

Native Hawaiian Education Data Systems Mapping Project

Executive Summary



January 2018

Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to coordinate, assess, and report and make recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.

The findings of the *Native Hawaiian Education Data Systems Mapping Project* are intended to support NHEC in its efforts to advance a research and development strategy focused on understanding how data might be better used for the benefit of families and communities.

The overarching goal of this project is to help stakeholders understand the breadth and depth of data about Native Hawaiian communities. In particular, this report presents a comprehensive inventory of databases, data systems, and data elements that may be useful in understanding the impact of Native Hawaiian education programming on individuals and communities in Hawai'i. Through the voices and recommendations of community stakeholders, this project also describes next steps that could help make data more useful for the benefit of families and communities.

Why focus on data?

The right data can be powerful in telling stories to inform practice and policy. However, routinely collecting and accessing these data is difficult. Through this project, the NHEC is working to make visible the current state of data about Native Hawaiian communities.

Project Goals

1. Provide a comprehensive resource that lists and describes data systems and data elements relating to Native Hawaiian communities' well-being.
2. Hear from stakeholders about ways in which important stories about Native Hawaiians' well-being are unable to be told given existing data and data systems.
3. Provide recommendations to NHEC for points of advocacy around data and data systems.
4. Inform NHEC's data strategy and research and development agenda.

Methods Highlights

- Defined well-being data domains as it relates to the education of Native Hawaiians.
- Identified databases and data repositories both at the state and federal levels that might include information about Native Hawaiians.
- Reviewed and mapped data elements across databases and repositories with demographic categories that include Native Hawaiians.

- Facilitated a stakeholder convening to discuss stories about Native Hawaiian communities that can or cannot be told with available data
- Conducted follow-up interviews to learn more about organizational concerns about data availability

Key Findings

This report inventoried **87** databases across **38** data systems and repositories that include information about Native Hawaiians.

In these 87 databases, **135** separate data elements were identified within eight domains of well-being.

Of the identified databases, **33%** used Native Hawaiian as a standalone ethnic identity category.

The Hawai'i Department of Education provides access to **10** sources of data that can be used for reporting on the Government Performance Results Act (GPRA) for the Native Hawaiian Education Program.

Systematic data about program implementation, such as which students participated in which programs, is particularly lacking and noted as a high priority challenge by community stakeholders.

Stakeholders raised the concern that without better data that cuts across these domains, the stories of NH communities will be largely told based on a few discrete data points like standardized test scores.

Data about key issues in the revitalization of 'ike Hawai'i and 'Ōlelo Hawai'i are not available. For example, demographics about Hawaiian language speakers, fluency levels, and contexts of use remain unclear.

This report identifies eight domains related to the well-being of Native Hawaiian communities:

- (1) education
- (2) family context and environment
- (3) employment and career development
- (4) physical environment and safety
- (5) physical health and behaviors
- (6) health care
- (7) social-emotional and behavioral development
- (8) community engagement and relations

Recommendations

Collaborate with Native Hawaiian organizations and stakeholders of Native Hawaiian data and data systems to agree on ways to increase access to available data, decrease redundancies in data collection, and take first steps toward shared data across organizations. A variety of organizations are already working to understand the available data, but often organizations work solely within their own areas of expertise. One approach could be to develop MOUs or other agreements to promote cross-organizational data collection, use, and analysis.

Support collaborative research and evaluation across different organizations serving Native Hawaiian communities that use data from multiple domains identified in this report to understand the value and impact of NH education programming. A collaborative research effort would allow stakeholders to tell more compelling and complete stories related to the well-being of Native Hawaiian communities.

Work with community stakeholders to develop shared definitions of success that could inform a research and development and policy agenda. Stakeholders voiced concern about college enrollment and completion as the main indicators of success and argued for more Native Hawaiian community-relevant indicators of success. Defining multiple pathways toward success could help strengthen Native Hawaiian education programming by focusing efforts on pathways that individuals and communities have affirmed.

Support projects that focus on developing and generating high-quality implementation data rather than only outcome data. Native Hawaiians often participate in multiple programs simultaneously, and disentangling impacts is challenging without strong implementation data. Without better process data, it will remain unclear which programs or which program components are successful. Additionally, implementation data allows for the redesign and scale of programs to increase their impact.

Advocate for better integration of individual, family, and community data. NHEC's data strategy might address ways that stakeholders could use, connect, and analyze data at these varying levels of description to better understand how Native Hawaiian communities are faring.

Serve as a repository of information about available data relating to the well-being of Native Hawaiian communities. Building on this *Data Mapping Project*, NHEC may choose to serve as a central resource of information about data systems, data elements, and processes for accessing data, which could help increase awareness about available data. Making this information accessible in one place may be a practical way to begin to support more collaborative action across organizations focused on the well-being of Native Hawaiian communities.