



Native Hawaiian Education Council  
Annual Report

PR/Award # S362B110001  
September 2011—August 2012

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.*

## *Who we are....*

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

- Coordinate the educational services and programs available to Native Hawaiians, including the programs funded through the NHEA;
- Assess the extent to which such services and programs meet the needs of Native Hawaiians, and collect data on the status of Native Hawaiian education;
- Provide direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available 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;
- Provide 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.

## *Our 2011-2012 achievements....*

### **Coordinate educational efforts**

Technical assistance to Island Councils. During the 2010—2011 fiscal year, NHEC completed and submitted to the U.S. Department of Education (USDOE) a comprehensive, detailed statewide assessment report on the educational needs of Native Hawaiians. NHEC began planning workshops for the Island Councils on how to present the needs assessment results to their respective communities.

Island Council meetings. Representatives of each Island Council attend each NHEC meeting to discuss their achievements, needs, and challenges.

## *Our 2011-2012 achievements...continued*

NHEA grantee briefings. In August, NHEC gathered grantees for a briefing with Hawai'i Congressional staff members. Grantees were strongly encouraged to cooperate with NHEC by providing data for their projects. In turn, grantees communicated their concerns, such as a desire for increased notification of grant opportunities and training; cultural based performance indicators; networking and capacity building; information on resources, particularly those products produced by NHEP; collaboration; technical assistance; and online access to curriculum models.

### **Coordinate educational efforts**

Educational panels and presentations. NHEC coordinated a panel presentation at the Council on Native Hawaiian Advancement (CNHA) Conference on the current activities of Hawaii DOE Race to the Top (RTTT) efforts in the HDOE. The panel also discussed the new charter school law that went into effect in July 2012. In addition, NHEC presented information on NHEA and the council at the Native Hawaiian Education Association Conference and at the Na Pua No'eau Family Day on the island of Hawai'i.

Native Indian Education Association (NIEA) Legislative Summit. NHEC participated in the summit to inform other Native groups about Native Hawaiian issues and establish networks for future collaborations.

### **Assess and collect data on the status of Native Hawaiian education**

Native Hawaiian organizations program outcomes report data collection process. Senator Inouye requested an outcomes report for *all* Native Hawaiian organizations receiving federal grants through his advocacy efforts. The Office of Hawaiian Affairs (OHA) was tasked with compiling the report for the various organizations. A data collection matrix with specific variables was sent to the different Native Hawaiian organizations identified by the Senator's office. NHEC collected data from NHEA grantees and completed the matrix. NHEC worked with OHA to validate, clean, and update the database created from the matrices. During this process, NHEC identified gaps (e.g., lack of consistent definitions of outcomes; need for a database or reporting mechanism to collect this type of information annually) and potential processes to address such gaps in the future.

## *Our 2011-2012 achievements...continued*

### **Provide guidance through reports and recommendations**

Native Hawaiian Education Programs report. Senator Inouye requested an outcomes report for *NHEA grantees*. NHEC took the lead in coordinating grantee efforts to respond to the data request. NHEC coordinated data collection, reviewed and analyzed the data, and wrote the final report (See Appendix A).

### **Serve in an advisory capacity**

Native Hawaiian Educational Outcomes Council. As part of the Race to the Top initiative, the NHEOC was formed to bring together organizations that would partner with the DOE in addressing the educational gap between Native Hawaiian students and non-Native Hawaiian students. NHEC acts in an advisory capacity to this council and provides information and recommendations.

## *Operational activities*

### **New leadership**



Executive Director position. The Executive Director position was vacated in May 2012. A subsequent search resulted in the position being offered to and accepted by Wendy Roylo Hee. A graduate of Kamehameha, Wesleyan University in Connecticut and Harvard University in Massachusetts, Wendy has worked for over 30 years in planning and administration at various health, education, and native Hawaiian organizations. She has experience in grant-writing, lobbying and fund-raising, and has served as a member of county and state commissions and advisory boards ranging from health, land use, culture and women's issues.

### **Fiscal**

Each month the executive committee is provided a fiscal report summary, reconciliation summary, and spreadsheet of the year to date budget expenditures to review and discuss. The reports are then forwarded to the general council and voted upon.

The fiscal report summary includes the drawdown funds available to the NHEC bank account, the balance of funds not drawn down from the USDOE, and the true balance of funds. The reconciliation summary includes an accounting of the cleared, uncleared, and new transactions, active awards drawn from the USDOE, and the total NHEC funds. Refer to Appendix B for the final fiscal report.

### **Revision to by-laws**

NHEC's by-laws that pertain to the Treasurer's duties were updated to include periodic review of internal controls, reasonableness of transactions and business to ensure accounts are available for inspection by council members.

## *Operational activities*

### **Conflict of interest**

NHEC has adopted its Conflict of Interest policy that requires council members to disclose potential conflicts and requires members to withdraw from decisions that present a potential conflict. Conflict of Interest statements are signed and filed annually.

### **Communication and dissemination of information**

The NHEC website <http://www.nhec.org/> is updated annually to include the new grant awardees and project abstracts. In addition, NHEC has a large database of past and current grantees and is able to disseminate information using the contact information from the database. Internal communication for council activities is disseminated via electronic mail. NHEC staff also traveled to neighbor islands to share information on the NHEC Needs Assessment Report.

To ensure the activities and decisions made by the NHEC Executive Committee are transparent, the Executive Committee meeting minutes can be found in Appendix C.

# *Appendix A: Outcomes report*

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***Native Hawaiian Education Council***

***Report on Outcomes of***

***Elementary & Secondary Education Act***

***Title VII; Part B – Native Hawaiian Education Act***

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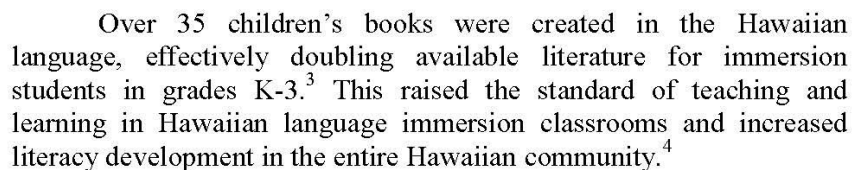
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- (A) Beginning reading and literacy among students in kindergarten through third grade**

In one funding cycle, over 600 Native Hawaiian children improved oral language skills, thereby increasing potential for academic success in kindergarten. Children gained, on average, 19 points beyond normative expectation. Data demonstrates that children's oral language skills increased the longer they were in the program.<sup>2</sup> This program, operating in predominantly Native Hawaiian communities, trained nearly 50 community members as early childhood professionals.



A professional development model that incorporated academic degree preparation, specialized training in early childhood, cultural knowledge, and leadership development was implemented at 16 sites on 3 islands throughout Hawai'i. Ninety-seven percent of ECE practitioners reported qualitative gains in their skills related to early childhood education.<sup>6</sup>

<sup>6</sup> Ah Sam, Anna. “Kūlia I Ka Pono FER 07-10”

**(B) The needs of at-risk children and youth**

Educating and supporting grandparents and other adult caregivers on valuable early learning practices promoted resiliency in at-risk children by helping children enter school ready to learn. During one funding cycle over 2,000 at-risk children were served throughout the state increasing Personal/Social Development (Meisel's Work Sampling System assessment) among 60% of three and four year olds.<sup>7</sup>

Over 395 children and caregivers on the Leeward coast of O'ahu, an area with a large disproportionate number of homeless and at-risk Native Hawaiian youth, were serviced by a school readiness program in just one year. The indirect impact of this project is even greater, as caregivers reported that they took home what they learned and shared it with other members in their family.<sup>8</sup> The reach of the program compounded every year as families and communities continued to share the information learned through this project. Over 115 partnerships were developed and maintained with community organizations to ensure at-risk students will be given continued support long after the programs have ended.



Among Hawai'i's public school students, 51% are eligible for free-or-reduced lunch. Native Hawaiian students comprise the largest ethnic group at 28% in the State's K-12 schools. A funded NHEP project, Pihana Nā Mamo, served 13 low-income elementary schools with high Native Hawaiian student populations to improve reading proficiency. Rigorous external evaluations of this project found graduation rates, Stanford Achievement Test 9 reading scores, and Hawai'i State Assessment third grade reading scores far above normative expectations in comparison to peer schools with similar socioeconomic characteristics

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<sup>7</sup> Dill, Jan. "Tūtū and Me: Na Hanauna Ulu Pono"

<sup>8</sup> Dill, Jan. "Tūtū and Me: Ola Nā 'Ohana"

**(C) Needs in fields or disciplines in which Native Hawaiians are underemployed**



**Joshua Lelemia Irvine, PhD Candidate  
Civil and Environmental Engineering**

NHEP significantly increased the number of Native Hawaiian students in STEM disciplines. The number of Native Hawaiian students majoring in engineering has more than tripled from 2001 to 2010. Over 90% of NHEP STEM students served during this period graduated, with 85% directly entering the STEM workforce, pursuing STEM graduate education, or entering STEM teaching professions. This is considerably higher than national retention rates

for indigenous students in STEM fields.<sup>9</sup>

The period of 2006-2009 an NHEP funded program improved academic success in STEM related courses for over 500 Native Hawaiian youth through summer residency programs and “science meets culture activities.”<sup>10</sup> Of 946 NHEP funded scholarships awarded between 2008 and 2012, 74% were to degree seeking STEM and education students.<sup>11</sup>

**(D) The use of the Hawaiian language in instruction**

Hawai‘i is a state with two official languages, the indigenous Hawaiian language and English. Families can choose to attend schools in either of the State’s two official languages.

One NHEP grantee, ‘Aha Pūnana Leo pioneered the use of the Native Hawaiian language in instruction developing and revitalizing the Hawaiian medium education as a means to restore both linguistic integrity and educational excellence. ‘Aha Pūnana Leo serves as a national and international model for language revitalization.

Other NHEP funded projects created curriculum and classroom materials increasing resources for teachers, students and families which included a computer bulletin board system operating in the Hawaiian language. Another NHEP funded project initiated appropriate teacher training and certification for Hawaiian medium schools. During the past five years, 60 teachers completed training and received certification.

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<sup>9</sup> Ka‘akua, Joshua. “STEM Scholars Program: A Proposal to Grow, Expand, and Disseminate Native Hawaiian Excellence in STEM Education”

<sup>10</sup> Sing, David. “Education of Native Hawaiians: Pathways”

<sup>11</sup> DuPuis, Reshela. “PPE Supplemental Report: Liko A‘e”





It should be noted, on average, 80% of students graduating from Hawaiian immersion programs are accepted into college.<sup>12</sup>

An empirical study of 2,969 students in Hawaii found that culture-based education strategies (i.e., strategies that used native Hawaiian language and values) was positively correlated with student outcomes, especially those of Native Hawaiian students.<sup>13</sup>

Educational research has clearly established that native culture and language are essential in native children's acquisition of knowledge<sup>14</sup> and fosters academic achievement.<sup>15</sup>

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<sup>12</sup> Wilson, William H. "Hawaiian-immersion A Resound Success." *Honolulu Advertiser*. November 2003

<sup>13</sup> *Education Week*, April 7, 2010, vol. 29, issue 28, p. 5

<sup>14</sup> Lipka, Mohatt & the Ciulistet Group, 1998; Skinner, 1999; Yazzie, 1999)

<sup>15</sup> Dupuis & Walker, 1988, Haker & others, 1980; McCarty, 1989; Mohatt & Sharp, 1998; p.62