members, NHEP grantees, potential community strategic partners, and relevant governmental entities to extend the Education Council's reach to organizations and entities that impact education programs for Native Hawaiians. By the end of the 2009-2010 fiscal year, two of the three Community Specialist positions were vacated and the positions were not readvertised.