



NATIVE HAWAIIAN EDUCATION COUNCIL

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Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & 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.

Native Hawaiian Education Legislative Summit 2018 Post-Convening Report

HOSTED BY THE NATIVE HAWAIIAN EDUCATION COUNCIL

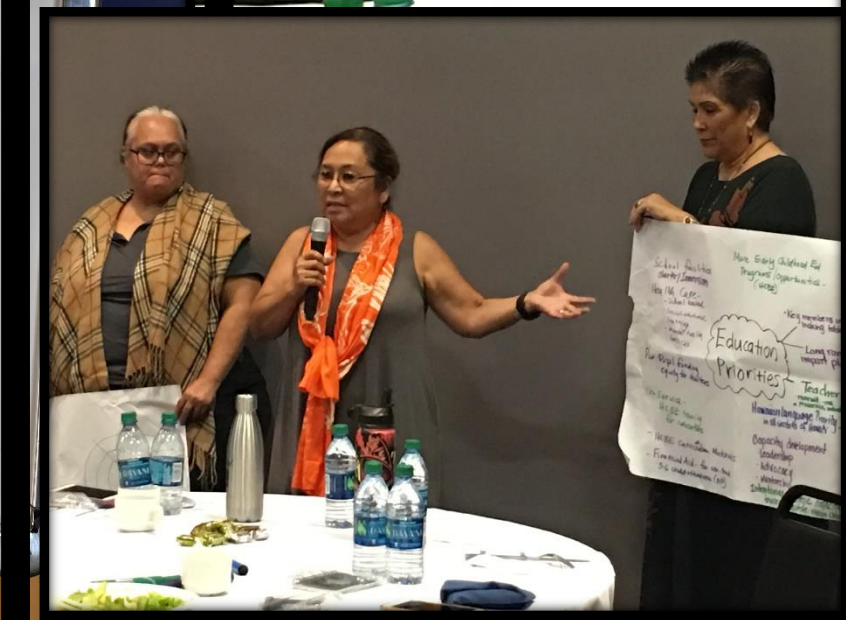
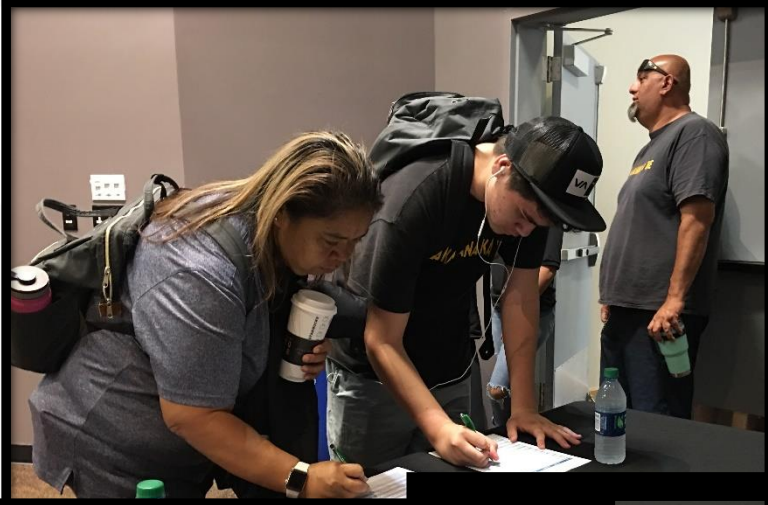
Wednesday, September 19, 2018

9:00 a.m. – 3:00 p.m.

'Imiloa Astronomy Center, Hilo, Hawai'i Island

Objective: To provide communities with a space to continue in engagement and advocacy toward the realization of abundant communities via policy and legislative strategies.

Plenary: Invited Gubernatorial Candidates

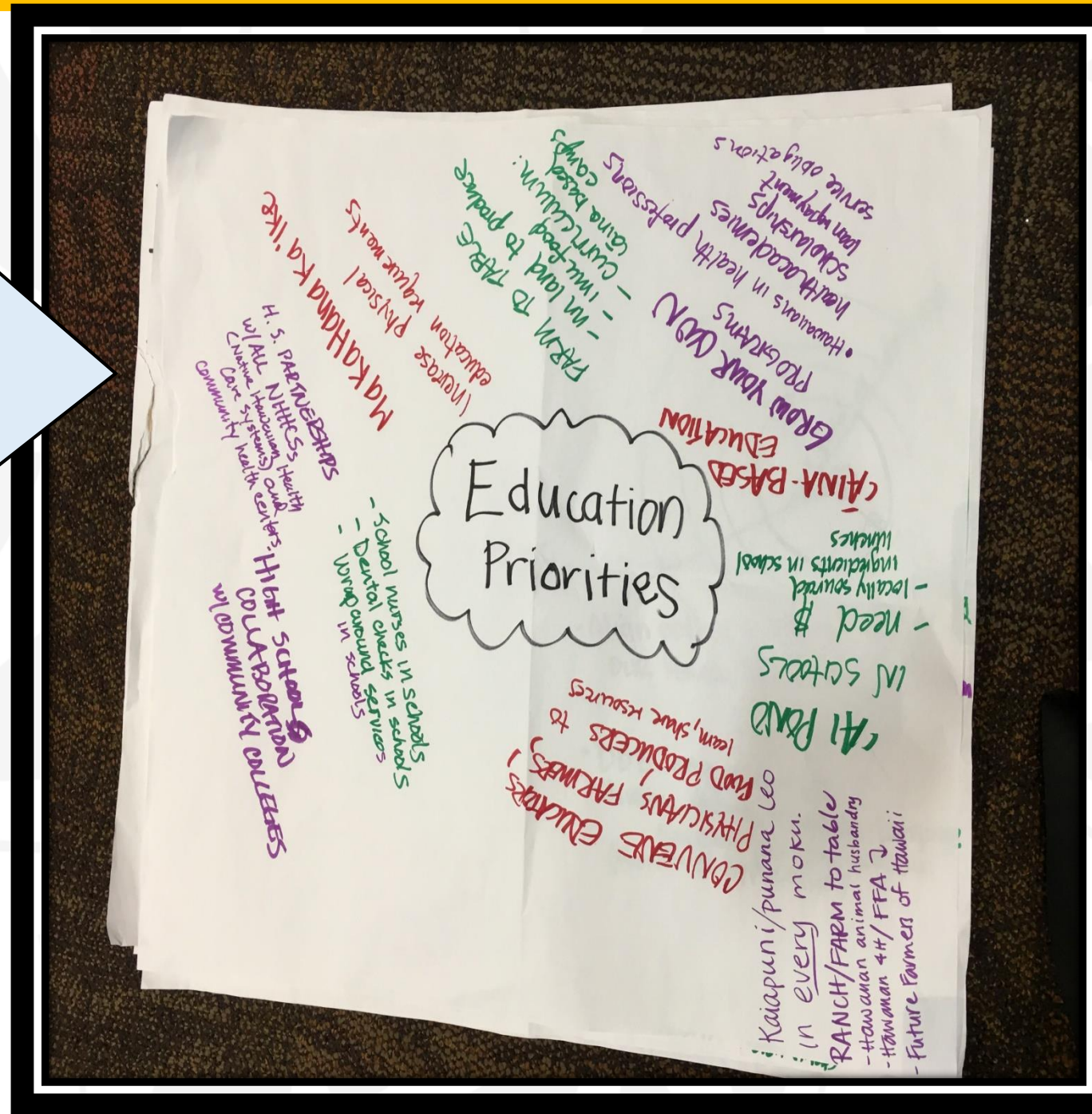


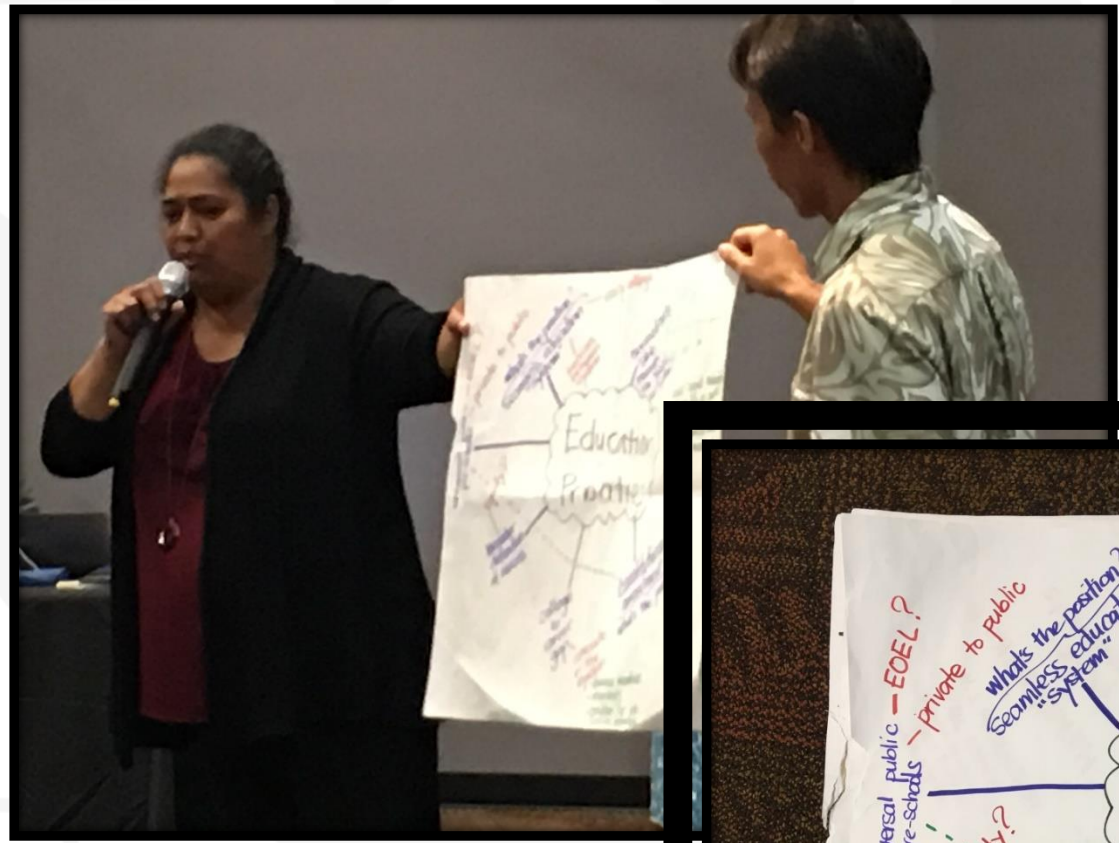
Community Consultation: Hawai‘i Island via the Native Hawaiian Education Legislative Summit

Education Priorities

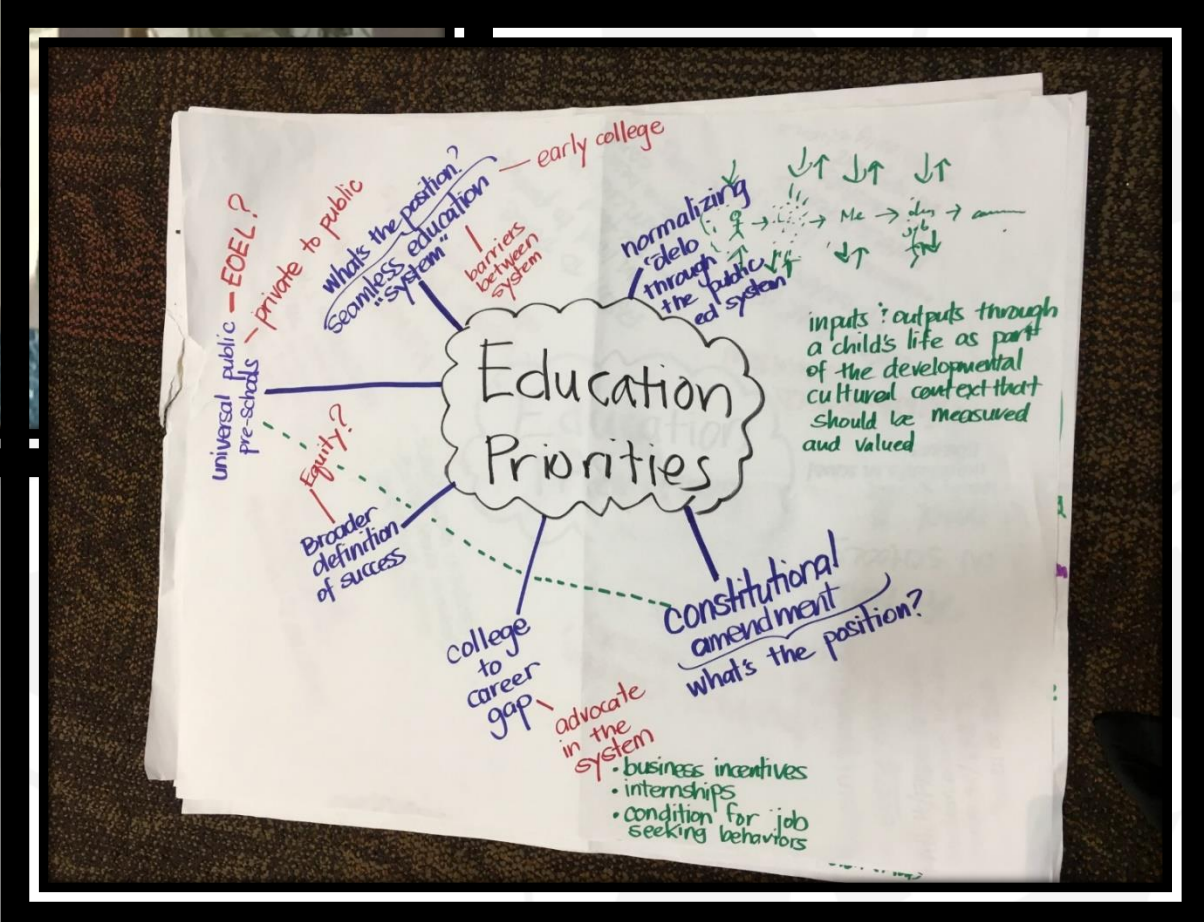


- School nurses in schools
- Dental checks in schools
- Wrap around services in schools
- High school collaboration with community colleges
- H.S. partnerships with all NHHCS (Native Hawaiian Health Care Systems) and Community Health Centers
- Ma Ka Hana Ka 'Ike
- Increase physical education requirements
- Farm to Table (land to produce, imu food, curriculum: 'āina based camps)
- Grow your own programs (Hawaiians in health professions—health academies, scholarships, loan repayment, service obligations)
- 'Āina-based education
- 'Āi pono in schools need \$, locally sourced ingredients in school lunches
- Convene educators, physicians, farmers, food producers to learn, share resources
- Kaiapuni/Punana Leo in every moku
- Ranch/farm to table (Hawaiian animal husbandry, Hawaiian 4H/FFA (Future Farmers of Hawai'i))



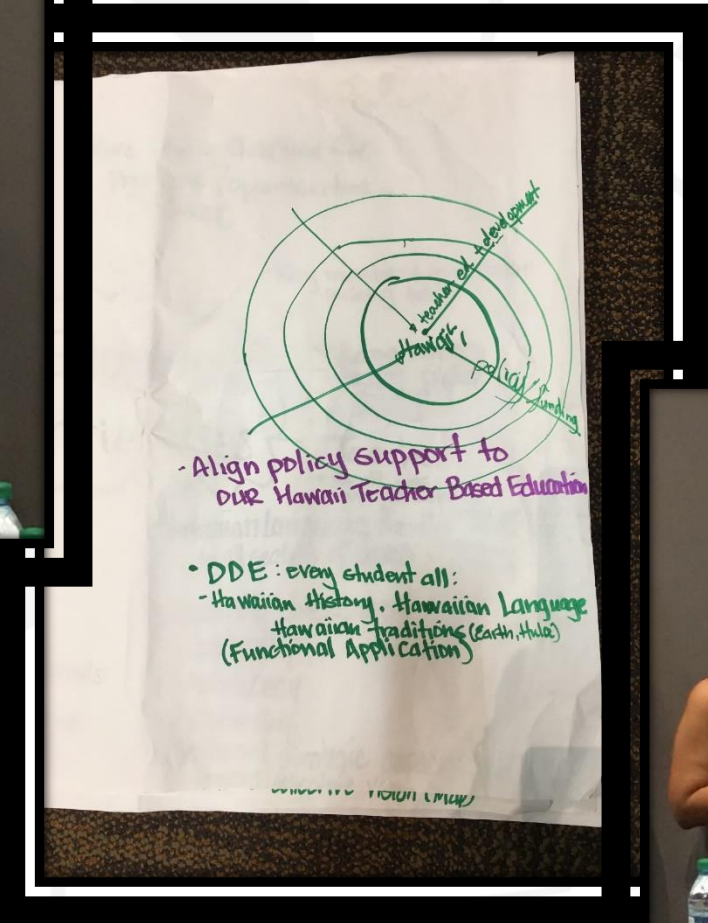
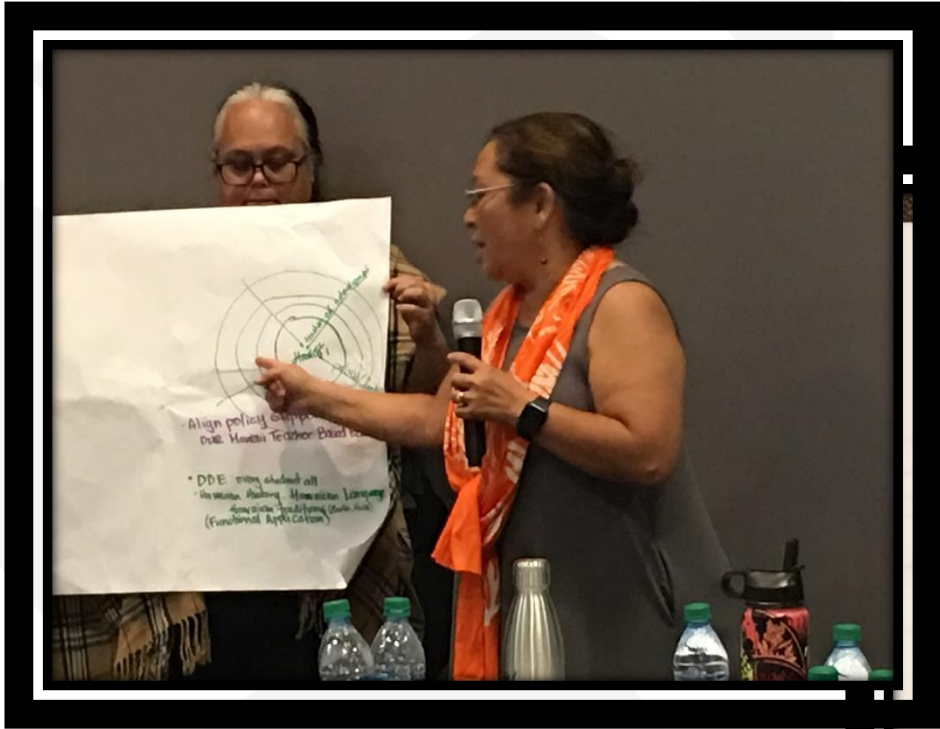


- ✓ Universal public pre-schools – EOEL?, Constitutional amendment, what's the position?
- ✓ What's the position? Seamless education "system", barriers between system---early college
- ✓ Normalizing 'ōlelo through the public education system;



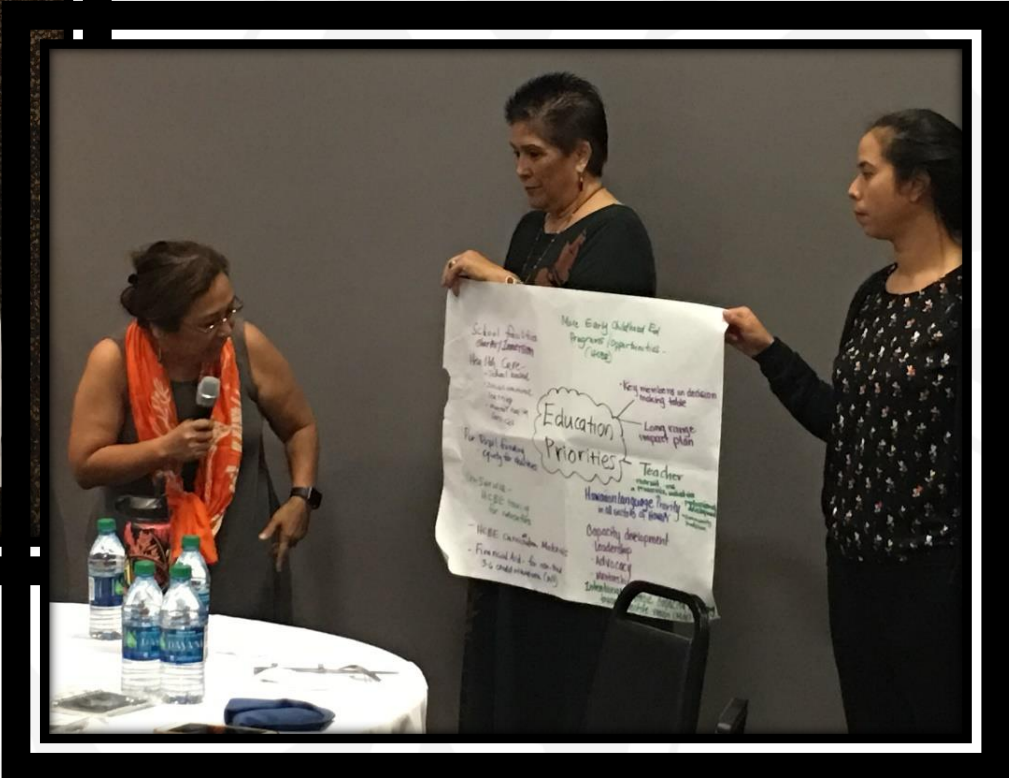
- ✓ Inputs & outputs through a child's life as part of the developmental cultural context that should be measured and valued;
- ✓ Broader definition of success;
- ✓ College to career gap – advocate in the system (business incentives, internships, condition for job seeking behaviors)



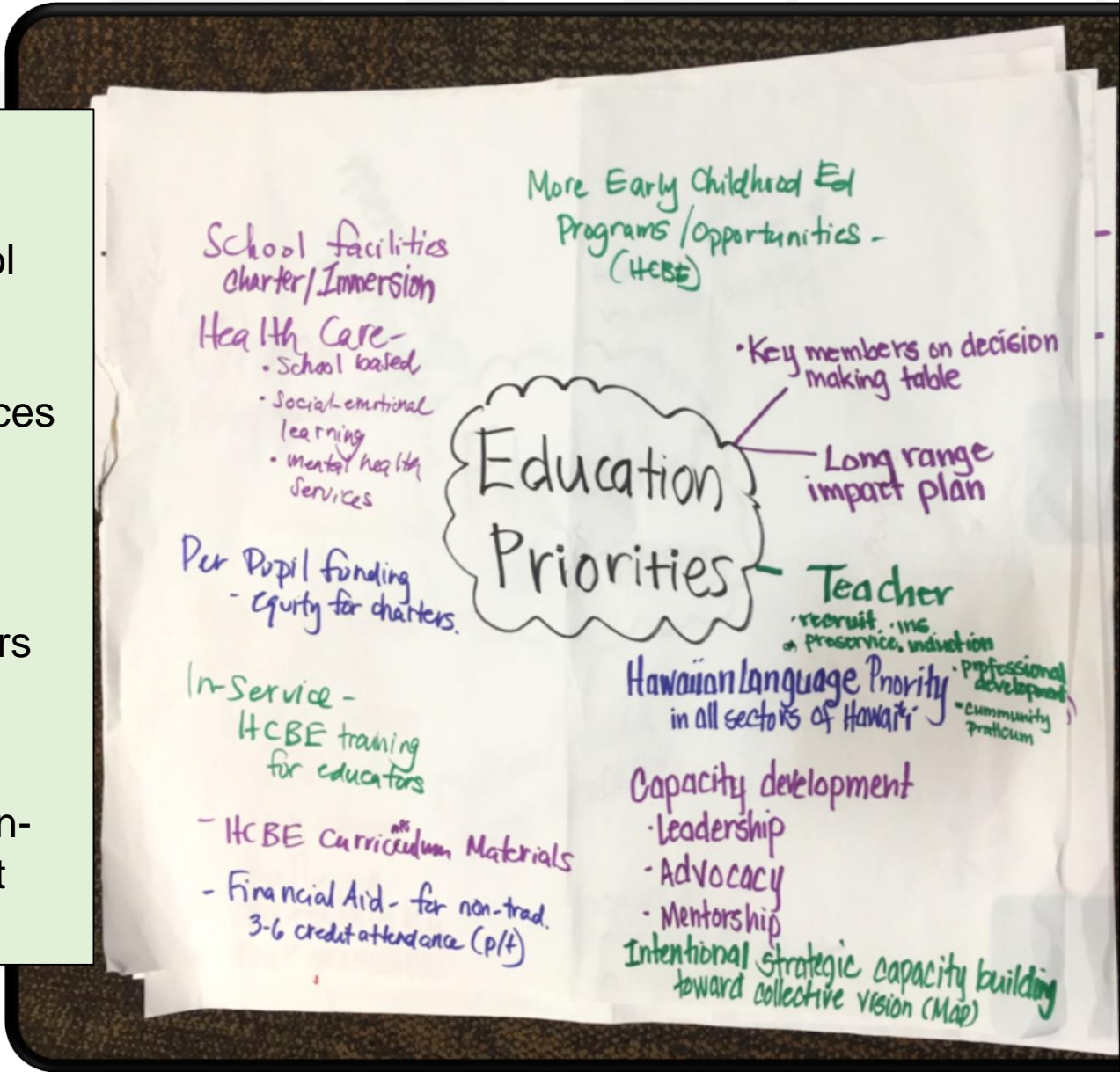


Align Policy Support To
Our Hawai'i Teacher
Based Education

DOE (Department of
Education):
Ever student all: Hawaiian
history, Hawaiian language,
Hawaiian traditions (earth,
hula, functional application)

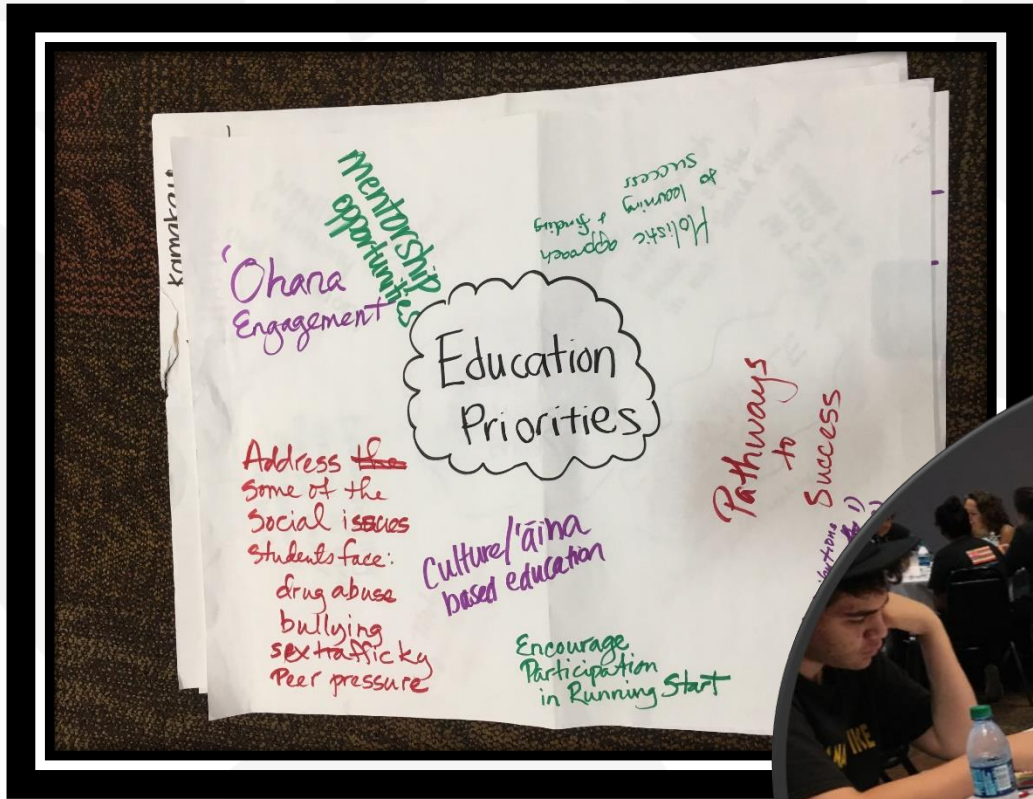


- School facilities charter/immersion
- Health care—school based, social-emotional learning, mental health services
- Per pupil funding, equity for charters
- In-service – HCBE training for educators
- HCBE curriculum materials
- Financial Aid for non-traditional 3-6 credit attendance (P/T)



- More early childhood education programs/opportunities (HCBE—Hawaiian Culture-Based Education)
- Key members at decision making table
- Long range impact plan
- Teacher recruitment, pre-service, in-service, induction, professional development, community practicum
- Hawaiian language priority in all sectors of Hawai'i
- Capacity development (leadership, advocacy, mentorship)
- Intentional strategic capacity building toward collective vision (map)





'Ohana engagement

Mentorship opportunities

Address some of the social issues students face—drug abuse, bullying, sex trafficking, peer pressure



Culture/'āina based education

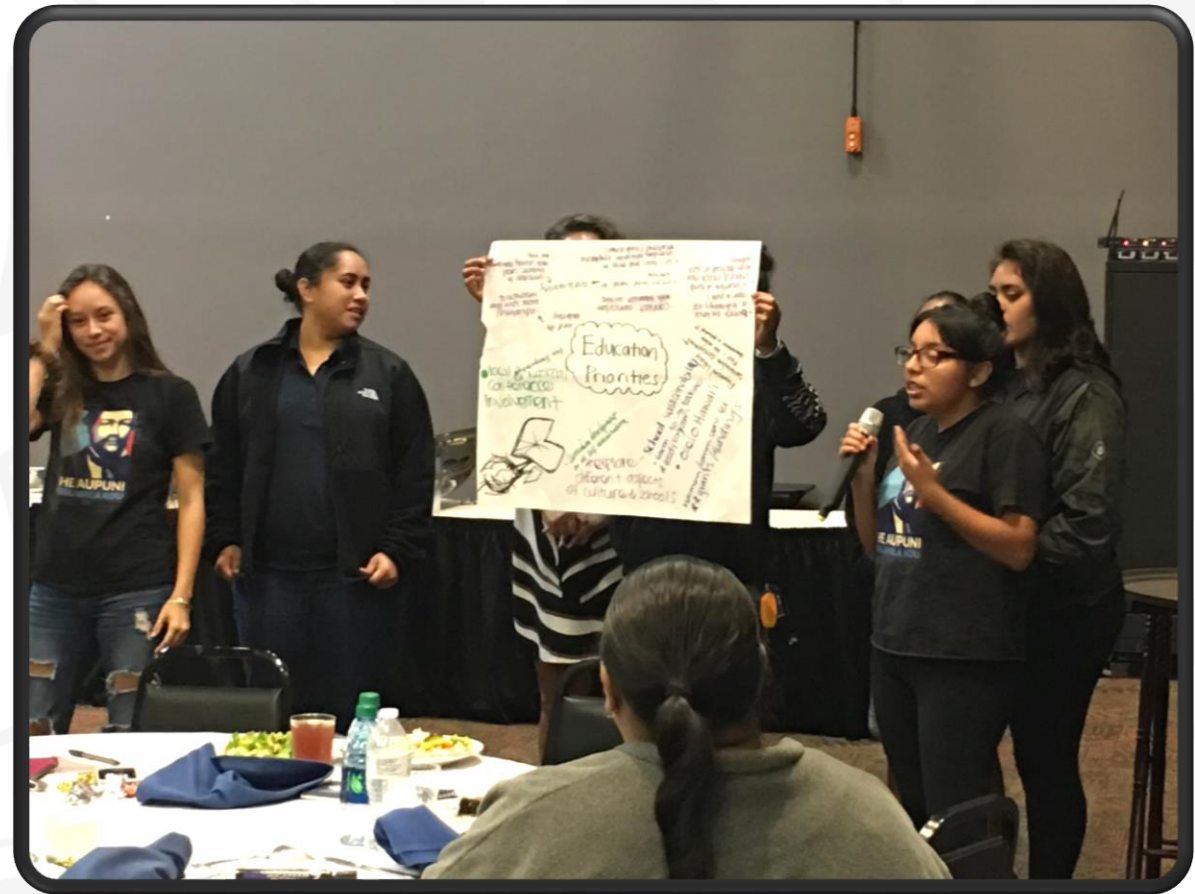
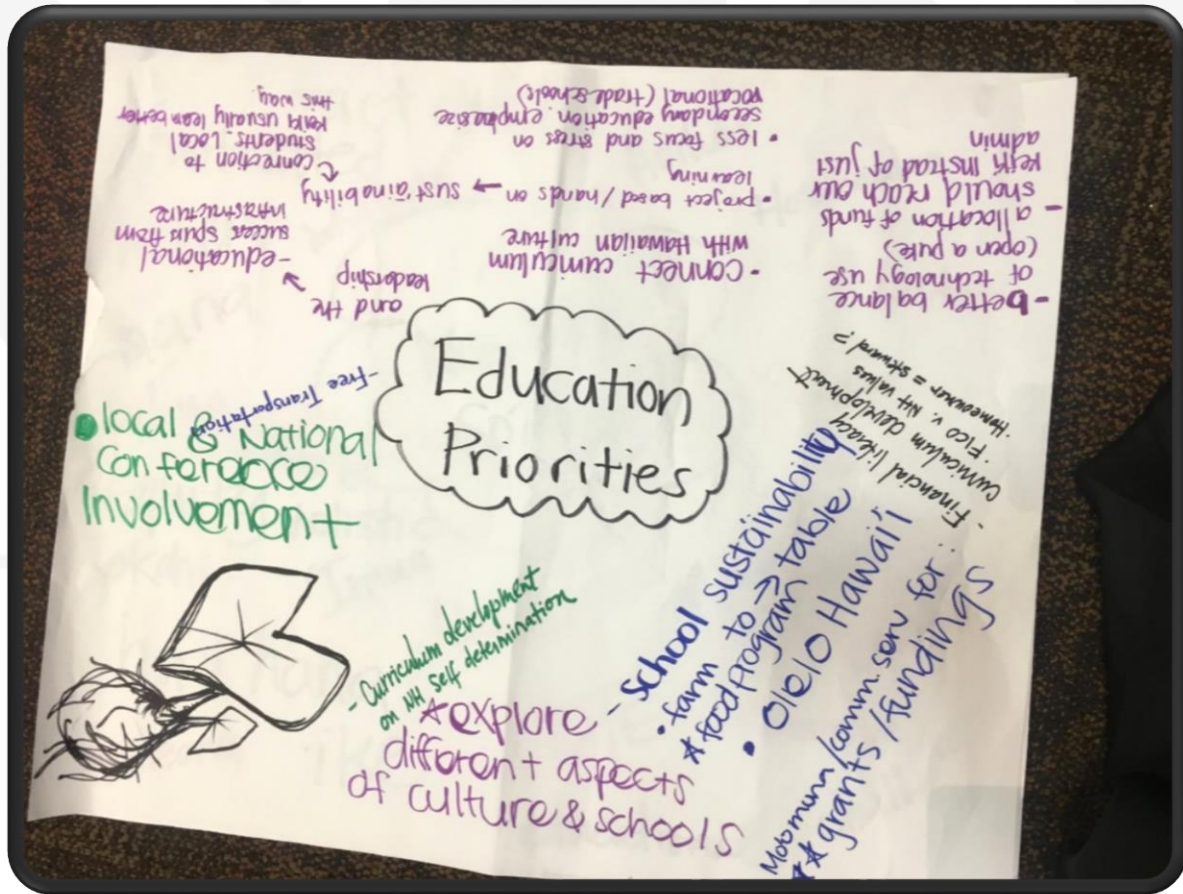
Pathways to Success

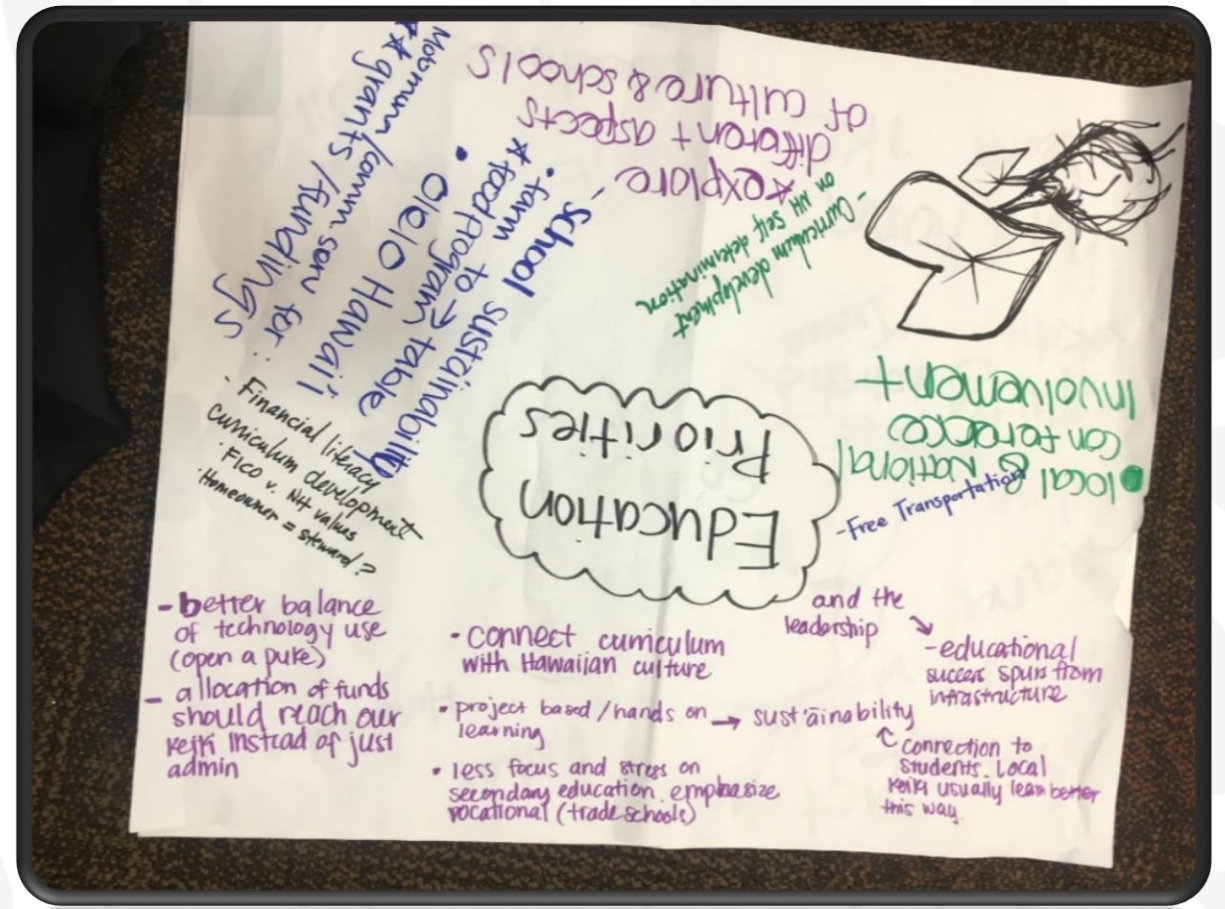
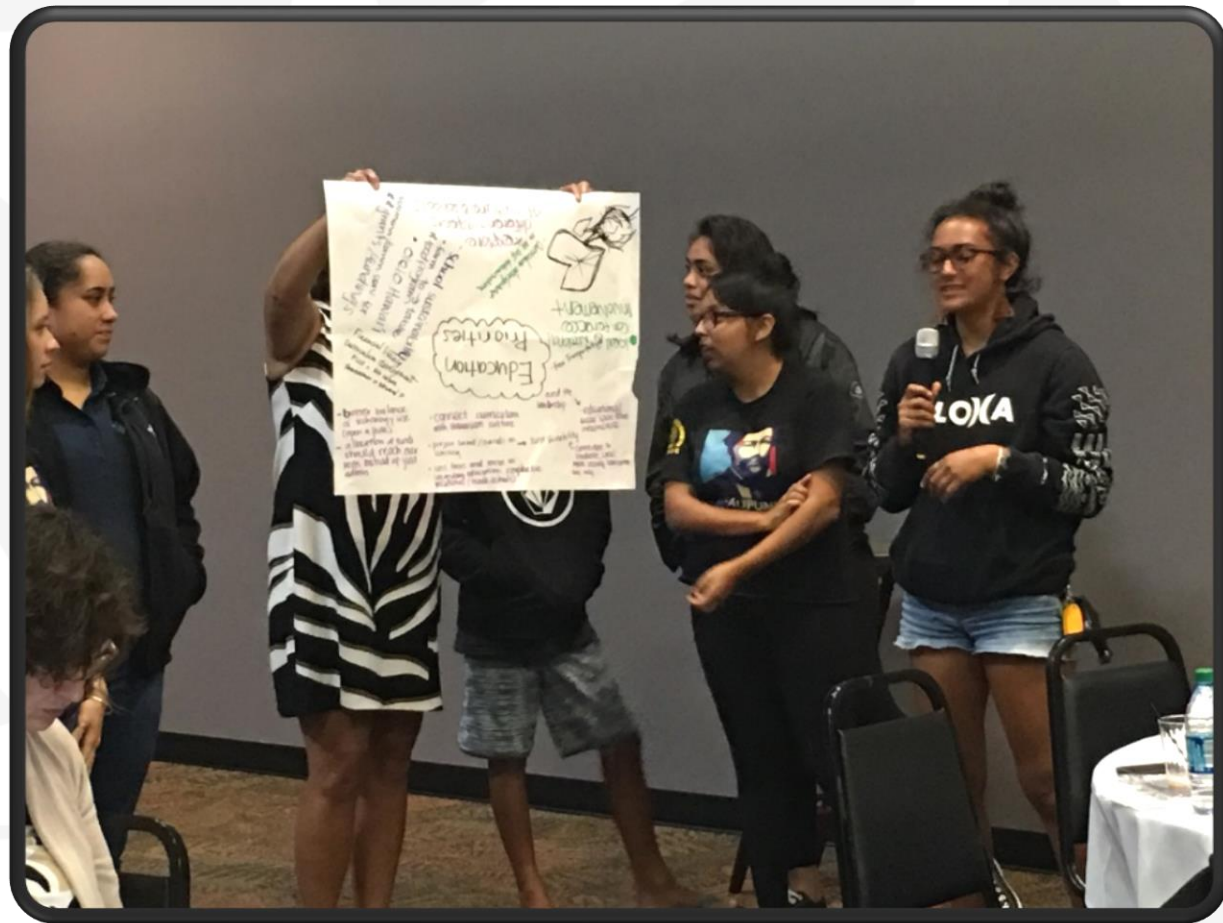
Encourage participation in Running Start

Holistic approach to learning and finding success



Free transportation, local & national conference involvement, curriculum development on NH self determination, explore different aspects of culture & schools, school sustainability (e.g., farm to table), food program, olelo Hawai'i, financial literacy, curriculum development (e.g., FICO v. NH values, homeowner = steward?)





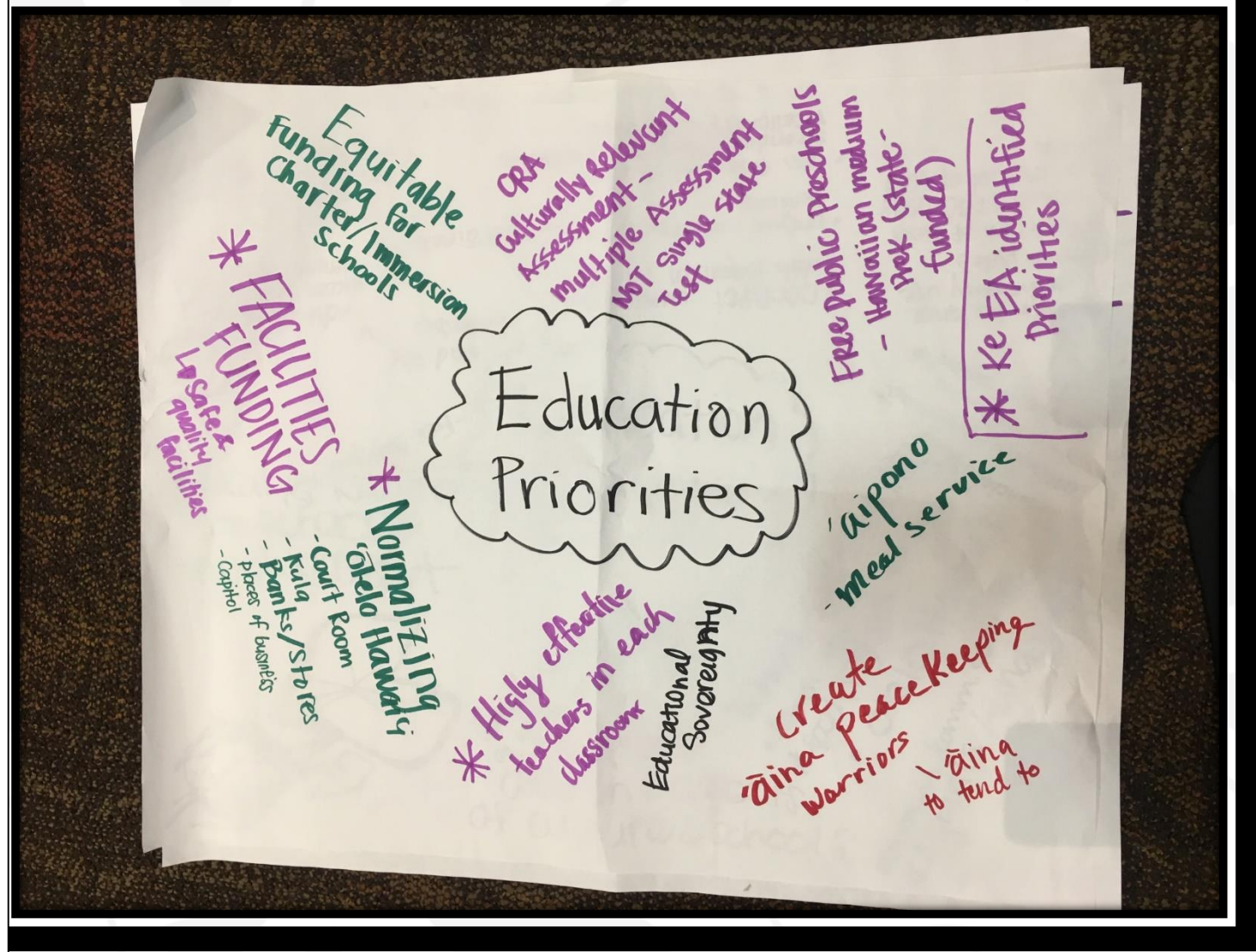
Better balance of technology use (open a puke), allocation of funds should reach our keiki instead of just Admin, connect curriculum with Hawaiian culture, project based/hands on learning → sustainability, connection to students, local keiki usually learn better this way, less focus and stress on secondary education, emphasize vocational (trade schools), and the leadership, educational success spurs from infrastructure.

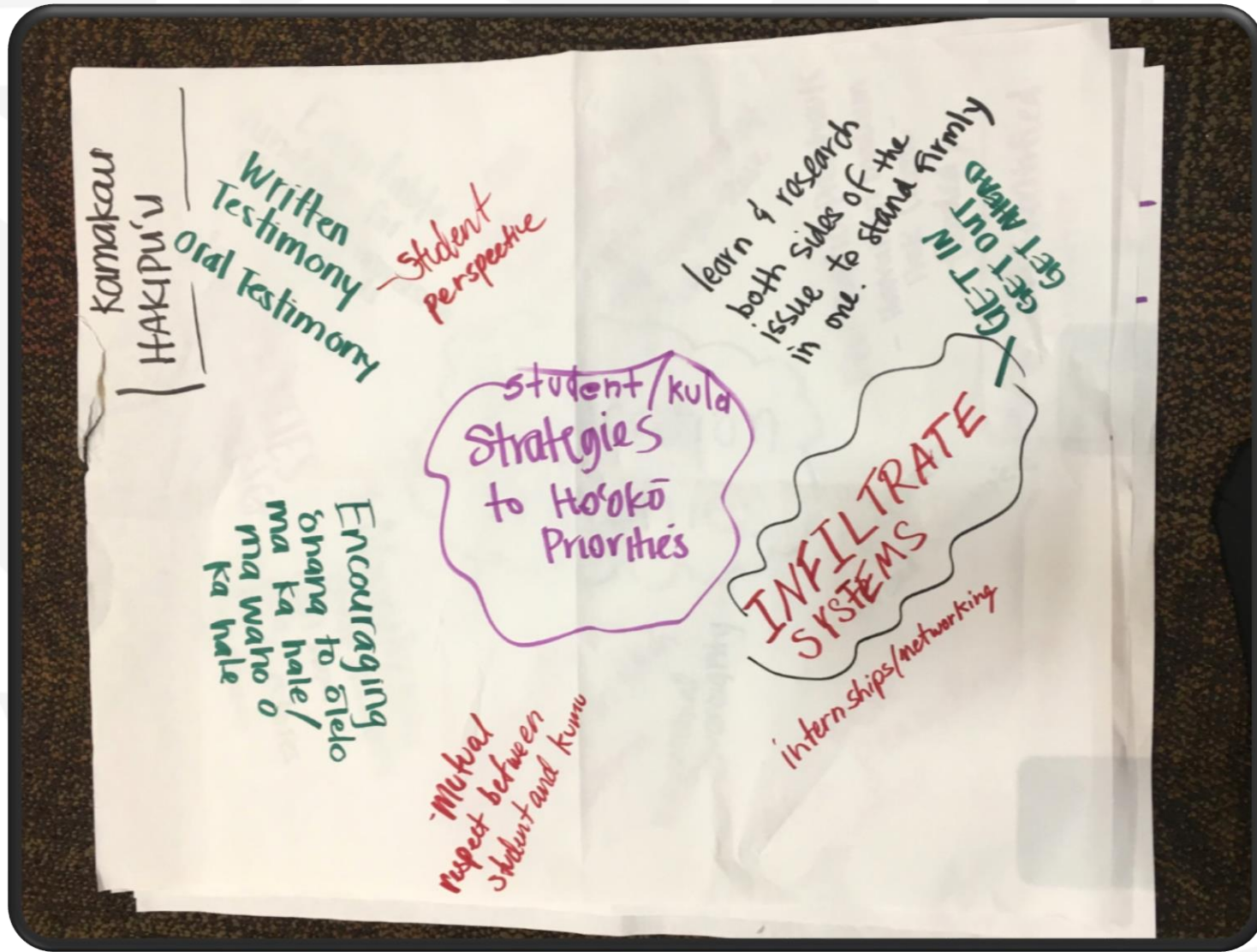


Education Priorities

- * **FACILITIES FUNDING**—safe & quality facilities;
- * Normalizing 'ōlelo Hawai'i (court room, kula, banks/stores, places of business, capitol);
- * Highly effective teacher in each classroom.

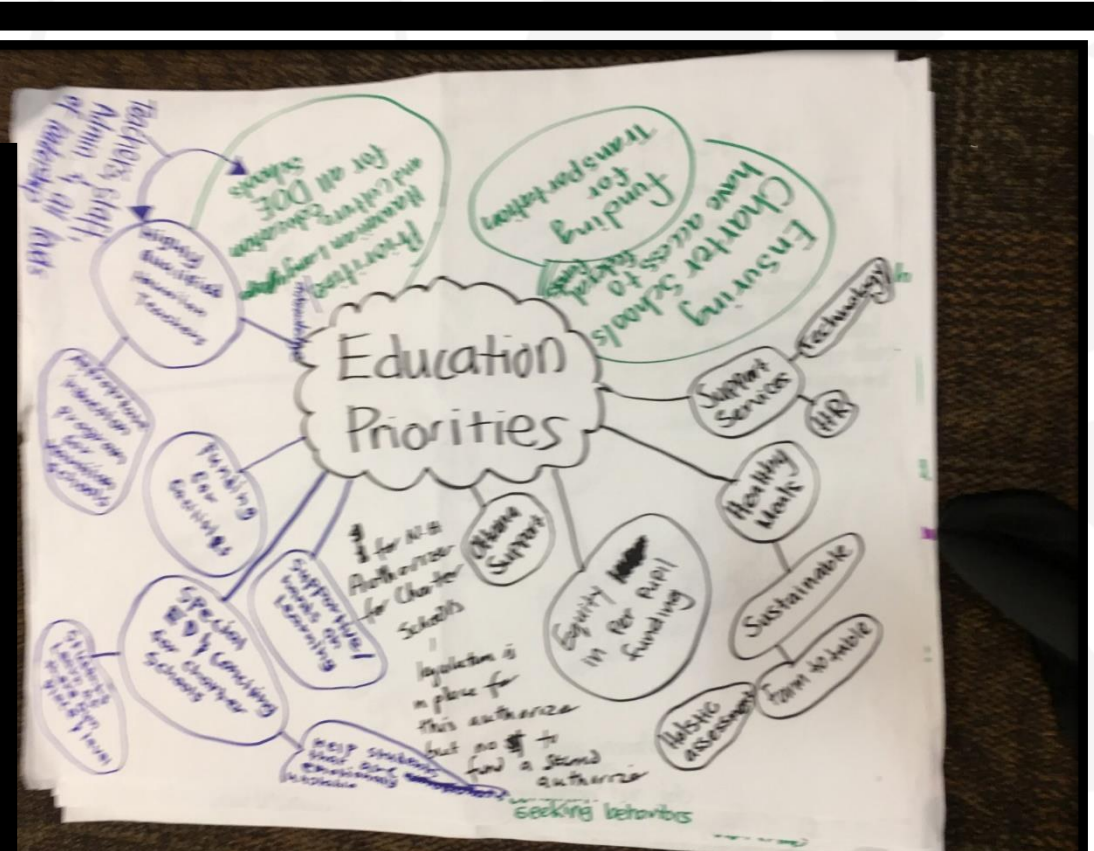
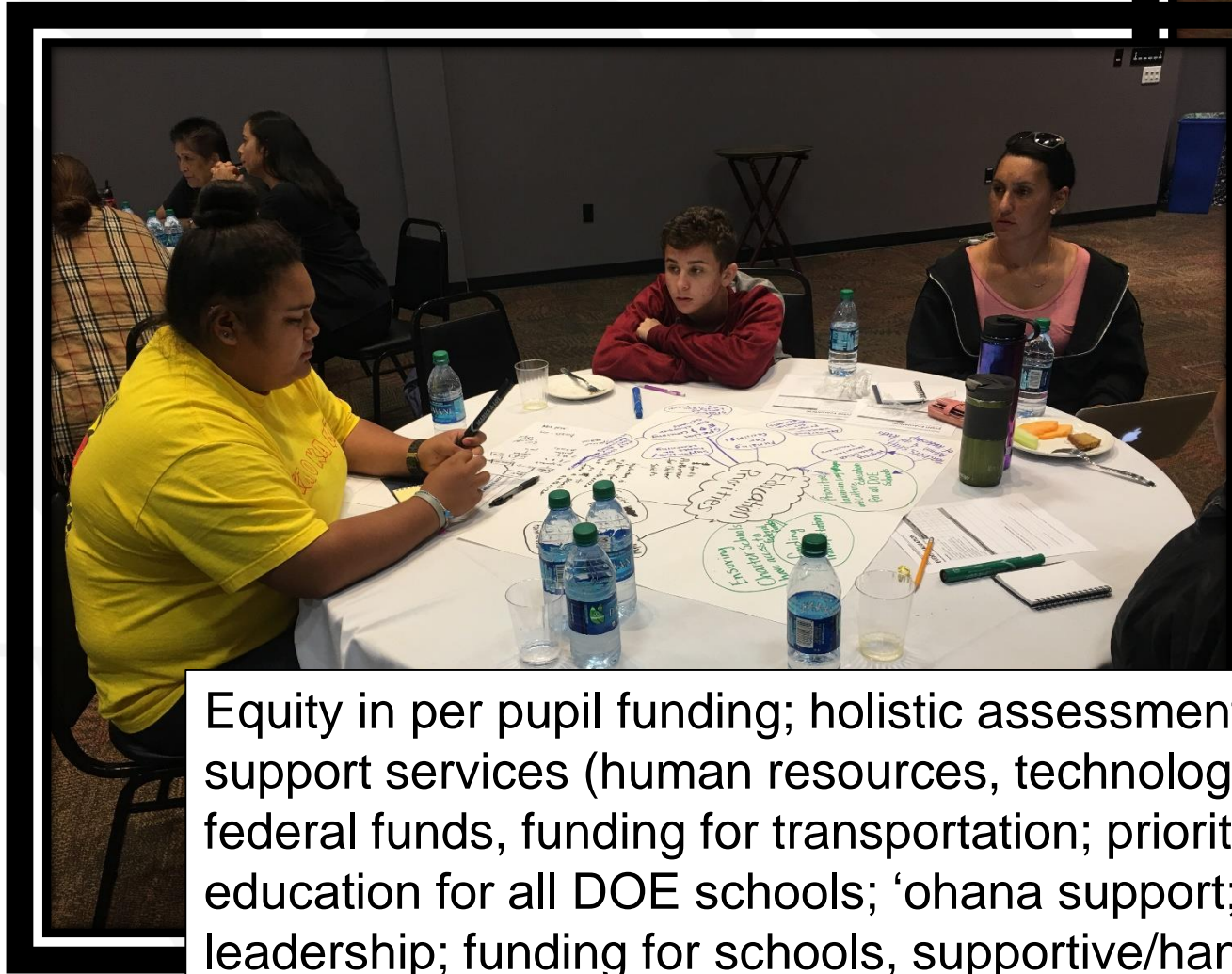
- > Educational sovereignty;
- > Create 'āina peacekeeping warriors ('āina to tend to)
 - > 'ai pono meal service;
 - > Free public preschools (Hawaiian medium pre-K (state funded));
 - > CRA—culturally relevant assessment—multiple assessments, not single state test
- > Equitable funding for charter/immersion schools.





Student/kula (school) strategies to Ho'oko Priorities: encouraging 'ohana to olelo ma ka hale ma waho o ka hale!; mutual respect between student and kumu; internships/networking; learn & research both sides of the issue to stand firmly in one; infiltrate systems (e.g., get in, get out, get ahead), written testimony, oral testimony, student perspective;





Equity in per pupil funding; holistic assessments; healthy meals; sustainable; farm to table; support services (human resources, technology); ensuring charter schools have access to federal funds, funding for transportation; prioritization Hawaiian language and culture education for all DOE schools; 'ohana support; teachers, staff, admin & all levels of leadership; funding for schools, supportive/hands on learning.



Invited Gubernatorial Candidates

Andria Tupola





Gubernatorial Candidate Andria Tupola shared her priorities regarding public education, the Department of Education (DOE), the annual operating and capital budgets of the DOE, the Board of Education, the State Public Charter School Commission, charter schools in general, including funding, and Hawaiian medium language/Kaipuni schools.



Charter School Student Engagement

Schools: Hakipu`u Learning Center, Samuel Kamakau, Kuo O Ka La, Kanu O Ka Aina



Kua O Ka La NCPCS is a Hawaiian focused Charter School on Hawai'i Island serving Pre-K through grade 12 through both face to face programs and through our hybrid online Hipu`u program. Our mission is to provide Ka Pae 'Aina o Hawai'i with the knowledge and skills, through Hawaiian values and place-based educational opportunities, that prepares receptive, responsive, and self-sustaining individuals that live "ke ala pono" (positive pilina 'aina, pilina kanaka, and pilina 'uhane).

Kua O Ka Lā has adopted the concept of Ke Ala Pono – The Right Path - to describe our goal of nurturing and developing our youth. We believe that every individual has a unique potential and that it is our responsibility to help our students learn to work together within the local community to create a future that is pono – right.

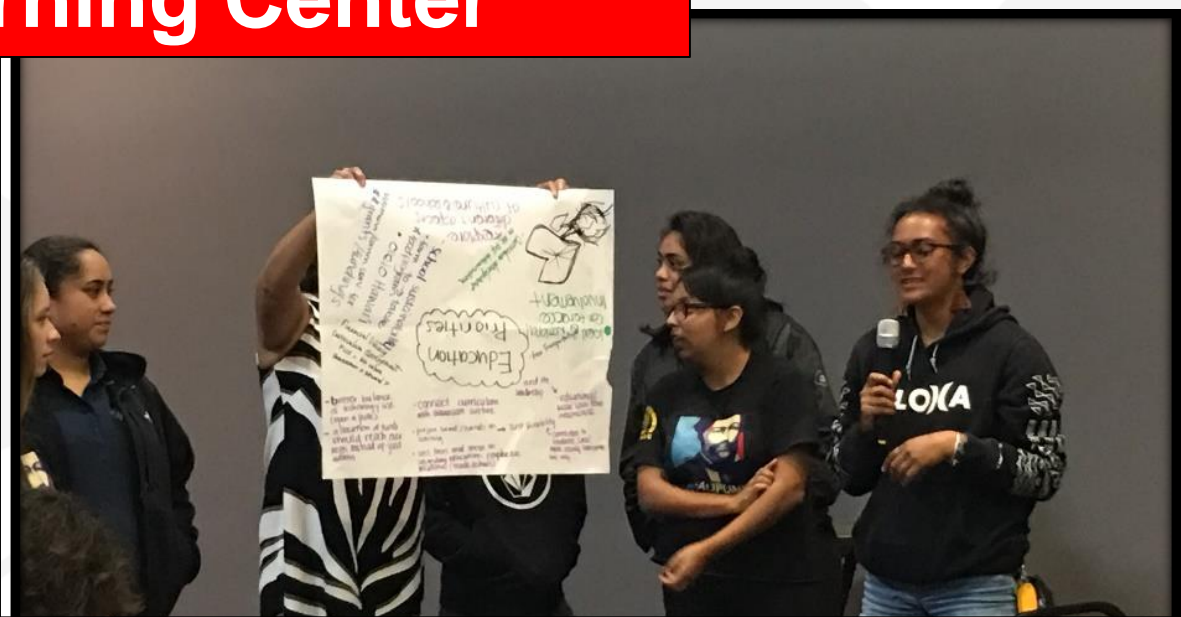
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Kua O Ka Lā Public Charter School



Hakipu`u Learning Center



Hakipu`u Learning Center (HLC) is a learning community on O`ahu dedicated to the development of a lifelong love of learning for each of its participants through a rigorous, project-based curriculum inspired by the lessons of the unique environment and culture of Hawai`i. Each student's success depends on the collaboration between student, family and the school. HLC works to ensure a close connection with all environments to recognize and facilitate learning everywhere from the home, to the school, to the community. HLC provides a learning environment grounded in the project-based learning approach. Students learn through both teacher-driven curriculum projects as well as student-driven projects, both of which strive to integrate the expertise and resources of community and family. Our namesake ahupua`a, Hakipu`u, was traditionally a learning center for the training and mentoring of kahuna. Kahuna held the kuleana to preserve and maintain knowledge for the good of the community and future generations. HLC students continue that tradition of learning and responsibility.





Ke Kula 'O Samuel M. Kamakau

Our school currently serves 158 students grades PK-12 during, 95% of which are Native Hawaiians. Families of our small school are from communities, which range from urban to rural and for whom the Hawaiian language is a second language. Families residing in the Ko'olau Poko district account for 66% of our enrollment, 6% from the Ko'olau Loa district, and 28% from other districts on O'ahu to be a part of our program. During this past year, 58% of the students qualified for free or reduced meals.



Ke Kula 'o Samuel M. Kamakau, Laboratory Public Charter School is a family-based, Hawaiian language immersion school offering a comprehensive multi-level (PK through Secondary) educational program.

Ke Kula 'o Kamakau was initially established in January 2000 in response to the expressed needs of Native Hawaiian families to increase student achievement through cultural-based education while addressing the educational needs of multi-generations of learners. As an indigenous language laboratory school program, Ke Kula 'o Kamakau is committed to the ongoing development of Hawaiian language education through research, teacher training, and resource development. Ke Kula 'o Kamakau continues to be the sole public charter school offering a Hawaiian language immersion education on O'ahu island.

Event Evaluation



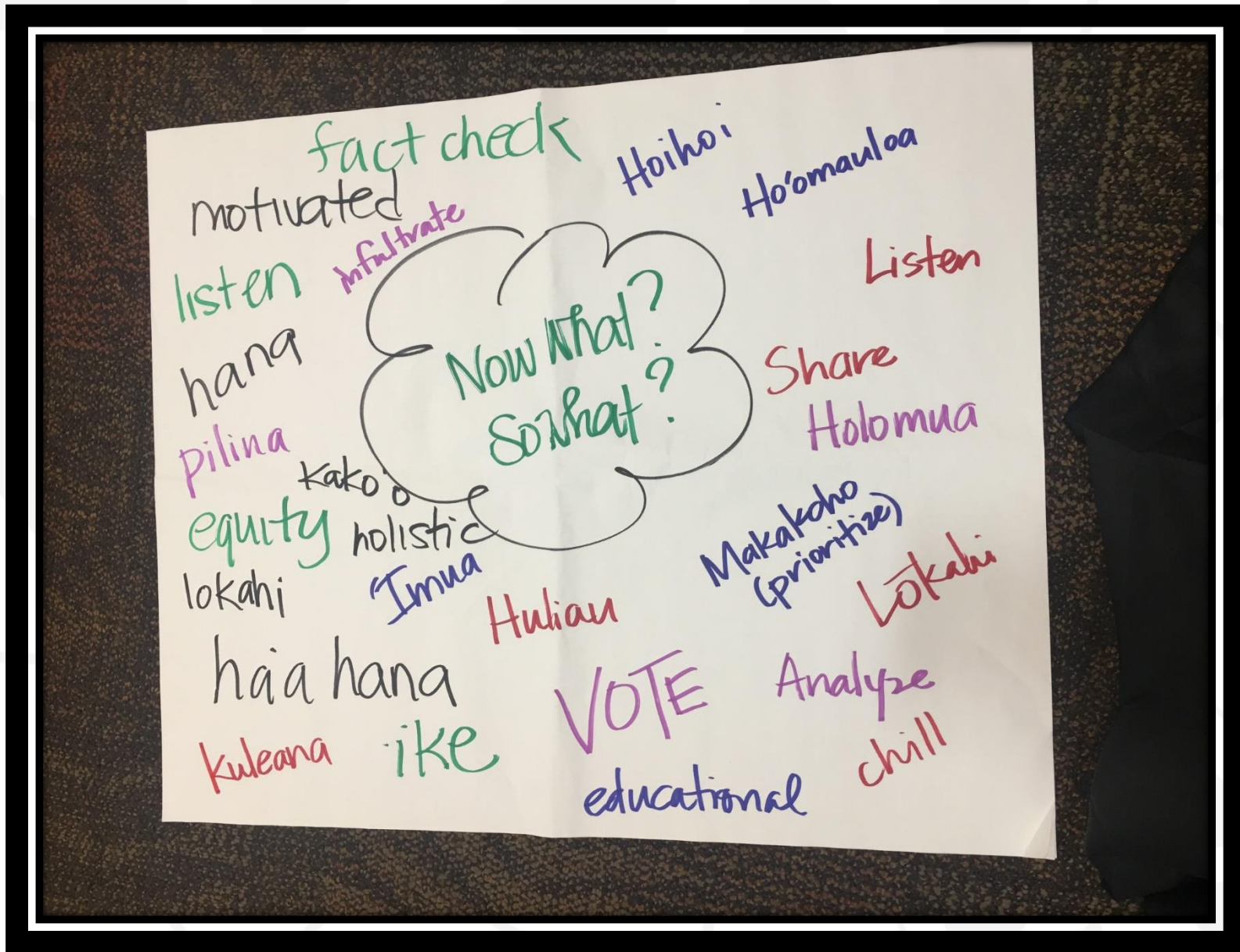
Of the approximately 30 respondents to the event evaluation, there was generally agreement (and strong agreement) regarding the objectives, format, venue, room set up and food and beverage selections.

AGGREGATED EVENT EVALUATION

Please provide your feedback by circling your response below:

The event...	Disagree	Neutral	Agree	Strongly Agree
1. Objectives were clear.	11 (2)	11111111 (8)	111111111111 (12)	111111111 (9)
2. Format (e.g., open work spaces, work time), aided in meeting the event objectives.	1	11 (2)	111111111111 1111 (16)	111111111111 (13)
3. Venue (‘Imiloa Astronomy Center) aided in meeting the event objectives.		1	111111 (6)	11111111111111 11111111111 (25)
4. Room set up aided (e.g., table rounds, food and beverage) in meeting the event objectives.			11111 (5)	11111111111111 111111111111 (26)
5. Food and beverage selections were maika‘i.		1	11111 (5)	11111111111111 111111111111 (26)





Participants were asked to provide a one word response to the prompt of "Now What?"/"So What"? (after the day's work): fact check, hoihoi, ho`omauloa, listen, share, holomua, makakoho (prioritize), lokahi, analyze, chill, VOTE, educational, huliau, ike, ha`a hana, kuleana, lokahi, equity, kako`o, holistic, imua, pilina, hana, listen, motivated, infiltrate.





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MAHALO

