



NATIVE HAWAIIAN
EDUCATION COUNCIL

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 which is culturally enlightened.*

2017-2018 ANNUAL REPORT

A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS



NATIVE HAWAIIAN EDUCATION COUNCIL

2017-2018 ANNUAL REPORT

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NU'UKIA - VISION

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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 loiloj, 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.*

NĀ MANA'O ALAKA'I - 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.

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

NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - 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 through the NHEA, relating to Native Hawaiian education, and serve where appropriate in an advisory capacity.
- Make direct grants, if such grants enable NHEC to carry out its duties.
- Provide administrative support and financial assistance to the Island Councils established through the NHEA, supporting the distinct needs of each island community through NHEA-funded programs and addressing identified priorities and authorized activities.



NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

NĀ PAHUHOPU - GOALS

Strategic Plan 2020

Framework & Areas of Focus



Strategies & Tactics

S0 - Systems

- T1 Build upon trust and confidence in NHEC's capabilities
- T2 Deploy intentional influence strategies
- T3 Support cooperative resource competitions
- T4 Support educator development
- T5 Advance impactful legislation, including awareness of political timelines and impacts
- T6 Strengthen education policy and advocacy efforts

S1 - Council Composition

- T7 Implement the reauthorized Council composition
- T8 Implement strategies to preserve Native Hawaiian education voices

S2 - Sustainability

- T9 Address organization identity and sustainability
- T10 Collaborate to identify and improve access to funding for Native Hawaiian education program funding

S3 - Coordinate

- T11 Coordinate repository for culture-based curriculum mapping
- T12 Coordinate repository for place, culture and community-based instructional practices
- T13 Coordinate repository for culture-based assessment and evaluation data.

S4 - Support

- T14 Develop support strategies for teachers who have been involved in specific Hawaiian culture-based educational programs or settings

S5 - Convene, Coordinate & Link

- T15 Link business to culture-based education curriculum work
- T16 Link Native Hawaiian education program outcomes to employment opportunities
- T17 Link Native Hawaiian business communities and partnerships with education
- T18 Link P-20 programs and models systemically

S6 - Report & Recommend

- T19 Spotlight Native Hawaiian education issues
- T20 Facilitate flow of communities, education needs and issues

S7 - Data

- T21 Convene and coordinate efforts to bring stakeholders to better understand needs, priorities and recommendations
- T22 Assess and evaluate the impact of NHEP grants
- T23 Facilitate establishment of repositories for Native Hawaiian education data
- T24 Complete cohort field testing of NHEC Common Indicator System and Framework

S8 - Communicate

- T25 Advance key messages
- T26 Spotlight and connect grantees and programs
- T27 Tell and maintain NHEA, NHEP, NHEC and Island Council mo'olelo
- T28 Spotlight Native Hawaiian education vision, goal statements and progress
- T29 Call people and organizations to the work and to be "actionable"
- T30 Link organizations to Native Hawaiian education system work

Native Hawaiian Education Vision & Goals

Vision Statement:

'O Hawai'i ke kahua o ka ho'ona'auao.
Hawai'i is the foundation of our learning.

Rationale:

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Goal 1:

'Ōlelo Hawai'i

In the next 10 years, our learning systems will:

- Advance 'Ōlelo Hawai'i Expectations
- Actualize a Hawaiian Speaking Workforce
- Amplify Access and Support
- Achieve Normalization

Goal 2:

'Ike Hawai'i

In the next 10 years, our learning systems will:

- Actualize 'Ike Hawai'i
- Amplify Leo Hawai'i
- Advance Hana Hawai'i

NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

IMPLEMENTATION OF THE REAUTHORIZED NATIVE HAWAIIAN EDUCATION ACT

In December 2015, President Barack Obama signed into law the reauthorization of the Elementary and Secondary Education Act of 1965 entitled the Every Student Succeeds Act (ESSA), which also reauthorized the NHEA housed in Title VI, Part B of ESSA. Title VI, formerly Title VII, also includes native education programs and provisions for American Indians (Part A) and Alaska Natives (Part C).

The reauthorized NHEA clarified elements of the Native Hawaiian Education Program (NHEP), as well as the member composition of NHEC and the expanded activities and responsibilities of the Council.

Native Hawaiian Education Program (NHEP)

ESSA requires the United States Department of Education (USDOE) to award grants via the NHEP to give priority to:

- Programs that meet the educational priority recommendations of NHEC;
- The repair and renovation of public schools that serve high concentrations of Native Hawaiian students; and
- Programs that improve academic achievement of Native Hawaiian students by meeting their unique cultural and language needs.

Priority would also be given to programs wherein a nonprofit entity serving disadvantaged Native Hawaiians applies as part of a partnership or consortium.

Council Composition

The composition of the NHEC was revised under ESSA. Fifteen named government agency and Native Hawaiian-serving organization leaders replace the 21 Native Hawaiian, island community-based providers and consumers of education services. The appointees may choose to designate someone to serve in their seat that has experience in Native Hawaiian education or cultural activities with traditional cultural experience given due consideration.

Throughout the previous fiscal year 2016-2017, NHEC staff worked with the identified agency and organization leaders to (1) inform them of their appointment to the Council as authorized in the NHEA, and (2) determine whether they would serve on the Council themselves or appoint a qualified designee to serve on their behalf. NHEC also worked with previous Council members to determine recommendations to the Secretary of Education for the appointment of one representative from a private granting entity, and one representative from the island of Moloka'i or Lāna'i.

By the start of fiscal year 2017-2018, 12 of the 15 Council positions were seated, one seat was pending confirmation from the named entity, and two were pending appointment by the Secretary of Education. The Council met four times during the fiscal year as mandated by the NHEA, spending much of the year familiarizing new members on the history of the Council, organizational policies and procedures, NHEC's current strategic plan and related projects, and developing strategies to carry out the newly authorized responsibilities of the Council.



NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

IMPLEMENTATION OF THE REAUTHORIZED NATIVE HAWAIIAN EDUCATION ACT

Community Consultation

The reauthorized NHEA tasked the Council with conducting community consultations with Native Hawaiian families and communities at least once a year on each of the islands of Hawai'i, Maui, Moloka'i, Lāna'i, O'ahu, and Kaua'i. The community consultations are meant to serve as a mechanism for gathering input on current NHEP-funded programs and services, priorities and needs of island communities, and to discuss Native Hawaiian education concerns. NHEA also requires that at least three Council members be in attendance for the consultations.

As planning began for the community consultations, NHEC was aware of a number of events for Native Hawaiian communities already scheduled throughout the state. Rather than compete with these events or inundate communities with back-to-back convenings, NHEC collaborated with event planners to sponsor a portion of these events to host a community consultation session.

During fiscal year 2017-2018, the Council conducted community consultations during the following events:

- **April 28, 2018 – Moloka'i Youth Summit.** Held at Kūlana 'Ōiwi Community Center, this is the second summit for the youth of Moloka'i. The first summit was coordinated by the former NHEC Moloka'i Island Council, whose members also planned and coordinated this summit.
- **July 15, 2018 – 2018 Homestead Summit.** Statewide event attended by Native Hawaiians from throughout the state of Hawai'i, held July 14-15, 2018 at Hampton Inn Kapolei, O'ahu.
- **August 10, 2018– 'Aimalama Lunar Conference.** Held every two years, this statewide event was held on Maui at the University of Hawai'i Maui College on August 9-12, 2018.

Technical Assistance

NHEC is also tasked with providing technical assistance to Native Hawaiian organizations that are current or potential NHEP grant recipients; defining the educational needs of Native Hawaiians; obtaining from NHEP grantees data and information regarding the effectiveness of their program and services in meeting those educational needs set by the Council, as well as meeting their specific project goals; assessing programs and services available to address the educational needs of Native Hawaiians; and evaluating the impact achieved by NHEP grantees in improving Native Hawaiian educational performance and meeting the goals of the NHEA. Activities and projects related to addressing technical assistance are summarized throughout this annual report.



NĀ LĀLĀ O KA 'AHA HO'ONA'AUAO - WHO WE ARE

2017-2018 NHEC MEMBERSHIP

Appointee	Current	Designee to NHEC (if applicable)
The Governor of the State of Hawai'i	David Ige	vacant; pending new designee
The Mayor of the County of Hawai'i	Harry Kim	Nāmaka Rawlins , 'Aha Pūnana Leo, Inc. → Treasurer
The Mayor of the County of Maui	Alan Arakawa	Lui Hokoana, Ed.D. , University of Hawai'i - Maui College
The Mayor of the County of Kaua'i	Bernard Carvalho, Jr.	Dirk Soma , Kaua'i Community College
The Mayor of the City and County of Honolulu	Kirk Caldwell	Guy Kaulukukui , C&CH Dept of Enterprise Services
A representative from the island of Moloka'i or the island of Lāna'i	PENDING APPOINTMENT BY SECRETARY OF EDUCATION	
The President of the University of Hawai'i	David Lassner	C. Makanani Salā , Windward Community College → Secretary
The Superintendent of the State of Hawai'i Department of Education	Christina Kishimoto, Ed.D.	D. Kau'i Sang , HIDOE Office of Hawaiian Education
The Executive Director of the Hawai'i Public Charter School Network	Jeannine Souki	
The Chairperson of the Office of Hawaiian Affairs	Collette Machado	Lisa Watkins-Victorino, Ph.D. , OHA Research Dept → Chair
The Chairperson of the Hawaiian Homes Commission	Jobie Masagatani	
The Chairperson of the Hawai'i Workforce Development Council	Leslie Wilkins	
The Chief Executive Officer of the Kamehameha Schools	Jack Wong	M. Wai'ale'ale Sarsona, Ed.D. , KS Community Education → Vice Chair
The Chief Executive Officer of the Queen Lili'uokalani Trust	Robert Ozaki	Summer Keli'ipio , QLT Strategic Planning
An individual representing one or more private grant-making entities	PENDING APPOINTMENT BY SECRETARY OF EDUCATION	



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2017-2018 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #1:

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION SUMMIT 2017

On September 7-9, 2017, NHEC hosted the 2017 Native Hawaiian Education Summit (NHES) at the Ko'olau Ballrooms and Conference Center in Kāne'ohe, O'ahu. The 2017 summit was the sixth in a series of summits. The overarching objectives of the summit were two-fold: 1) Reaffirm and clarify the 2024 end game of the NHES mission of sustaining abundant communities; and 2) Promote community advocacy, engagement and activism toward the realization of sustaining abundant communities. Keaomālamalama, an education network responsible for summit planning, invited a broad sector of stakeholders across the pae 'āina (*archipelago*) including families, communities, educators, educational leaders, critical community collaborators, and political leaders.

The 2017 summit's theme, "E lauhoe mai i ka wa'a; i ke kā, i ka hoe, i ka hoe, i ke kā, a pae aku i ka 'āina" (*"Everybody paddle the canoe together; bail and paddle, paddle and bail, until land is reached"*), provided focus for the general purpose of building and strengthening community through advocacy and action. The summit offered space for families, community members, and critical community

partners in areas of education, health, housing, social services, and economic development to discuss and strategize collective efforts toward sustaining abundant and vibrant communities.

The 2017 summit was kicked off with two opening plenary sessions:

- **Context Setting** – Dr. Keiki Kawai'ae'a and Dr. Teresa Makuakāne-Drechsel set the context for the 2017 summit by providing a chronological history of Native Hawaiian education and highlighted key initiatives over the past 30 years including the 1983 Native Hawaiian Education Assessment Project; enactment of the Native Hawaiian Education Act and the reauthorizations that followed; and review of most recent summits in 2013, 2014 and 2015.
- **Voices of Our Kūpuna** – Dr. Loke Wakinekona facilitated a discussion with kūpuna from the Wai'anae, O'ahu community regarding their life experiences and mana'o about education for and by the Wai'anae community and changes they would like to see to the education process that would better fit the children of Hawai'i.



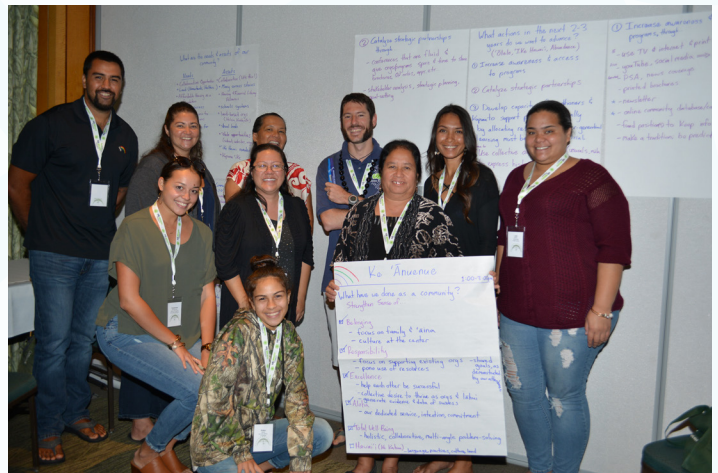
KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION SUMMIT 2017

Following the plenary sessions, over 350 participants formed 19 self-identified Community Working Hui (groups) (CWH) and was assigned a facilitator and recorder to assist their group work. For the remainder of the summit, each CWH worked together on identifying assets and critical needs of their community, determining strategies to build upon their community strengths, and on developing community actions plans for building and sustaining community abundance. The community action plans from each CWH were consolidated and highlights were shared with summit participants and politicians during the Day 2 Meet and Greet sessions. CWH concluded their planning activities by engaging in community-to-community sharing on Day 3. Each CWH posted their two-year action plan priorities and needs, and areas where they could support and help each other. Some CWH group members exchanged contact information so they could stay in touch to continue their group work and support each other after the summit.

CWH work sessions were interspersed with community sharing sessions from a variety of system and program level organizations supporting Native Hawaiian communities including grassroots organizations, Hawai'i education systems and programs, government agencies, state and county elected officials, and community education programs.

The summit concluded with the Education Leaders Panel featuring leaders from Kamehameha Schools, 'Aha Pūnana Leo, the Hawai'i Department of Education, the University of Hawai'i system, and the Hawai'i State Public Charter School Commission. They provided updates on the collaborative agreements and advances made within and among their organizations in support of normalizing and advancing 'ōlelo Hawai'i (Hawaiian language) and 'ike Hawai'i (Hawaiian knowledge), and shared how their organizations will support the community priorities identified at the summit.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION LEGISLATIVE SUMMIT

To continue the momentum of the Native Hawaiian Education Summit, NHEC convened its third Native Hawaiian Education Legislative Summit on September 19, 2017 at the University of Hawai'i-West O'ahu, providing a space for communities to continue in engagement and advocacy towards the realization of abundant communities via policy and legislative strategies.

Also, NHEC again provided an opportunity for youth presence and voice by holding two youth panels:

- ***Kula Kaiapuni O Ānuenue Hawaiian Medium High School*** student panelists addressed current, top-of-mind issues they are facing at their school, which include lack of access to and use of facilities (e.g., gymnasium); overall equity of resources (e.g., curriculum, facilities); lack of content and substitute teachers that 'ōlelo Hawai'i (*speaking the Hawaiian language*); inadequate school transportation; and policymakers/legislators that continue to overlook the disparity of support given to Hawaiian-medium education and public charter schools.
- ***Ke Ea Hawai'i Hawaiian-focused Public Charter School Statewide Student Council*** panelists shared their thoughts on ways mākuā (*adults*) can help to advance the Native Hawaiian education goals set in 2014 of advancing 'ōlelo and 'ike Hawai'i, which include mandatory K-12 Hawaiian classes (e.g., language, 'ike Hawai'i, history, place); the importance of defining success for themselves/having their own mindset; access to 'ai pono (*healthy/good foods*); equitable resources and facilities for all public charter schools; teaching and knowing the difference between “self-worth” and “net worth”; and elevating 'ike Hawai'i related aspects—defining own success indicators, having a sense of belonging, kuleana (*responsibility*) to community—over western standards throughout the Hawai'i education system.

Following the panels, participants were given the rest of the time to organize themselves in community-based working hui—some of which continued their work and discussions from the 2017 Native Hawaiian Education Summit—to discuss policy and legislative priorities that were later shared with NHEC.

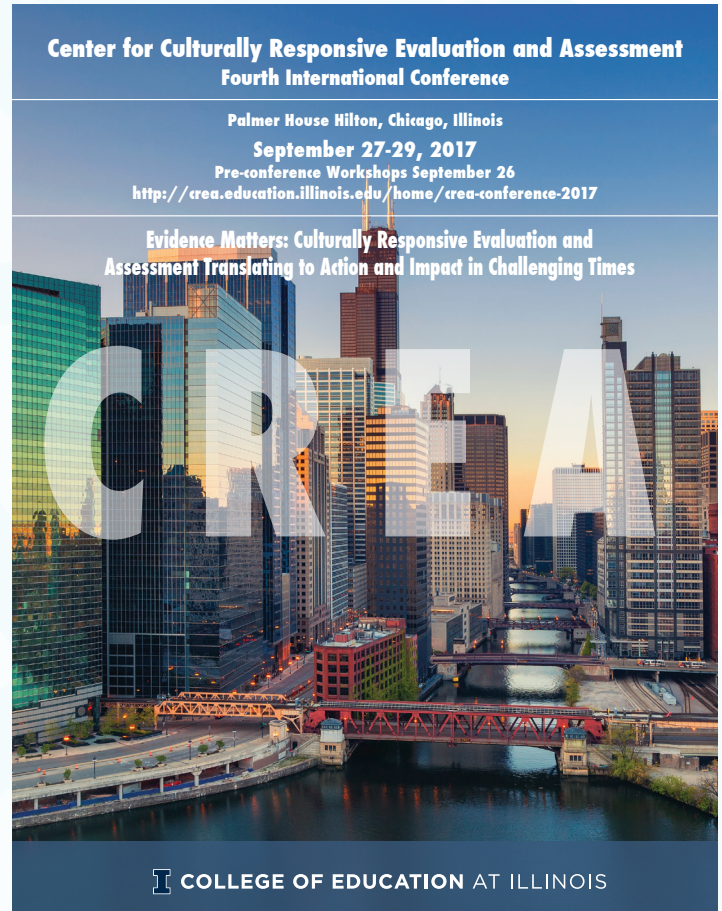


KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

CENTER FOR CULTURALLY RESPONSIVE EVALUATION AND ASSESSMENT CONVENTION

In September 2017, NHEC's chair and executive director attended the Center for Culturally Responsive Evaluation and Assessment (CREA) 4th International Conference in Chicago, Illinois. The Conference brought national, international, and indigenous scholars and practitioners together to focus on the role of culture in evaluation and assessment.

The core mission of CREA is to generate evidence for policy making that is not only methodologically, but also culturally and contextually defensible. CREA is led by a team of scholars from a wide variety of backgrounds, working to prepare a culturally diverse pool of highly trained evaluators, assessment specialists, researchers, and policy analysts to conduct culturally responsive/relevant evaluation and assessment studies and policy analyses in education and social service fields, while further refining and developing culturally responsive evaluation concepts and practices.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIONAL INDIAN EDUCATION ASSOCIATION CONVENTION

In October 2017, NHEC continued to support the “Native Control of Native Education” (NCNE) initiative at the National Indian Education Association’s (NIEA) 48th Annual Convention in Orlando, Florida. The NCNE concept was initially developed and supported by NHEC and Keaomālamalama, and is now a part of NIEA’s strategic plan implementation efforts.

For this third NCNE convening, NHEC members and staff joined other Native Hawaiian and NIEA affiliates with facilitating discussions in four work groups around the following:

- 1) **Native Research, Assessment and Evaluation**
- 2) **Native Educators** – teacher education and professional development
- 3) **Native Educational Systems**
- 4) **Native Education Advocacy**

NHEC staff also helped to facilitate focus group workshops to review and gather feedback from NIEA members on proposed changes to the NIEA constitution and bylaws, as well as suggestions for other changes.

By the conclusion of the convention, the NHEC executive director completed her third and final year as an NIEA board member, but was asked by the NIEA board president to serve as ombudsman to the NIEA board as an ex-officio board member for 2018. NHEC agreed to continue support of its executive director’s participation as the NIEA board ombudsman, which continued to provide vital linkages to education policy and legislative advocacy efforts at the federal level.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION CAUCUS AT THE COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT CONVENTION

On October 10, 2017, 'Aha Pūnana Leo, Kamehameha Schools and NHEC facilitated the Education Caucus at the Council for Native Hawaiian Advancement's (CNHA) 15th Annual Native Hawaiian Convention held at the Sheraton Waikīkī Hotel, O'ahu. The caucus focused on reviewing prior year and articulating current year priorities around the education platform to: (1) Perpetuate 'ōlelo Hawai'i; (2) Amplify family and community voices; (3) Advance Hawaiian culture-based education; and (4) Intensify systems engagement. Community priorities identified at the 2017 Native Hawaiian Education Summit and NHEC's 2017 Native Hawaiian Legislative Summit were brought forward for broader community discussion and consideration.

As a result, stakeholders identified the following education policy priority recommendations, which were reported at the convention's Public Policy Roundtable for inclusion in CNHA's 2017-2018 Education Policy Priorities:

- **Perpetuate 'Ōlelo Hawai'i** – Actions on advancing 'ōlelo Hawai'i expectations; actualizing a Hawaiian speaking workforce; amplifying access and support; and achieve normalization of 'ōlelo Hawai'i.
- **Amplify Family and Community Voices** – Recognizes parents and families as first educators; actions that inform, illuminate, elevate and strengthen parent, family and community engagement in education.
- **Advance Hawaiian Culture-Based Education** – Actions that promote further understanding, connecting, supporting and advancing 'ike and 'ōlelo Hawai'i: policy and pathways; teachers, leaders and
- **Intensify Systems Engagement** – Actions that intensify systems level action—federal, state, primary, secondary, tertiary, national and international, health, housing—to strengthen families and communities.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

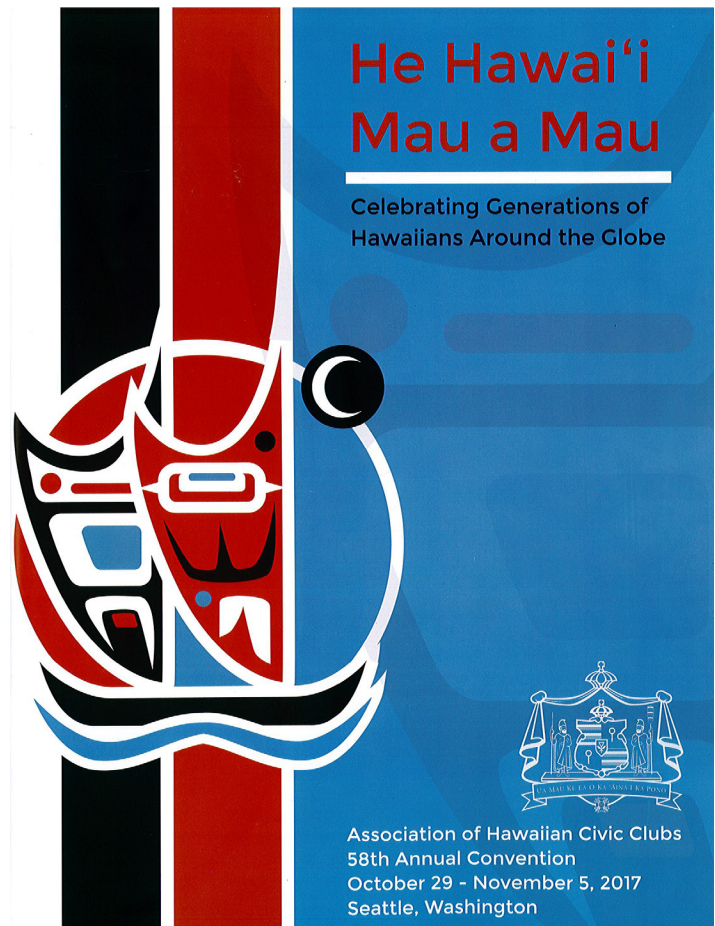
ASSOCIATION OF HAWAIIAN CIVIC CLUBS CONVENTION

In October 2017, NHEC's executive director attended the Association of Hawaiian Civic Clubs' (AHCC) 58th Annual Convention held in Seattle, Washington, presenting national and state education updates and moderating a workshop presentation by Wai'anae Haumana of the A'ali'i/CSAP Program.

NHEC's executive director also continued her involvement on the AHCC education committee, assisting with the coordination and management of the committee's resolution work, and was later asked by the AHCC president to chair the education committee in the upcoming year.

At the convention, the following resolutions related to education were introduced and adopted:

- Resolution 2017-43: Requesting Placement on the Advisory Hui of the Native Hawaiian Education Council
- Resolution 2017-44: Urging the Hawai'i State Legislature to Enact a Law Ensuring That All Public School Students Have Equal Access to Appropriate Educational Facilities and Food Service
- Resolution 2017-45: Urging Support for the Recommendations Presented by the American Academy of Arts and Science Report on Native American Languages Used As Primary Languages of Education
- Resolution 2017-46: Congratulating Kupu for Ten Years of Service
- Resolution 2017-47: Requesting the State of Hawai'i Department of Education Submit a Report to the Board of Education and Hawai'i State Legislature of Unutilized, Lapsed Federal Grant Revenue for Public Education



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

COMMUNITY-BASED SYSTEMS MAPPING OF CULTURALLY RELEVANT ASSESSMENT WORK

On January 17, 2019, NHEC partnered with Kamehameha Schools to host a technical assistance event at the University of Hawai'i-West O'ahu. The Community-Based Systems Mapping of Culturally Relevant Assessment Work convening provided an opportunity for Native Hawaiian stakeholders to share, map, elevate and advocate for culturally relevant assessments of student learning, growth and achievement through the following activities:

- **Share Experiences, Efforts, Learnings and Advancements in Culturally Responsive Assessment Work.** Kamehameha Schools and participating charter schools shared their experience with developing the Hawaiian-focused Charter School Culturally Relevant Assessment.
- **K-12 Public Education Systems Mapping Exercise.** Participants were introduced to systems thinking including familiarity with terms and tools, and utilizing actor mapping to support systems thinking and practice.
- **Create a Community-Based Systems Map of Culturally Responsive Assessment Work.** Participants then applied what they learned towards mapping out existing culturally responsive assessment work. Mapping exercise provided insight of frameworks already in place and identified opportunities for collaboration among organizations, programs and communities.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

LEGISLATIVE HILL DAY

In February 2018, NHEC's staff and executive committee officers attended NIEA's 2018 Legislative Hill Day in Washington D.C. Led by Minnesota Representative Peggy Flanagan, the opening session focused on innovative approaches to racial and social justice advocacy in the current political landscape. NIEA hosted panels that addressed supporting Native students at the national level; preserving Indian education funding; expanding state and local opportunities for tribal innovation in Native education; and updates on NIEA's National Campaign for Teachers of Native Students, which focuses on teacher recruitment and retention and creating positive learning environments through school-wide policies. Congressional speakers included Senator John Udall (D-NM), Senator Lisa Murkowski (R-AK), Senator Catherine Cortez Masto (D-NV), and Senator Steve Daines (R-MT).

While in D.C., NHEC met with Senator Brian Schatz, Representative Tulsi Gabbard, staff for Senator Mazie Hirono and Representative Colleen Hanabusa, and the Office of Hawaiian Affairs D.C. Bureau staff. NHEC also took the opportunity to meet with its federal officers to discuss the Council's planned activities for implementing community consultations and technical assistance as mandated by the NHEA, status of fiscal monitoring and single audit compliance, the Council's upcoming grant application and budget, and the NHEP Project Director's Meeting projected for June 2019.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION ASSOCIATION CONVENTION

In March 2018, NHEC's executive director attended the Native Hawaiian Education Association's 19th Annual Native Hawaiian Convention held at the University of Hawai'i-West O'ahu where she presented three workshops:

- **Native Control of Native Education: Designing a Native Hawaiian Research Agenda.** Building a research agenda that will benefit Native Hawaiian families toward the realization of abundant communities.
- **Funding Patterns of Native Hawaiian Education Program Grants.** Presentation of findings for NHEC's Native Hawaiian Education Program Grant Funding Patterns study (summary of final report located in 'Collect and Assess' section of this report).
- **Collective Impact of Native Hawaiian Education – Actor Mapping.** Presentation with University of Hawai'i at Mānoa-College of Education doctoral program students for Native Hawaiian Education Evaluation Framework (summary of final report located in 'Collect and Assess' section of this report).



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

DXP DATA SUMMIT

On May 18, 2018, NHEC participated in the Hawai'i Data eXchange Partnership's (DXP) 2018 Data Summit in Kapolei, O'ahu, which focused on "The Education-To-Workforce Pipeline." NHEC continued its work to build a Native Hawaiian research agenda by facilitating a concurrent session where participants were asked to contribute to the agenda design with a focus on work perspectives.

Hawai'i DXP is made up of a partnership of five state agencies that have agreed to link their data —Hawai'i Department of Education, University of Hawai'i System, Hawai'i Department of Labor and Industrial Relations, Hawai'i Department of Health, and Hawai'i Department of Human Services. These agencies collectively represent the education-to-workforce pipeline and their data, linked together, create the statewide longitudinal data system. Under the leadership of Hawai'i P-20 Partnerships for Education and the Hawai'i DXP, a statewide longitudinal data system was created as a resource that provides the critical information needed to strengthen educational transitions from pre-K to post-secondary education, and the workforce.



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

CONGRESSIONAL VISITATION

NHEC was asked for assistance with coordinating visitations for Leanna Aoki, Senior Counsel-D.C. for Senator Brian Schatz, on the islands of O'ahu and Hawai'i. From August 6-14, 2019, Ms. Aoki met with students, teachers and administrators, toured program sites, and observed Native Hawaiian education programs, including programs funded by NHEP, in communities across both islands and age groups. Ms. Aoki also provided updates and information on federal initiatives that Senator Schatz and his staff were working on at the time. Program leaders from the following schools, Native Hawaiian-serving organizations and state agencies welcomed the opportunity to share their commitments, struggles, accomplishments and insights with Ms. Aoki:

- Institute for Native Pacific Education and Culture
- Keiki o Ka 'Āina Family Learning Centers
- Partners in Development Foundation
- Hawai'i Department of Education
- Hawai'i State Public Charter School Commission
- Hawai'i Tourism Authority
- Native Hawaiian Hospitality Association
- Native Hawaiian Chamber of Commerce
- University of Hawai'i System
- University of Hawai'i-West O'ahu
- Kamalani Academy
- Boys and Girls Club of Hawai'i
- Mana Maoli
- Kūlaniākea school
- Educational Services Hawai'i Foundation
- Hui Mālama o Ke Kai Foundation
- Ka 'Umeke Kā'eo Hawaiian Immersion Public Charter School
- 'Aha Pūnana Leo
- University of Hawai'i at Hilo-Ka Haka Ula o Ke'elikolani
- Ke Kula 'O Nāwahīokalani'ōpu'u Iki Lab Public Charter School
- Kanu o ka 'Āina New Century Public Charter School



KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE CONTROL OF NATIVE RESEARCH

On August 8, 2018, NHEC partnered with Papa Ola Lōkahi, Office of Hawaiian Affairs, and Kamehameha Schools to host the Native Control of Native Research convening at the University of Hawai'i-West O'ahu. The event was another opportunity for Native Hawaiian stakeholders to contribute towards building a community-based research agenda.

The day started with a plenary session to discuss what a community-based Institutional Review Board, or IRB, process might look like for research involving Native Hawaiian communities. Examples were given of existing IRB processes and their associated organizations that are based in Hawai'i, followed by examples of existing native, community-based models. Members from Papa Ola Lōkahi provided a history of their community-based IRB and requirements that are unique to their process. Participants then broke into affinity groups to generate research questions around areas of interest, such as social and emotional learning, Native Hawaiian well-being, men's and/or women's health, etc.





NATIVE HAWAIIAN
EDUCATION COUNCIL

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 which is culturally enlightened.*



2017-2018 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #2:

KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

KA ‘OHI ME KE KILO ‘ANA I KA ‘IKEPILI - COLLECT AND ASSESS DATA

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 3 – FY17-18

Background and Context

In May 2015, Pacific Policy Research Center (PPRC) was contracted to facilitate and report on the field testing of NHEC's Common Indicators System and Framework (CISF). The CISF is a framework for assessment and a set of measures developed by NHEC through which the impacts and outcomes of indigenous education programs and services funded under NHEA can be evaluated and reported in ways intended by the Act and in alignment with Native Hawaiian culture and language.

In accordance with the terms of the NHEA, NHEC is tasked with assessing, coordinating and making recommendations to the USDOE and United States Congress about the status of Native Hawaiian education, including the aggregate impact of programs created and funded under the Act. There has been a growing consensus among the Native Hawaiian education community for some time now that the current evaluation measures developed under the Government Performance and Results Act (GPRA) to assess the impact of education programs serving Native Hawaiian learners are too narrow, culturally misaligned, and not in keeping with the principles of indigenous education. NHEC's development and refinement of the CISF has been in response to this shortfall, and is now poised to field test its compatibility and utility with Native Hawaiian education and culture-based programs as a system of measurement supplemental to GPRA.

The CISF field testing project emerged from past efforts on the part of NHEC to build and refine a culturally responsive framework of measures with input from community stakeholders including Native Hawaiian educators, professional evaluators, NHEP grantees, and community members. In 2014, NHEC completed a *Study of Common Culturally-Aligned Evaluation Measures*, in which evaluation measures and tools used by former and current NHEP grantees were identified, inventoried and categorized. Until this study, information about the use of culturally-aligned measures and tools had not been collected and analyzed in a comprehensive

Common Indicators System and Framework (CISF) Field Testing Project Annual Report, 2017-2018

An evaluation of culturally responsive assessment practices among Native Hawaiian education and cultural programs, and the applicability of the CISF to these practices

Submitted to the Native Hawaiian Education Council
PACIFIC POLICY RESEARCH CENTER | 500 UNIVERSITY AVE. NO. 1425 HONOLULU, HI 96826

fashion by either the USDOE or NHEC. As such, the purpose of the Study was to identify and catalogue a set of measures, leading to a framework through which indigenous education programs/projects funded under NHEA can be assessed and reported pursuant to the intention of the Act and in alignment with the Native Hawaiian language and culture. GPRA-based, non-GPRA-based, and alternative culturally-aligned measures and tools were inventoried in the study. It is from this effort that the CISF gained its current structure and features.

The CISF features three broad indicators: Maui (Resilience, Wellness, and Self-Identity); Hawaiian 'Ike (Knowledge of Hawaiian Language, Culture, Values and Practices) and Academic 'Ike (Academic Achievement and Proficiency); and Kuleana (Self-sufficiency, Employment and Stewardship). Parallel to these areas, the CISF also reveals four "locus-of-service" impact domains, indicating the type of participants to whom, or the social arena in which, those services typically are delivered. They are as follows: Kanaka (Individual); 'Ohana (Family); Kaiaulu (Community) and 'Ōnaehana (System).

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COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 3 – FY17-18



Native Hawaiian Education Council

Common Indicators System and Framework

	MAULI <i>Being & Becoming</i>	'IKE <i>Knowing/Doing</i>		KULEANA <i>Contributing</i>
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 <input type="checkbox"/> Food <input type="checkbox"/> Shelter <input type="checkbox"/> Safety <input type="checkbox"/> Health/wellness IDENTITY AND BELONGING <input type="checkbox"/> Emotional well being <input type="checkbox"/> Social connection <input type="checkbox"/> Identity (sense of self, place, culture, global citizen) SELF-ACTUALIZATION <input type="checkbox"/> Reflective awareness <input type="checkbox"/> Problem solving <input type="checkbox"/> Values/spirituality <input type="checkbox"/> Aesthetic appreciation <input type="checkbox"/> Creative expression	HAWAIIAN 'OLELO <input type="checkbox"/> Literacy <input type="checkbox"/> Oral fluency <input type="checkbox"/> Writing KNOWLEDGE <input type="checkbox"/> Historical <input type="checkbox"/> Socio-cultural <input type="checkbox"/> Political <input type="checkbox"/> Geographical <input type="checkbox"/> Scientific VALUES AND PRACTICES <input type="checkbox"/> Protocol <input type="checkbox"/> Hula <input type="checkbox"/> Lua <input type="checkbox"/> Malama 'āina, Malama kai <input type="checkbox"/> Healing (physical, emotional, spiritual) SUPPORT <input type="checkbox"/> Financial aid <input type="checkbox"/> Counseling <input type="checkbox"/> Mentoring	EDUCATION LEVEL <input type="checkbox"/> Early (pre-K) <input type="checkbox"/> K-12 <input type="checkbox"/> Adult <input type="checkbox"/> 2-year institution <input type="checkbox"/> 4-year institution STEWARDSHIP <input type="checkbox"/> Social/environmental responsibility <input type="checkbox"/> Leadership <input type="checkbox"/> Internship <input type="checkbox"/> Community service EMPLOYMENT <input type="checkbox"/> Career planning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Technical and/or skills training <input type="checkbox"/> Vocational education <input type="checkbox"/> Small business development <input type="checkbox"/> Non-profit management	
'Ohana 2. Family Efforts seek to impact relatives and others who share roles, relationships, and resources.	QUALITY INTERGENERATIONAL RELATIONSHIPS <input type="checkbox"/> Parent/caregiver skills <input type="checkbox"/> Communication <input type="checkbox"/> Behavior management/discipline <input type="checkbox"/> Ho'oponopono/conflict resolution	HAWAIIAN LANGUAGE <input type="checkbox"/> Literacy <input type="checkbox"/> Oral Fluency <input type="checkbox"/> Writing SHARING OF CULTURAL KNOWLEDGE <input type="checkbox"/> Genealogy, history <input type="checkbox"/> Cultural practices and protocols <input type="checkbox"/> Values <input type="checkbox"/> Spirituality SUPPORT <input type="checkbox"/> Counseling <input type="checkbox"/> Mentoring <input type="checkbox"/> Financial aid	ACADEMIC ENRICHMENT <input type="checkbox"/> Early childhood development <input type="checkbox"/> Family literacy <input type="checkbox"/> Homework support STEWARDSHIP <input type="checkbox"/> Giving back/joining in <input type="checkbox"/> Community leadership	

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Current CISF matrix

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

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KA ‘OHI ME KE KILO ‘ANA I KA ‘IKEPILI - COLLECT AND ASSESS DATA

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 3 – FY17-18

Field Testing Purpose, Design and Methods

The CISF field testing project is concerned with the extent to which the CISF reflects broadly applicable measures that represent and respond to the evaluation needs of Native Hawaiian education and culture-based programs. Understanding this, PPRC developed two objectives, which broadly framed the purpose, scope and activities of the project's evaluation design:

- To evaluate the extent to and ways in which participating programs incorporate cultural measures in their evaluation tools/activities
- To evaluate the accessibility, reliability, and utility of the CISF to measure the culture-based outcomes of Native Hawaiian education and culture-based programs in a systemic manner.

Working from these objectives, PPRC developed five primary research questions to guide the inquiry of the project. These research questions shape the scope, trajectory and methodology of the evaluation and subsequently ground the parameters of the research design, instrumentation and all data collection activities. Research questions 1-4 will be reported formatively throughout the project on an annual basis, and also summatively at the conclusion of the field testing. Research question 5 will be answered at the conclusion of the field testing/evaluation project, or earlier as determined by participants and the NHEC.

- **Research Question 1:** To what extent do participating programs assess the culture-based outcomes and strengths of their programs, and, is culture-based measurement reflected in participating cohorts existing assessment tools?
- **Research Question 2:** In what ways and to what extent do participating programs' existing assessment tools align with CISF measures?
- **Research Question 3:** In what ways and to what extent do participating programs find the CISF an accurate, culturally responsive, accessible and useful framework for measuring their program outcomes, impacts and strengths?

- **Research Question 4:** Where, and under what circumstances, do participating programs demonstrate the greatest potential for adopting the CISF as a guiding evaluative framework?
- **Research Question 5:** What useful assessment practices can be disseminated to other Native Hawaiian education and culture-based programs based on participants' qualitative and quantitative evaluation feedback about their experiences using the CISF?

These research questions reflect the goal to understand how Native Hawaiian education and culture-based programs currently assess the culture-based outcomes and cultural strengths of their programs, the success with which they are assessed, how Native Hawaiian education and culture-based program structures and activities can better accommodate culturally aligned evaluations, and how the CISF measures can validate or guide culturally-aligned evaluations for Native Hawaiian education and culture-based programs.

An additional research question specifically for Year 2 was developed to satisfy NHEC requests for a lateral investigation into the construct of "community readiness". Specifically, NHEC wished to know if participating programs conceptualize or intentionally target "community readiness" in their work and use it as a construct in their assessment regiment.

- **Additional Research Question for Year 2:** How is 'community readiness'
 - a. Defined by participating programs;
 - b. Reflected in participating programs' culturally relevant assessment practices (e.g. goals, measures, tools); and
 - c. Considered a useful measure around which to develop culturally relevant assessments?

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COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, PHASE II, YEAR 3 – FY17-18

A refined research question specifically for Year 3 (based on Year 2's question) was developed to satisfy NHEC requests for a lateral investigation into the extent to which "community engagement" is intentionally pursued and measured by participating programs and organizations.

- **Additional Research Question for Year 3:** Do participants incorporate community engagement into their program outcomes and activities? What is the extent of this incorporation? To what extent is community engagement measured?

The project began in May 2015 and is set to conclude December 2019. It is envisioned in four phases during which project planning, field testing, an outcomes study and the reporting of lessons learned will occur.

Changes to Project Format

A combination of circumstances that became clear after launching the project have altered the project's formatting, shifting its organizational focus away from a cohort-based model of field testing and towards a more global response to participant culture-based assessment needs. This shift was brought on by three major discoveries:

- Lower than anticipated participation rate among programs. Most cohort groups were too thinly populated to ensure the protection/anonymity of participating programs, and some cohorts were not populated at all.
- Most programs currently participating work with a broad age range of keiki (children) and even adults, complicating how they fit into specific developmental categories or talk about their work (e.g. the need to create false delineations in describing with whom and how they worked). Moreover, as this report will demonstrate, age group did not feature in any significant way in the discussion of their cultural assessment needs. The dilemmas they faced and responses required speak to the need for self-empowerment/capacity development among programs to design and implement their own tailored assessment solutions.

- Participant feedback about the beneficial nature of sharing and working with all programs. Learning from each other's experiences and practices is desirable, regardless of the age groups programs' serve.

Additionally, participant feedback from Year 1 indicated a clear need for a capacity building component to the field testing project in Year 2. In response, PPRC developed and facilitated "*A Journey through Cultural Assessment: A Capacity-Building Workshop Suite*" in Year 2. The capacity-building suite was a series of four workshops offered between November 2016 and May 2017. Each workshop was designed to (1) facilitate and support the cultural assessment work of Native Hawaiian education and culture-based programs depending on where they are in their assessment journey and (2) provide a networking forum in which attendees can meet, collaborate and share their experiences around cultural assessment. Workshops were facilitated by PPRC and guest speakers/co-facilitators from the community whose work reflected inspirational advances in culturally relevant assessment in Hawai'i. The workshop topics were as follows:

- 1) How to develop culturally-relevant program/project outcomes and measures.
- 2) How to use mixed methods in cultural assessments.
- 3) Embedding cultural assessment in grant/funding proposals.
- 4) Using cultural indicators to develop assessments.

These workshops reflect a sequential format in which participants were led through the process of developing and/or modifying existing a cultural assessment(s).

Participant feedback from Year 2 workshops indicated a clear need for a continued capacity component to the field testing project in Year 3. In response, PPRC developed and facilitated a three-part assessment development workshop series, which was delivered February-April 2018. Each workshop was designed to (1) facilitate and support the cultural assessment

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work of Native Hawaiian education and culture-based programs depending on where they are in their assessment journey and (2) provide a networking forum in which attendees can meet, collaborate and share their experiences around cultural assessment. The workshops reflected a sequential format in which participants were led through the process of developing and/or modifying existing a cultural assessment(s).

- 1) Assessing Community Needs and Starting the Cultural Assessment Process
- 2) What Data Do You Have and How to Best Collect It?
- 3) The Cultural Assessment Process - A Walkthrough

The first workshop reviewed the beginning steps of developing assessments, including identifying community needs, determining program actions to respond to those needs, developing participant outcomes, and identifying methods for data collection (i.e. instrument types). The second workshop focused more acutely on methods (both qualitative and quantitative) and the question, “What design shall we use to collect data?” The learning outcomes proposed for the workshop were to understand what data is and the differences between structured and unstructured data; become familiar with some core strategies for selecting appropriate data collection methods that reflect program outcomes; begin constructing culturally-responsive assessment items that capture program data; and identify the steps necessary for programs to develop culturally relevant assessments. The third and final workshop reviewed the full assessment development cycle from the needs assessment stage and developing outcomes to methods/data collection design and assessment tools/item development. The afternoon was reserved for technical assistance, in which participants worked on respective program/project assessments.

Year 3 project activities maintained the evaluation/field testing component to parallel the aforementioned capacity building workshops, tracking (a) the development or modification of any culture-based

outcomes, assessment indicators, and assessments/instruments among participating programs, (b) the extent to which those culture-based outcomes, assessment indicators, and assessments/instruments are adopted by their programs/organizations; (c) the successes and challenges of those adoptions, if possible; and (d) the extent to which assessment measures reflect CISF foci and loci areas.

Participants

A total of 18 programs participated in Year 3 capacity building workshops. These organizations reflect a combination of current and former NHEP grantees, after school and community programs serving K-12 and postsecondary learners, non-profit organizations, state offices, K-12 public and charter schools.

Participation was voluntary, with the offer of cost-free workshops as an attendance incentive. Desired conditions of participation included the attendance of participating programs at all three workshops, attendance at two focus groups (held post-workshop), and the submission of assessments they currently use to measure the learning of their program participants. Additionally, participating programs were asked to participate in one-on-one program interviews with PPRC as a follow-up to the workshop series; this participation was voluntary.

Summary and Discussion

PPRC continued to provide technical assistance workshops in Year 3 of the CISF Field Testing Project in response to Year 2 findings. The goals of these workshops were to (a) develop a community-based, cultural assessment item repository that models the assessment development process in a collaborative venture, (b) create space for participating programs to practice generating their own psychometrically strong assessment items with assistance provided by PPRC, (c) provide continued opportunities for networking and cross-organizational sharing, and (d) contribute to the operationalization of the matrix. Throughout the

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year, CISF Project participants continued to develop and revise assessment plans, culturally relevant outcomes, and assessment items. Most participating programs verified that they attended these workshops to revise existing assessments or partially developed assessments, although some were developing culturally relevant assessments for the first time. In working with these participants, PPRC learned that they were interested in developing both program and participant level outcomes associated with traditional cultural values, relationships, environmental stewardship, community leadership and cultural identity among others. They were also interested in mixed methods approaches, which included the development and use of surveys, focus group protocols, rubrics and observation protocols.

Programs continued to request capacity building services with an emphasis on community-based workshops and individualized technical support specific to their needs. Additionally, programs continue to place a premium on networking opportunities to share cultural assessment development experiences with other organizations, as well as time to work with their own program/organizational staff in group settings. Going forward, participating programs plan to share what they have learned within their programs/organizations, seek agreement and consensus over cultural assessment plans and measures, revise existing assessments, and develop or complete new cultural assessments.

PPRC began the compilation of an outcomes and assessment items repository in Year 3. The intent of this repository is to assist in the operationalization of the matrix and serve as a community resource. Also, PPRC has offered additional recommendations for rendering it more accessible and usable. These include clarifying the intent of the matrix, stabilizing the meaning of and relationship between categories, fleshing out types and definitions of measures, and collapsing categories of measures, thereby simplifying it visually. PPRC believes that the aforementioned changes might also optimize any of the capacity programs have developed

throughout the field testing project's technical assistance activities

Continuing Challenges

As with all projects, certain challenges persist in field testing the CISF matrix. Similar to Year 2, PPRC designed the workshop series to be inclusive of the community, which meant accommodating diverse participant needs and capacities, as well as allowing for the likelihood of partial or one-off participation. In doing so, the workshops attempted to both scaffold learning for those who attended all three, while simultaneously offering actionable lessons and activities that a one-time participant could apply in their own assessment work. The workshops also attempted to balance content for both novice and more advanced audiences. In PPRC's view, attempting to build capacity at multiple levels while attending to these wide-ranging goals may have hindered the ability to 'drill down' and refine assessment items for piloting. While it was clear that some organizations benefited from the workshop sequencing and formatting in Year 3, others thought they could be improved by being more targeted in scope and matched to their proficiency levels.

Recommendation for Continued Capacity Building

If consistent participation and the necessary resources could be secured, PPRC would recommend offering workshops with single programs/organizations, or cross-organizational workshops dedicated to a specific portion of the assessment development process or method (e.g. developing outcomes, developing rubrics, building survey items, translating non-cultural items into cultural items, etc.). While this may have the regrettable effect of excluding access for some organizations or not meeting particular assessment needs within the community, PPRC believes that enough organizations have gained exposure to the basics of assessment building that the NHEC can become more targeted in its technical assistance offerings.

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NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

In November 2016, IMPAQ International, LLC (IMPAQ), a national policy analysis and evaluation firm, was contracted to complete analyses of funding priorities in three areas:

- 1) Analysis of NHEP funding patterns;
- 2) Reconciliation of annual NHEP appropriations and grant funding; and
- 3) Summary of grantee evaluation practices.

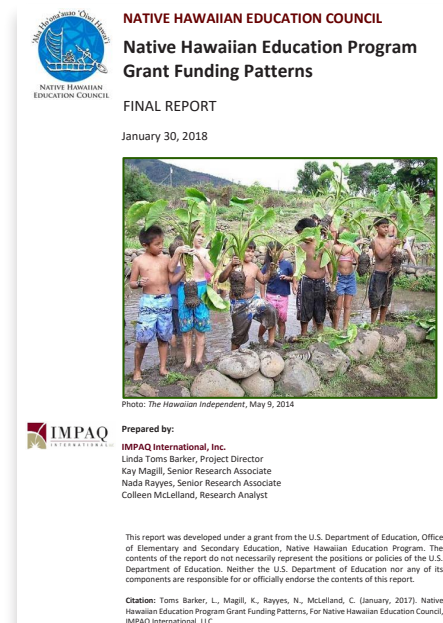
The final report for this project was presented to the Council in January 2018.

Framing the Analysis

IMPAQ and NHEC compiled a database of the 104 grants funded through NHEP that were awarded during federal award years (AY) 2010 through 2017. The database was compiled from documents obtained from the Council and from documents supplied by the NHEP grantees themselves. The data items included in the database include descriptive information about the grant programs, funding information, and descriptive information about grantees' program evaluation efforts.

Ultimately, NHEC and IMPAQ collaboratively determined that the data for the study would be limited to information already in the NHEC archives, information accessible online, and data obtained from the grantees themselves due to the inability to retrieve reporting items directly from grant administrator. IMPAQ and NHEC worked together to formulate a document request that IMPAQ sent out to grantees. IMPAQ conducted up to six rounds of follow-up emails and phone calls, extended the time frame for data collection to accommodate late arrivals and continued to add data to the database through November 2017.

For some grants the documents available for review included the initial grant application, annual performance reports (APRs), evaluation reports, and interim reports. For some grantees, only the grant application, a single APR, another combination of documents, or no documents at all were available. For the NHEP AY 2017 grants, only the award notifications with Year 1 funding amount and project abstracts were



available. For some grantees the APRs did not include all of the attachments or were otherwise missing funding information, expenditure information or other types of data.

Limitations in the Data

There is considerable variation in the availability of data for the analyses contained in this report for several reasons:

- Availability of grantee documents often very limited. (i.e., only documentation available was the grant application, information found on the Web, no documentation of grant activities found)
- Document formats inconsistent and often difficult to align with the data collection format.
- Data on the variables of interest missing or incomplete, inconsistent with other data provided or clearly incorrect, which resulted in missing data if unable to ascertain the correct data.
- Missing/incomplete/inconsistent information in evaluation reports.

NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

The data are particularly limited when it comes to analyzing grantees with multiple grant sites, and determining how to allocate their funding across the different sites when the programs cover different geographic areas of the state. While some programs may have multiple sites on a single island, others target more than one island, specific regions or areas on multiple islands, all of one island and parts of another, etc. IMPAQ addressed this limitation through the coding process: First, by specific island or islands targeted by the grantee; if the grantee targeted geographic area other than a specific island or islands, IMPAQ coded this with a brief description of the geographic area covered. IMPAQ then estimated percentage of resources by island based on number of students and/or families served in each different location.

The number of students served or targeted to be served was inconsistently reported. Sometimes, grantees reported the total number of students actually served over three years, and occasionally, an evaluator compared the number of students targeted to be served and the actual number served. However, in some cases, IMPAQ was only able to find the number of students projected to be served in the grant application, and in others, only the number served in the year(s) for which an APR was received. Also, in some projects with multiple programs and/or activities, the number of students served was reported for each individual program or activity; often, the same students participated in multiple programs or activities, meaning that IMPAQ did not have information regarding the number of unique students served. For an estimate of percentage of resources by island based on number of students and/or families served in each different location, IMPAQ made their best estimate of number of students served or targeted to be served.

Finally, there were limitations to the data that prevented us from including analyses involving the following variables that might be of future interest to the Council:

- **Project Goals.** The grantees' reporting of their goals is not always consistent. Sometimes, they reported overall goals and then broke out

objectives within each goal. Sometimes they listed objectives rather than goals. And sometimes they mixed the two within a single report. In addition, there was inconsistency between how the grantees reported their goals and how the evaluators did. For example, for one program, the evaluator organized a long list of objectives very differently than is done in the grantee report. For this reason, it was often difficult to decide how to identify the goals in the database.

- **Grade levels of the students involved in the project.** Grantees often did not break out outcomes or activities by grade, so it was difficult to estimate funding by grade level.
- **Grade levels of the teachers involved in the project.** Similarly, grantees often did not break out the teachers' outcomes or activities by grade, so it was difficult to estimate funding by grade level of the teachers involved.
- **Partners.** Many grantees gave a long list of partners, representing varying degrees of involvement in the project, from occasional referrals to being the primary provider of services. It would be useful to consider possible coding categories and if/how this information can be used/useful.
- **Key Evaluation Findings.** As noted, there is a very large amount of variation in the goals and priorities of the different grants, as well as a lack of guidance to the grantees regarding which program outcomes and activities should be reported. Because of this, there is no consistency in how the grantees reported their evaluation findings.

Funding Reconciliation

The reconciliation analysis initially was intended to include the following key components: (1) Matching grant allocations with actual expenditures, by year and category of funding; (2) Identifying unexpended or carryover funds, the funding categories in which the unexpended funds fall, and the reasons for the carryover; (3) Reconciling disbursements or drawdowns with project milestones, projected outputs, and

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NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

projected outcomes, analyzing the degree to which spending matches grantee objectives and program goals; and (4) Analysis by type of program, summarizing expenditures and carryovers by education sectors, geographic target area, and grantee types. Unfortunately, due to the lack of complete drawdown and carryover data, the impracticality of accessing the G5 data, and limitations in the data provided by grantees, reconciliation at this level of detail was not possible. However, IMPAQ was able to gather carryover information for some of the grants. IMPAQ also pulled funding amounts from different sources and attempted to reconcile these against total NHEC appropriations.

Carryovers. Among grants for which carryover data were available:

- 15 grants had carryovers from Year 1 to Year 2 ranging from \$16,000 to \$873,625. Four of these involved amounts in excess of \$200,000.
- 17 grants had carryovers from Year 2 to Year 3, ranging from \$5,373 to \$378,742. Only the largest carryover involved an amount in excess of \$200,000.
- Seven grants had carryovers from both Year 1 and Year 2. Five of them had smaller carryovers from Year 2 than from Year 1.

- The most commonly stated reason for underspending was a delay in hiring staff.
- 13 grants had funds remaining at the end of Year 3 that were carried over into a no-cost extension. Three of them indicated the length of the extension (from 4 to 12 months), and 11 gave the amount (from \$11,441 to \$1,072,039). Six of these involved amounts of over \$200,000.

Appropriations. Exhibit 1 summarizes reconciliation of the funding amounts reported by grantees and extracted from various other documents and online sources, with total NHEP appropriations. First, IMPAQ compared the data collected in the IMPAQ/NHEC database on Year 1 funding amounts (column 6) with estimated funding amounts calculated based on USDOE's reported number of new grant awards (column 4) and average new award amounts (column 5). The difference between these amounts (column 7) and the IMPAQ/NHEC database ranged from about \$2.3 million less than the USDOE estimate for FY 2012 to \$1.86 million more than the USDOE estimate for FY 2011. IMPAQ then estimated total awards by combining new and continuing awards and the \$500,000 grant to the Council each year (column 10) and compared this with the total appropriation amount (column 3). Again there were discrepancies (column 11), which ranged from a low of \$4,969 in FY 2013 to as high as \$4,103,425.

Source:	IMPAQ/ NHEC	USDOEd Website	USDOEd Website	USDOEd Website	Computed	IMPAQ/ NHEC	Computed	USDOEd Website	Computed	Computed	Computed
	[1]	[2]	[3]	[4]	[5] = [1]x [4]	[6]	[7] = [6]-[5]	[8]	[9] = [2]x[8]	[10] = [6]+[9]+\$500K	[11] = [3]-[10]
Fiscal Year (FY)	Number of New Awards	Number of Continuation Awards	Funds Appropriated	Average Funding for New Awards	Computed Total Funding for New Awards	Total YEAR 1 Funding for New Awards	New Award Computation Differences	Average Funding for Continuation Awards	Computed Total Funding for Continuation Awards	Total Awards Computed (DB-New)+ (USDOE- Continuation) +(NHEC)	Difference between Appropriation and Computed Total Awards
FY 2010	8	38	\$34,315,000	\$366,370	\$2,930,960	\$2,897,963	(\$32,997)	\$713,606	\$27,117,028	\$30,514,991	\$3,800,009
FY 2011	23	24	\$34,246,370	\$518,046	\$11,915,058	\$13,779,829	\$1,864,771	\$744,533	\$17,868,792	\$32,148,621	\$2,097,749
FY 2012	17	31	\$34,181,275	\$727,572	\$12,368,724	\$10,071,705	(\$2,297,019)	\$727,752	\$22,560,312	\$33,132,017	\$1,049,258
FY 2013	1	39	\$32,397,259	\$262,503	\$262,503	\$675,593	\$413,090	\$811,275	\$31,639,725	\$32,815,318	(\$418,059)
FY 2014	18	18	\$32,397,000	\$591,457	\$10,646,226	\$9,254,030	(\$1,392,196)	\$1,220,588	\$21,970,584	\$31,724,614	\$672,386
FY 2015	11	19	\$32,397,000	\$782,784	\$8,610,624	\$7,996,868	(\$613,756)	\$1,192,572	\$22,658,868	\$31,155,736	\$1,241,264
FY 2016	1	27	\$33,397,000	\$908,488	\$908,488	\$908,488	\$0	\$1,032,781	\$27,885,087	\$29,293,575	\$4,103,425
FY 2017	25	12	\$32,397,000	\$876,541	\$21,913,525	\$21,281,241	(\$632,284)	\$898,020	\$10,776,240	\$32,557,481	(\$160,481)
TOTAL	104	208	\$265,727,904	\$668,809	\$69,556,108	\$66,865,717	(\$2,690,391)	\$877,292	\$182,476,636	\$253,342,353	\$12,385,551

Exhibit 1

NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

Analysis of Funding Patterns

IMPAQ’s overall approach to analyzing NHEP funding patterns was to examine the distribution of grants and grant funding by:

- Award Year (AY) Cohort
- Education sector (including education levels and types of activities that are not mutually exclusive, such as Pre-K, elementary, middle, high, Teacher PD/Support, curriculum development)
- Level of curriculum (e.g., the grade levels of curriculum being developed/piloted/ evaluated, i.e., Pre-K, elementary, middle, high)
- Organizational type (e.g. charter school, community college, Native Hawaiian community-based organization, other community-based organization, UH Mānoa, other university, other organization)
- Geographic target area (e.g., O’ahu, Hawai’i Island, Maui, Kaua’i, Moloka’i)

Due to the variation in the availability of data, each analysis is based only on the grants for which each of the data items is currently available. For example, for many grants, only Year 1 funding is available. For others only total three-year funding is available. Funding patterns are reported for both total funding and Year 1 funding. Exhibit 2 shows the number of grants for which data items are available for the analysis of funding patterns.

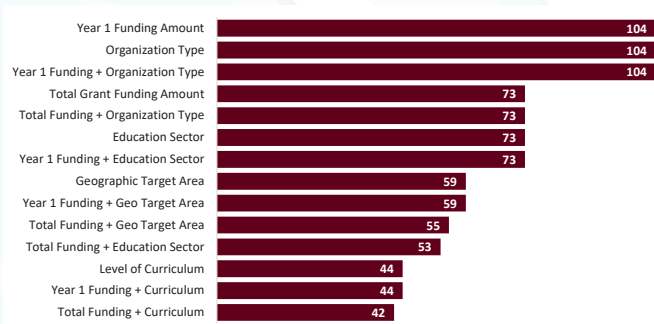


Exhibit 2

Summary of Grantee Evaluation Practices

Due to the variation in the availability of data, each of the analyses included in the summary of grantee evaluation practices is based only on the grants for which each of the data items used in that chart is currently available. Exhibit 3 shows the number of grants for which data items are available for this summary of grantee evaluation practices

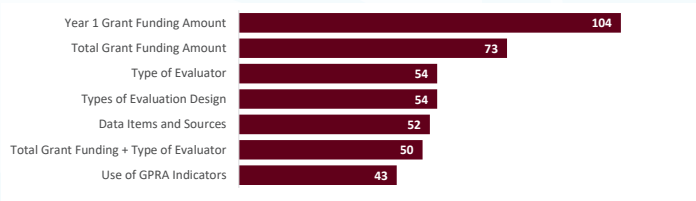


Exhibit 3

Grant evaluations were summarized by key characteristics including:

- Type of evaluator (e.g., internal to grantee, external evaluation organization, independent consultant, university);
- Types of evaluation designs used (e.g. formative, summative, participatory, pre/post);
- Types of data collected (e.g., program attendance, standardized student assessment, parent, school, teacher perceptions); and
- Use of GPRA Indicators

Conclusion

Based on the database of the 104 grants funded through the Native Hawaiian Education Program that were awarded during AY 2010 through 2017, IMPAQ was able to reconcile the annual NHEP appropriations and grant funding for each year during this time and to analyze funding patterns. In addition, IMPAQ reviewed and summarized grantee evaluation practices. Key findings of IMPAQ’s analyses include:

- Average funding has increased over time, from an average Year 1 funding of \$362,245 in Year 1 funding in AY 2010 to average Year 1 funding of about \$876,542 in AY 2017.

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NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

- The education sectors addressed by the majority of grants are pre-K services, curriculum development, and teacher professional development/support.
- In projects that include curriculum development, the largest number of grants, and the largest amount of funding, is focused in the pre-K level.
- The most common type of grantee is Native Hawaiian community-based organization.
- Although most grants target schools or programs on O‘ahu, Big Island, Maui, Kaua‘i, Moloka‘i and Lāna‘i have also been included to varying extents.
- For most grantees, very little information was available about evaluation design. For their evaluation reports, most grantees use external evaluators, either evaluation firms or independent consultants.
- Require applicants and grantees to provide specific objectives, with targets (quantitative and qualitative), for their grants, which will allow the Council to see whether funds are being used to accomplish intended targets.
- Request that grantees report on whether the program reached its targets (e.g., “the program achieved all/most/some/very few/none of its objectives”). This information will allow the Council to assess whether there is an association between level of spending and ability of the grantee to meet program objectives.
- Provide grantees with guidelines for consistent reporting of expenditure and carryover information.
- Seek to persuade USDOE to have the APR submission schedule match the funding years so that it is possible to interpret results for the appropriate time period.

Due to lack of access to the USDOE reporting system to which grantees submit APRs and evaluation reports, IMPAQ based analyses on information already in the NHEC archives, what could be found online, and what could be obtained from the grantees themselves. Using this data, IMPAQ developed a database that in the future can be used by NHEC to track funding patterns, grant characteristics, and evaluation practices with the reports the grantees send to NHEC. This will provide NHEC with more complete data that can be used to make recommendations to USDOE for future NHEP funding efforts.

Recommendations

IMPAQ provides the following recommendations to NHEC for strengthening NHEP grant reporting, analysis and evaluation.

Grantee Reporting

- Remind applicants and grantees to report, as required by the reauthorized NHEA, specifically on items that demonstrate whether there are patterns in funding in the areas that are of interest to the Council, such as the proportion of resources being targeted to different geographic areas, target populations and education sectors.
- Select and work with a qualified program evaluator, preferably external to the project. The evaluator should have experience evaluating similar programs and be involved from the early stages of development of the project, to ensure that evaluation goals are built into the program plans. Recognizing the value of participatory research/evaluation, be sure that the lead evaluator/ researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis. Rigorous evaluation does not necessarily preclude participation by program stakeholders.
- Develop clear goals and objectives: Clearly articulate goals, measurable objectives, and a way to collect concrete data to substantiate the project’s progress toward achieving its goals.

Program Evaluation

IMPAQ recommends that NHEC coordinate with the USDOE’s NHEP program office to provide guidance to better support grantees in developing stronger and more effective program evaluations.

- 1) Such guidance might include encouraging grantees to do the following:
 - Select and work with a qualified program evaluator, preferably external to the project. The evaluator should have experience evaluating similar programs and be involved from the early stages of development of the project, to ensure that evaluation goals are built into the program plans. Recognizing the value of participatory research/evaluation, be sure that the lead evaluator/ researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis. Rigorous evaluation does not necessarily preclude participation by program stakeholders.
 - Develop clear goals and objectives: Clearly articulate goals, measurable objectives, and a way to collect concrete data to substantiate the project’s progress toward achieving its goals.

NATIVE HAWAIIAN EDUCATION PROGRAM GRANT FUNDING PATTERNS PROJECT

- Develop evaluation questions, taking into consideration: who/what will change, when will the change(s) take place, how much change is expected, and how will change be measured, recorded, or documented?
 - Create logic model which includes short, mid and long term outcomes. Include outcome measures, and depict how evaluation findings will feed into program improvement.
 - Budget for evaluation – How much will be spent on each task/ phase? What is expected of the evaluator/evaluation and when? Specify deliverables and due dates, and incorporate the budget into the timeline. This should help keep evaluation tasks on time and within budget.
- 2) Consider providing provide budgetary guidelines for evaluation, such as “grantees should spend approximately 5 to 10 % of grant funds on evaluation.
 - 3) Require applicants/grantees to develop an evaluation plan, specifying implementation and outcome measures, data collection plan, instruments, and plans for analysis, and explain how evaluation results will be used for program improvement.

Data Coding

The database developed under this contract includes a large number of data fields. To the maximum extent feasible, the IMPAQ team used coding categories that could be aggregated. However, for some types of data, the database currently includes open-ended fields. Some of these are data items that NHEC might want to pursue further, now that preliminary data is available illustrating the types of data available. Examples of types of data that NHEC might want to refine and/or establish coding categories for include:

- 1) **Partners.** Depending on how useful this information might be, consider developing a coding scheme to identify the number of partners of different types.
- 2) **Grade Levels.** Consider whether it would be valuable to code some other kinds of information by grade level, such as teachers targeted, and program outcomes.
- 3) **Other characteristics of target populations.** Consider whether it would be valuable to code characteristics such as homeless, Native Hawaiian, English vs. Hawaiian speaking, foster youth, low income, disability or language learners.
- 4) **Goals and outcomes.** Consider using categories such as:
 - Early Childhood Education Outcomes (Pre-K to K): school readiness; Hawaiian language skills; literacy and numeracy
 - Elementary, Middle and/or High School Outcomes: academic achievement (GPA, standardized test scores); Hawaiian language skill; non-academic (career awareness, social/emotional learning, school connectedness, behavior)
 - College/Career Readiness: dropout prevention; ACT/SAT scores
 - Postsecondary Student Outcomes: college student/job training outcomes; scholarships awarded
 - Teacher Outcomes: change in knowledge; understanding of curriculum and instruction; particularly culturally-relevant teaching strategies; teacher training or professional development; teacher mentoring/ coaching; program satisfaction
 - Other: programs developed; food distribution to homeless; adult education outcomes; curricula or lesson materials developed
- 5) **Data Sources.** As NHEC gains access to more complete data, it might be valuable to revise the database to include one set of columns of data from the grant applications, and another for data from the APRs and evaluation reports, in order to distinguish planned activities and outcomes from actual activities and findings.

STUDENT OUTCOMES DEVELOPMENT PROJECT

In January 2017, PPRC was contracted to develop and implement a broad, stakeholder, community-based process to develop student outcome measures for consideration by the USDOE. The developed student outcome measures would be proposed by the NHEC to the USDOE, and add to the federal GPRA program measures under the responsibility of the Office of Management and Budget (OMB). The final report for this project was presented to the Council in July 2018.

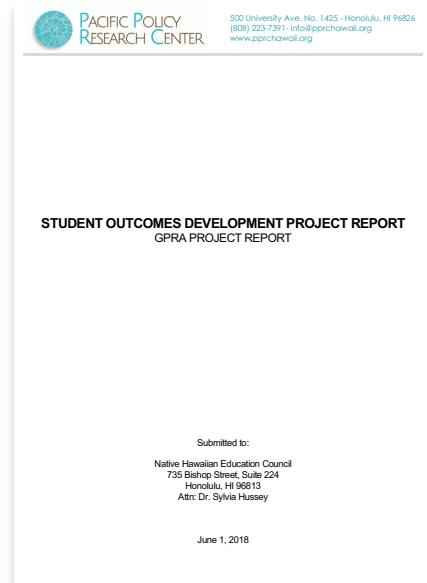
Background and Context

In late 2016, the USDOE asked the NHEC to give further thought about the process to vet with other Native Hawaiian education stakeholders regarding the GPRA measures and related processes that govern NHEP grantee reporting including considerations such as: can the data be readily collected and reported by all grantees; understanding and estimating the impact or “burden” to grantees to collect and report such data; and the aggregated utilization for budget justification and impact.

The USDOE requested that the NHEC propose measures to GPRA for their consideration in line with NHEC’s statutory responsibilities under the NHEA. Under the NHEA, the NHEC is tasked to coordinate, assess, 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

Currently, NHEP grantees are required to report on the following GPRA standards as applicable to their programs. The percentage of:

- 1) Native Hawaiian students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments;



- 2) Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawai'i School Readiness Assessment;
- 3) Students in schools served by the program who graduate from high school with a high school diploma in four years; and
4. Students participating in a Hawaiian language program conducted under the Native Hawaiian Education Program who meet or exceed proficiency standards in reading on a test of the Hawaiian language.

For years, many Native Hawaiian education programs receiving NHEP funds have claimed that the aforementioned GPRA standards as the sole set of outcome measures are inadequate for measuring the learning, growth, success, and achievement of Native Hawaiian students. They have voiced that these standards are culturally incongruent and foreclose the possibility of evaluating what is central to their program goals and outcomes. In sum, current GPRA standards are not aligned to what Native Hawaiian communities believe is educationally important to measure.

STUDENT OUTCOMES DEVELOPMENT PROJECT

The goals of the GPRA Project are grounded in this long-stated need from within the Native Hawaiian education community and compelled by the invitation from the USDOE to submit recommendations for additional outcomes measures to supplement current NHEP GPRA standards.

Project Strategy and Methods

The goal of the GPRA Project is two-pronged: (1) to recommend additional student outcome measures to the USDOE and OMB that respond to the need within the Native Hawaiian education community, and among NHEP-funded programs, for meaningful, culturally-aligned measurement; and (2) to recommend student outcome measures in line with federally recognized parameters, research, and best practices to optimize their potential for referral and adoption. As such, the GPRA Project has pursued the following strategies:

- Identify commonalities and equivalencies between federal and state-level student learning outcomes and culture-based outcomes.
 - Engage stakeholders to examine community priorities for the education of Native Hawaiian students.
 - Explore and affirm a limited set of student-centered outcomes that link culturally relevant learning to academic growth and achievement.
 - Make outcomes recommendations based on the greatest potential for USDOE support and communication to OMB.
- **Research Question 2:** What insights, preferences, and priorities do Native Hawaiian education programs and the broader community offer for developing new or altered GPRA standards?
 - **Research Question 3:** What new or altered, culturally aligned, and GPRA appropriate student outcome measures can be recommended based on extant data review and feedback from the community?

These strategies are represented in three research questions that guide the GPRA project and reporting process:

- **Research Question 1:** What types of student outcome measures at federal and state program levels align with learning outcomes being pursued within the Native Hawaiian education community and other indigenous communities outside of Hawai‘i?

Each of the aforementioned research questions correspond to a project phase, in which (1) the USDOE Institute for Education Sciences (IES), What Works Clearinghouse (WWC) programs database, state departments of education programs, and peer-reviewed research were scanned and mined for nonacademic, student outcome measures that potentially cross-walk to culture-based outcome measures in Hawai‘i; (2) communities across Hawai‘i were invited via listening sessions, survey, and phone interviews to offer feedback on the types of student outcome measures they thought were important for measuring Native Hawaiian learning, growth, success, and achievement; and (3) communities across Hawai‘i were invited to comment on and validate the outcome measures PPRC and NHEC selected for potential recommendation to the USDOE after reviewing the data collected in research phases 1 and 2. The initial GPRA inquiry was framed to the community as a search for a new GPRA standard that is ‘student-focused’ - to narrow the scope of the outcome to focus on the individual (vs. families or communities); ‘achievement-focused’ - to ensure that recommended GPRA standards are qualitatively or quantitatively measurable; and ‘identity-focused’ - which was thought to best link Native Hawaiian cultural outcomes to “Western” ones grounded in education research. It is well understood that gains in academic achievement and/or academic outcomes are the priority of the USDOE. The logic is that the measures that contribute to identity formation, such as ‘self-confidence’ and ‘self-efficacy’, have already been found to improve academic achievement. Subsequently, the development of identity is also important for culture-based instruction

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STUDENT OUTCOMES DEVELOPMENT PROJECT

and learning, and therefore potentially served as common ground for identifying culturally-relevant measures described in Western education science.

After the initial review of community and extant data, PPRC coded and weighted emergent outcome themes. From this initial analysis, PPRC determined that social emotional learning (SEL) attributes occurred most often, which included identity formation constructs as well as other social, attitudinal, and cognitive values, behavior, and skills. Furthermore, the organizational structure of SEL as a system of outcome measures presented as an appropriate way to organize the community data in order to draw semantic parallels between cultural and non-cultural outcomes and indicators. As such, PPRC proposed social emotional learning as an outcomes system, or domain, to the community for GPRA consideration in the final phase of this research project.

Data Collection Activities

Extant data review. PPRC scanned federal and state extant data repositories compiled on individual student outcomes for the purposes of identifying non-academic-based measures that potentially align to those that are culture based and valued within the Native Hawaiian education community. PPRC reviewed: (1) USDOE Institute for Education Sciences (IES) What Works Clearinghouse (WWC) programs database; (2) the program inventories of all 50 state departments of education; and (3) academic literature on the influence of identity formation on academic achievement. Education Resources Information Center (ERIC), Elton B. Stephens Co. (EBSCO) Host, PsycINFO, and Journal Storage (JSTOR) served as primary search engines for this literature scan, supplemented by Google Scholar.

Community listening sessions. PPRC and NHEC conducted a total of eight (8) community meetings with stakeholders on O'ahu, Hawai'i Island, Kaua'i, Maui, Lāna'i, and Moloka'i between June and September of 2017. The purpose of these meetings was to gather input on the types of individual, student-based outcomes, with a focus on identity formation, that

would be meaningful for measuring Native Hawaiian learning, growth, success, and achievement. NHEP grantees, schools, teachers, administrators, universities, kūpuna, community programs, and general community members were invited to participate. The 2017 meeting schedule was as follows:

June 19: Kihei Charter School (Kihei, Maui)

June 21: Connections Public Charter School (Hilo, Hawai'i)

July 7: Ke Kula 'o Samuel M. Kamakau (Kāne'ohe, O'ahu)

July 11: Kawaikini New Century Public Charter School (Līhu'e, Kaua'i)

July 14: Kanu o ka 'Āina New Century Public Charter School (Waimea, Hawai'i)

July 15: Ka Honua Momona (Moloka'i)

September 18: Lāna'i Culture & Heritage Center (Lāna'i)

September 19: Kamaile Academy (Wai'anae, O'ahu)



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STUDENT OUTCOMES DEVELOPMENT PROJECT



GPRA Feedback Survey. PPRC developed and administered an electronic survey to community stakeholders statewide as an additional measure to gather input on the types of student-based outcomes, with a focus on identity formation, that would be meaningful for measuring Native Hawaiian learning, growth, success, and achievement. The survey featured a combination of demographic, Likertscale, and open response items.

Follow-up Phone Survey. PPRC conducted phone interviews with select individuals identified from the community stakeholder list who were determined to be highly knowledgeable and/or engaged in the educational programs and initiatives for Native Hawaiian students. Items from both the community listening sessions and GPRA Feedback Survey were adapted to develop the phone survey protocol.

Follow-up Community Survey. Upon developing recommendations for the new GPRA standard, PPRC distributed a survey to community stakeholders for validation of its utility, feasibility, and cultural appropriateness. The survey featured a combination of demographic, Likert-scale, and open response items with space to offer examples of culturally equivalent outcome measures to those proposed.

Outcomes Inventory. PPRC developed an inventory of outcome measures collected via community data collection activities (surveys, interviews, listening sessions), as well as the extant data and literature scan. The inventory is divided into three sections – Community Data, Federal/IES Data, State DOE Data. Each section presents findings by “outcome domain”, “outcome”, and “indicators”.

Analysis and Reporting

All data collected from surveys, listening sessions, and phone interviews were cleaned and organized. Descriptive statistics, including mean values and frequency counts, were calculated for all Likert-scale items. Qualitative data from open response items and interview narratives were cleaned, coded and thematically summarized. Using qualitative analysis methods, initial codes were created and used to sort and organize data. Informed by these coding results, primary themes from the data were identified and extracted. PPRC combined responses from items that featured across data collection instruments and analyzed them in aggregate to distill the most comprehensive interpretation of community viewpoints. Qualitative summaries were then cross-analyzed with quantitative summaries to provide the most comprehensive interpretation of results.

Summary and Recommendations

At the request of the NHEC, PPRC implemented a broad, community-based process to derive culturally congruent and empirically-measurable student outcomes for GPRA consideration by the USDOE and OMB. The GPRA standards under consideration pertain specifically to the NHEP and the measures its grantees are mandated to report on in fulfillment of their funding agreements. This initiative is precipitated by the long-stated need among NHEP grantees that the current GPRA standards are inadequate for measuring the learning, growth, successes, and achievements of Native Hawaiian students. Current standards are largely considered

STUDENT OUTCOMES DEVELOPMENT PROJECT

culturally incongruent, thereby substantially limiting the opportunities for programs to meaningfully evaluate their central goals and outcomes.

In developing recommendations for GPRA consideration, the NHEC and PPRC determined it necessary to gather evidence from the Native Hawaiian education community regarding the current existence of, and potential additional need for, culturally-aligned outcome measures. The NHEC and PPRC also understood the emphasis placed on psychometric science and federally recognized research parameters as a means to increase the potential for USDOE/OMB adoption. In doing so, PPRC set out to (1) engage stakeholders via listening sessions, surveys, and phone interviews to learn of community priorities for the education of Native Hawaiian students; (2) scan research and extant data to identify commonalities and equivalencies between federal and state-level student learning outcomes and culture-based outcomes offered by the community; (3) determine a limited set of student-centered outcomes that link culturally relevant learning to academic growth and achievement; and (4) make outcomes recommendations based on the greatest potential for USDOE support and communication to OMB.

In completing this research process, PPRC recommended that the NHEC present social and emotional learning (SEL) as the focus of an additional NHEP GPRA standard to the USDOE for OMB consideration and adoption. This recommendation has been affirmed by stakeholders from within the Native Hawaiian education community, a litany of peer-reviewed scholarship, IES-reviewed research studies, state DOE programs practices, as well as current legislation, such as the Every Student Succeeds Act. From a cultural standpoint, SEL outcomes index the values, orientations, behaviors, and skills necessary for students to succeed not only within the school context, but to successfully navigate family, community, future workplace, and global environments/contexts. They open

evaluative spaces where personal wellbeing, social relationships, as well as connections to community, place and ‘āina become valid domains of measureable change.

Hawaiian values and practices have served as guiding principles for Kānaka Maoli (*term for indigenous people of Hawai‘i*) for innumerable generations. Findings from this project show that the wisdom of the Hawaiian culture is expressed in values and practices that more recently have been identified as SEL competencies. This congruence between Hawaiian value systems and SEL principles reveals the possibility of identifying specific measures of student success that resonate with the Native Hawaiian community and that simultaneously reflect the rigorous standards of GPRA.

Moving forward, the Council may wish to further pursue and/or assess the merits of SEL for measuring culturally relevant outcome measures within Hawai‘i’s education community. Presuming this direction, PPRC recommends two potential projects that can either be pursued in isolation or progressively.

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NATIVE HAWAIIAN EDUCATION DATA SYSTEMS MAPPING PROJECT

In August 2017, McREL International was contracted to inventory, map, analyze, identify opportunities and make recommendations regarding Native Hawaiian education data, data repositories and data systems. The final report for this project was presented to the Council in January 2018.

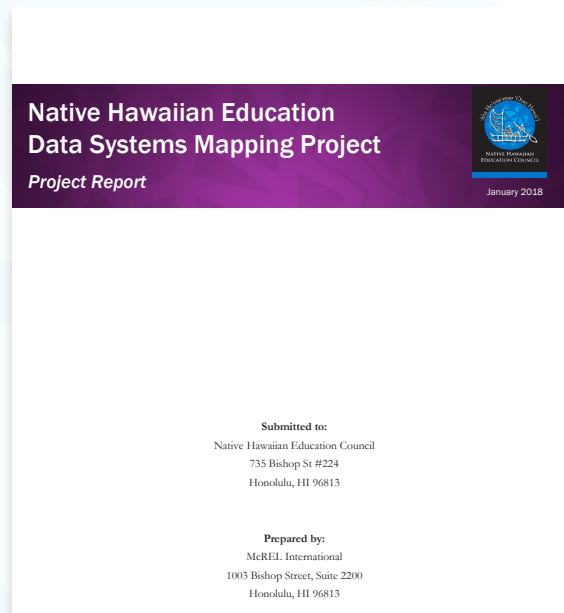
Background and Context

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 the project is to help stakeholders understand the breadth and depth of data about Native Hawaiian communities. By the end of the project, McREL was able to present 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.

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



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

McREL inventoried 87 databases across 38 data systems and repositories that include information about Native Hawaiians. In these 87 databases, 135

NATIVE HAWAIIAN EDUCATION DATA SYSTEMS MAPPING PROJECT

separate data elements were identified within 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; and (8) community engagement and relations.

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.

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.

NATIVE HAWAIIAN EDUCATION EVALUATION FRAMEWORK

In Fall 2017, NHEC began a consultancy project with Hui Ulana, a team of students from the University of Hawai'i at Mānoa-College of Education Doctoral program, to develop a process for studying the collective impact of Native Hawaiian education in Hawai'i. With thirty plus years of federal funding under the NHEA, the Council was interested in studying the effectiveness and collective impact of Native Hawaiian education in the State of Hawai'i, utilizing developmental evaluation and collective impact frameworks. The Council discussed the magnitude of such a study and decided to adjust the focus of our work. Although the goal of integrating a developmental evaluation approach into a collective impact framework was initially intended for this study, the final work of Hui Ulana, with guidance from the Council was (1) a definition of Hawaiian Culture-Based Education (HCBE), and (2) a Native Hawaiian Education Evaluation framework.

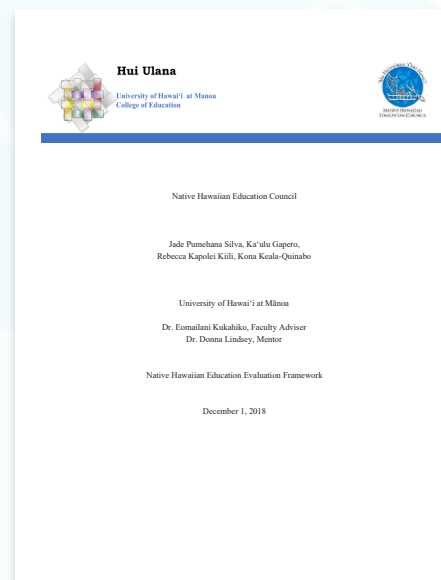
Research Questions

The original question was based on the initial request by the Council, which asked "What is the collective impact of Native Hawaiian education in the State of Hawai'i?" Hui Ulana was tasked to design an evaluation that could be used to answer this question. In researching the literature, Hui Ulana initially focused on the following guiding questions:

- What is Hawaiian culture-based education?
- What is developmental evaluation?
- What makes an evaluation culturally responsive?
- What is systems thinking?

In July of 2018, the Council revised their request to Hui Ulana, which was to define Hawaiian culture-based education and to develop a Native Hawaiian education framework. This allowed Hui Ulana to focus in on the following two questions:

- How do we define Hawaiian culture-based education?
- What are the components of Hawaiian culture-based education?



Literature Reviews and Analysis

The literature reviews were expressly commissioned due to their inherent relatedness, which is further illuminated when considering the statutory responsibilities of the Council, when attempting to understand the collective impact of Native Hawaiian education. Foundational to understanding impact, is developing a common understanding of HCBE. The definition of HCBE derived from a review of the literature has served as a primary impetus for the creation of the "Niho Framework." The remaining reviews helped to inform considerations and recommendations for the application of the framework in understanding and driving innovations related to Native Hawaiian education. Culturally responsive evaluation (CRE), for example, values 'ōiwi (native) epistemology in helping to paint the picture of the evaluand and considers holistic, contextualized experiences of the evaluand that are rooted in place and epoch, and informed by history. In a similar manner, developmental evaluation (DE) seeks to understand the evaluand from an insider's perspective, to engage those immersed in the day to day doing of the work, those that understand the intricate nuances of a

NATIVE HAWAIIAN EDUCATION EVALUATION FRAMEWORK

program in helping to provide the clearest possible picture to convey what is truly occurring. The review of the literature on systems thinking (ST) highlights the importance of discrete synergistic and analytic skills that allow for a deeper understanding of actors within a system and their behaviors, and support the introduction of innovations to induce desired changes.

A core feature of CRE, DE and ST is that the evaluator possesses strong connections to the evaluand and that philosophically, the evaluation is highly participatory in nature, prioritizing a “for us, by us” mindset. The researcher as practitioner, in addition to practicality in developing the most accurate snapshot of an evaluand, aligns with and is affirmed by ‘ōiwi mindset, which values sources and appropriate use of ‘ike. As it would seem quite odd and principally inappropriate from an ‘ōiwi research perspective to evaluate a system with no prior pilina (*association, relationship*) with or kuleana to the evaluand, tenets of CRE, DE, and ST that prioritize inclusivity and agency of the evaluand are further validated by indigenous, namely ‘ōiwi Hawai‘i epistemological approaches.

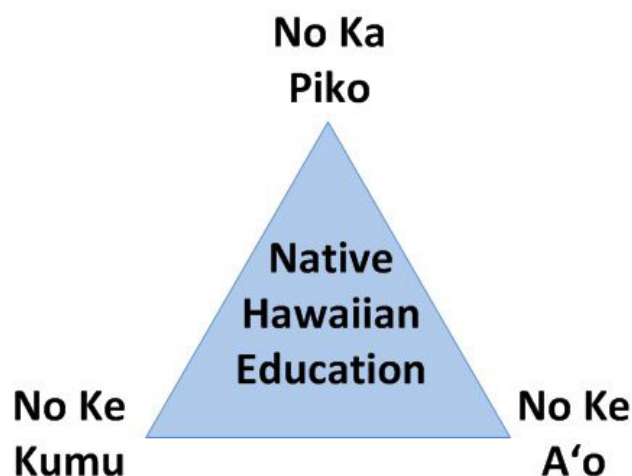
Niho Framework

The Niho framework represents education in Hawai‘i that occurred pre-foreign contact, that is, education up to 1778. Within this time period all aspects of education, though possibly differing across the islands, were innately Hawaiian. Some of these aspects include: language, worldview, identity, and political philosophy. The aspects explored below are included intentionally without the mindset aimed towards correcting the injustices done to Hawai‘i and its people through interaction with foreign entities nor is it intended to correct the current state of Hawaiians in education. This framework reflects the characteristics of Hawaiian education prevalent during the time period previously discussed so it can be utilized in the analysis of Native Hawaiian education and Hawaiian culture-based educational programs.

The intent of this framework is not to render judgment as to a program’s or system’s quality or ‘Hawaiian-ness’. Rather, this framework serves to drive further analysis and conversation for state- and community-wide education systems and individual program contributors to those systems around the services and impact that they collectively have on Native Hawaiian education. While current academic measures are commonly viewed as determinants for individual and/or collective impact, this framework may be used to reposition traditional, Native Hawaiian education elements and the degree to which maui (*life*) Hawai‘i is nourished, celebrated, and proliferated as determinants of collective impact; reclaiming educational ea (*sovereignty, independence*) and defining for ourselves from a strengths-based perspective, impact that is valued most.

Framework Structure and Niho Metaphor

The framework is divided into three clusters, or Niho: No Ke Kumu (*Sources of knowledge*); No Ka Piko (*Responsibility and privilege to knowledge*); No Ke A’o (*Transmission of knowledge*). Each niho is further divided into several hi’ohi’ona (*features, aspects*), which collectively seek to define aspects of each respective niho.



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Together, the niho form the vertices of a triangle with Hui Ulana’s definition of Native Hawaiian culture-based education positioned at its center; each niho with its hi’ohi’ona plays an important role in supporting the definition of Native Hawaiian culture-based education. The inherent strength that triangles possess as well as their ability to interlock tightly with other like triangles inspired the metaphor of ‘ho’oniho’, to set stones in an interlocking manner. As Hui Ulana looked to understanding how education systems support the advancement and betterment of haumāna (*students*), they envision the necessity for all individual contributors within these systems to know intimately, each other’s work, priorities and contributions. The Niho Framework therefore provides common elements around which everyone contributing to Native Hawaiian education might join in discussion, calibration and collective effort, each piece fitting tightly with the next to ensure a system that is pa’a (*firm, solidify*) in advancing the maui Hawai’i-centric drivers for our kānaka (*people*).

Each niho section of the framework includes descriptions of the niho and each hi’ohi’ona. The section also includes a continuum of hi’ohi’ona usage in a program or system divided into four levels starting at the left of the document with Kahua (*foundational*), continuing with Paipai (*to build*), Halihali (*to transport*), and ending at the right with ‘A’ohe (*not present*). These levels represent the stages of house foundation construction, further expanding on the metaphor of niho.

Application Considerations / Recommendations

Hui Ulana identified the following considerations for application of the Niho Framework in program or systems evaluation and in driving innovation. These considerations collectively highlight the importance of ‘umia ka hana (*being of one accord*), ho’okāhi ka umauma ke kīpo’ohiwi i ke kīpo’ohiwi (*standing abreast shoulder to shoulder, in exerting great effort toward a task*), and alu like (*working together*).

First, the Niho Framework provides a means by which to understand the prevalence of valued features of HCBE. It is not intended to place judgment on a program or system’s quality. Rather, by examining systems in light of the level of prevalence of features across the Niho, members begin to develop inquiry foci around which to structure discussions and planning related to innovations intended to ensure an appropriate distribution of these features across educational programs. This leads to the greater benefit of ensuring that as a collective, the larger system is attending to these Niho in multiple ways, and contributing to the nourishment of the maui of our learners.

Second, the framework supports the calibration of HCBE practices within and across systems. The Niho, No Ke Kumu, for example stresses the value of knowledge from a variety of sources, including ancestral and ‘ohana wisdom, ‘āina (*land, earth*) and content experts. At the Kahua level of the continuum, Hui Ulana recognizes that learning is inextricably connected to these sources, and that these kumu (*sources*) are regularly engaged as a valued feature of Native Hawaiian education. The framework therefore provides a means for dialogue around the capacity of our system to promote and incorporate these kumu, not just as sources of knowledge, but in helping to build the identity of learners as members of a mo’okū’auhau (*genealogy*) of ‘ike, from which they gain agency for independently accessing and then assume kuleana for shepherding as they develop expertise and begin to develop new innovations, insights and understanding.

A third consideration for the framework is in its potential reposition of traditional, Native Hawaiian education elements and the degree to which maui Hawai’i is nourished, celebrated, and proliferated as determinants of collective impact. The framework provides a structure that paves the path toward the reclamation of educational ea and defining for ourselves from a strengths-based perspective, impact that is most valued. While emphasis on standardized

NATIVE HAWAIIAN EDUCATION EVALUATION FRAMEWORK

assessments has been a pillar within the current structure of education evaluation, which attempts to illuminate learners' growth or proficiency pertaining to specific content areas like math and English language arts, Hui Ulana recognizes that there is a greater need, particularly as it relates to Native Hawaiian communities, to understand the extent to which learners are proficient at accessing and applying various types of knowledge, whether content-specific or more universal in nature such as persevering in solving problems locally and globally. Academic competence therefore becomes one of several determinants of college, career and life readiness as opposed to the sole or primary determinant.

Finally, by identifying valued features of HCBE, the framework may also be applied when considering the distribution of resources and supports across a system. Understanding the presence of these features within and across systems and areas in which these features are thriving or perhaps not fully present, helps in the deployment of appropriate resources, including funding and the establishment and support for learning and innovation partnerships to specific areas, to ensure that collectively, a system is sufficiently providing multiple and varied opportunities to support Native Hawaiian learners and communities. The framework therefore serves as a driver for curriculum development, 'ohana and community engagement, reforming education policy, educator practice and professional growth, and cultural revitalization.

With specific regard to the use of the framework when engaging contracted support through a request for proposal (RFP) to fulfil the statutory obligations of the Council, the consultancy group strongly recommends the following. NHEC should seek contractors who possess a strong 'ōiwi Hawai'i epistemological perspective; those who have demonstrated that they possess a clear, Hawaiian cultural lens, and understand 'ōiwi ways of knowing and socializing. These contractors should also ideally be able to speak to previous successes they've had in providing servicing Native Hawaiian educational programs. Successful

experience with program evaluation should be a foundation skill for anyone contracted to engage with the framework. Once initial system evaluations that illuminate presence of the Niho have been conducted, contractors should be prepared to facilitate next steps for system actors to advance collective innovations in light of the framework through the application of DE and therefore should ideally be able to provide examples of their experience with using DE to drive collective innovations.

Contractors who have also shown an ability to develop meaningful and deep pilina with individuals and groups should also be sought. In reflecting on the consultancy group's work in generating the framework, the group recognized that an inherent strength that helped to advance the work in substantive ways was the group's collective proficiency with 'ōlelo Hawai'i. With proficiency, one is more likely to possess 'ōiwi epistemological perspectives and very likely has strong pilina with those who work in service to Native Hawaiian education across the pae 'āina. The Niho Framework is best applied through material involvement by the evaluand as an equal contributor to the evaluation. Much like the features within the framework like the transmission of 'ike, HCBE is participatory in nature. The insider perspective is a highly valued input to illuminating the detailed nuances that are easily missed by those external to the program. An overarching recommendation for the Council therefore is to reflect on the features of the framework when engaging consultants and to consider the degree to which responders to the RFP understand, value and have demonstrated application of the features within the Niho. Have the consultants demonstrated valuing of 'ōiwi sources of and the appropriate use of 'ike, experience with genealogy, protocols and spirituality, and proficiency in facilitating innovation in education in service to indigenous populations? While finding a contractor that possesses all of these traits might not be entirely realistic, the Council will need to define a minimum threshold of acceptability when reviewing the capacity of RFP responders to complete this meaningful work. Lastly, the consultancy group recommends that

NATIVE HAWAIIAN EDUCATION EVALUATION FRAMEWORK

this work be piloted with a small community of Native Hawaiian education servicing programs that comprise a micro-system to learn more about the scalability of the Niho Framework and the application considerations.

Conclusions

The creation of this Niho Framework was an arduous process. Defining a culture that all group members identify with as well as articulating the aspects of education that reflect the practices of a time when a written language made research difficult. This is an area of future research in the further development of the Niho Framework. As more resources are provided electronically and greater access is provided to physical copies of original resources revisions will need to be done. Time constraints on this project also did not allow for the review of all literature the four areas of research discussed previously. As the understanding of these four areas increases, additions can be made to refine the framework.

Great care, respect, humility, and reverence should accompany those who set out to continue this work. Kuleana, drove the development of this work, and although it is presented as a completed product, Hui Ulana knows that there will always be room for revision. Defining a culture and the way it transmits its knowledge across generations is a daunting task. Hui Ulana have done both as individuals who belong to and who are currently working in different capacities to revitalize and perpetuate this culture.



I lāhui naʻauao Hawaiʻi pono, I lāhui Hawaiʻi pono naʻauao.

*There will be a culturally enlightened Hawaiian nation;
There will be a Hawaiian nation which is culturally enlightened.*

2017-2018 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #3:

HŌ'IKE ME KA HĀPAI MANA'O - REPORT AND RECOMMEND

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

1) PRIORITY RECOMMENDATIONS

- A) **Reaffirm Priority Populations for Education Service Focus.** (i) Families from priority, underserved communities; (ii) Students/stakeholders of Hawaiian-focused charter schools; and (iii) Middle school students.
- B) **Maintain Education Priority Funding Criteria in Schools or Communities.** (i) Native Hawaiian student populations that meet or exceed the average proportion in the Hawai'i Department of Education; (ii) Higher than average State proportions of students who are eligible for the subsidized school lunch program; (iii) Persistently low-performing schools in the State; and (iv) Schools with evidence of collaboration with the Native Hawaiian community.
- C) **Re-examine Previously Designated Priority Communities for Progress and Continuing Education Service Priority.** (i) Kahuku (O'ahu); (ii) Hilo (East Hawai'i Island); (iii) Konawaena (West Hawai'i Island); (iv) Moloka'i (the entire island); (v) Kapa'a (Kaua'i); (vi) Kekaha (Kaua'i); (vii) Hana (Maui) and (viii) Honoka'a (North Hawai'i Island).
- D) **Integrate Priority Strategies/Services.** (i) Early childhood education services with family, parent, community programs; (ii) Support for proficiency in STEM (Science, Technology, Engineering, Math) with Arts integration and emphasis—STEAM; (iii) Strengthening Hawaiian immersion schools with family, parent, community programs; (iv) Training in culture-based education for broader application in school settings; (v) Support for proficiency in reading and literacy with family, parent and community programs; and (vi) Strengthening Hawaiian-focused charter schools' organizational operational capacity, sustainability and longevity.

2) POLICY RECOMMENDATIONS

- A) **Advance Higher Education Act (HEA) Reauthorization Priorities that Support Native Student Admissions, Supports and Persistence.** Leverage existing programs to support increase in Native student admissions, supports (e.g., financial aid, counseling) and persistence in a variety of settings (e.g., community colleges, universities). Increase funding for Asian American, Native American, Pacific Islander, and Native Hawaiian serving institutions and combination minority servicing institutions funding.
- B) **Advance Every Student Succeeds Act (ESSA) Title VI, Section 6005. Report on Native American Language Medium Education.** Authorized in 2015, the report detailed in Section 6005—a collaboration between the Departments of Education and Interior—has yet to be initiated since being codified into law. The study will assist policy makers to better understand the current state of Native American language schools and programs and the appropriate policy supports needed to advance Native student learning, growth and achievement through language and heritage.
- C) **Track the Implementation of ESSA.** Beyond approval of the State Accountability Plan, hold the State accountable for effective implementation of ESSA, including the Congressional intentions, concepts and philosophies of returning local control to the States; school choice; supplement not supplant; and active engagement with advocates (i.e., parents, families, communities.).
- D) **Integrate and Align Policy Priorities for Native Communities via ESSA and HEA.** Continue to connect middle and high school opportunities to early college programs, admissions, supports, and persistence, employing culturally responsive programmatic evaluation practices to improve native student outcomes.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

- E) **Complete the Implementation of the Native Hawaiian Education Council Composition.** The Native Hawaiian Education Act (NHEA) was reauthorized in December 2015 and radically changed the Native Hawaiian Education Council (NHEC) composition from 21 statewide Native Hawaiian education service providers and consumers to 15 primarily political positions (e.g., Governor of Hawai'i, County Mayors, Chair of the Hawaiian Homes Commission). The NHEC implemented the new Council configuration, aligned to the language of the reauthorized NHEA and the ability to preserve Native Hawaiian, education and island communities. However, attendance and engagement of 13 of the named appointees or their designee have varied, and the Secretary of Education has yet to officially appoint the two remaining seats: a representative of private grant making entities and for the island of Moloka'i or Lāna'i.

3) CULTURE-BASED EDUCATION RECOMMENDATIONS

- A) **Support and Learn from the NHEC Common Indicators System and Framework Cohort Field Testing Project.** The Council published three annual reports of the project for fiscal years 2015-2016, 2016-2017 and 2017-2018. The Council is in the process of completing the project and will have final learnings from the project by the end of fiscal year 2019.
- B) **Consider the Addition of Social-Emotional Learning Outcomes to the Government Performance Reporting Act (GPRA) Measures.** NHEC recommends that social and emotional learning (SEL) as the focus of an additional NHEP GPRA standard be proposed for the Office of Management & Budget consideration and adoption. This recommendation has been affirmed by stakeholders from within the Native Hawaiian education community, a litany of peer-reviewed scholarship, Institute of Education

Sciences (IES)-reviewed research studies, state education program practices, as well as current legislation, such as ESSA. SEL outcomes index the values, orientations, behaviors, and skills necessary for students to succeed not only within the school context, but to successfully navigate family, community, future workplace, and global environments/contexts. They open evaluative spaces where personal well-being, social relationships, and connections to community, place and 'āina (land) become valid domains of measureable change.

- C) **Leverage Hawaiian Culture-Based Education Values, Guidelines, Methodologies and Frameworks.** Several Hawaiian culture-based guidelines, methodologies and frameworks have been developed, are in use and being updated to strengthen various education and learning settings (e.g., homes, schools, communities) for the benefit of student engagement, learning, growth and achievement. It is important to recognize the existence of and leverage indigenous learning styles, practices, methodologies and pedagogies.

4) NATIVE EDUCATORS AND ADMINISTRATORS RECOMMENDATIONS

- A) **Enhance Educator and Administrator Capabilities and Prevalence in Native Learning Settings.** Expand supports for Native educators (e.g., teacher leaders, kupuna/elders, veterans) in a variety of learning settings—classrooms, schools and communities—to increase capacity and prevalence of Native educators in Native learning settings and education systems (e.g., Native Professional Educators Network). Enhancing capabilities should include pre-service and in-service interventions, as well as leveraging teacher leaders and teacher leadership.
- B) **Enhance Educator and Administrator Capabilities to Address Poverty's Impact in a Range of Education Settings.** Expand supports for Native educators (e.g., teacher leaders, kūpuna

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

(elders), veterans) in a variety of learning settings—classrooms, schools and communities—to address poverty and its related challenges in education (e.g., attendance, home supports, access).

- C) **Support Indigenous Leadership Development.** Indigenous leadership development can be developed in classrooms (students, teacher leaders), schools (students, administration) and communities (families), and benefits Native student engagement, learning, growth and achievement.

5) FAMILIES AND COMMUNITIES RECOMMENDATIONS

- A) **Embrace Families and Communities as Education Partners.** Support school efforts to embrace families and communities as education partners via acknowledgement of family culture, language, learning styles and practices as resources for student engagement, learning, growth and achievement.
- B) **Increase Availability of and Access to a Range of Early Childhood Education Programs.** Continue to prioritize early childhood education and increase the range of early childhood education programs (e.g., center based, family child interaction, community based, native language early childhood settings).
- C) **Fund Efforts to Ensure Safer Learning Environments for All Students.** Safe learning environments for all students should exist and programs and strategies to minimize, reduce and eliminate bullying, harassment, discrimination and address facilities shortcomings should be immediately implemented.
- D) **Accelerate Family, School and Community Collaborations.** Align programmatic objectives and funding via intentional inter-agency collaborations, for example, United States Department of Education, Department of Health and Human Services, Agriculture, Housing and Urban Development and Department of the Interior.

6) EDUCATION RESEARCH RECOMMENDATIONS

- A) **Coordinate and Advance a Native Education Research Agenda.** A Native Education Research Agenda including Native Hawaiians, American Indians and Alaska Natives should be established to guide and be specific and intentional about stakeholders' learning and understanding. The Native Education Research Agenda would include the impact of Native Hawaiian education programs including NHEA-funded programs in various island communities.
- B) **Study and Gather Empirical Evidence of the Impact of Culture- or Place-Based Education on Student Learning, Growth and Achievement.** One example of a method to study and gather empirical evidence is to engage in Networked Improvement Communities (NICs), which integrates two big ideas: the tools and technologies of Improvement Science joined to the Power of Networks—a shift to Learning Fast from Implement Well. NICs are scientific learning communities that focus on four questions of Improvement Science: 1) What specifically are we trying to accomplish?; 2) What change might we introduce?; 3) Why do we think those changes will make an improvement?; and 4) How will we know that the changes are an improvement? A networked community accelerates learning for improvement and involve simultaneous occurrences of practice in multiple contexts. NICs and other study methods could add to bodies of study, research, learning and improvement.

7) SYSTEMIC AND COMMUNITY COLLECTIVE IMPACT RECOMMENDATIONS

- A) **Support NHEC's Developing Developmental Evaluation of Native Hawaiian Education.** Developmental evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

Innovations can take the form of new projects, programs, products, organizational changes, policy reforms and systems interventions. A systemic effort such as a developmental evaluation can begin with vaulting education program evaluations to the systemic arena to assess collective impact, including elements of both attribution and contribution.

B) **Contribute Education Program Evaluations to Community Collective Impact Studies.**

Contributing education program evaluations to a larger collective impact study where attribution and contribution elements are studied will provide valuable empirical evidence of collective impact of programs and organizations in Native communities.

8) NATIVE HAWAIIAN EDUCATION PROGRAM IMPLEMENTATION RECOMMENDATIONS

A) **Align NHEP Awarding and Funding with Council Needs Assessment Recommendation Reports.** Utilize the Council Needs Assessment Recommendation Reports to align NHEP awarding and funding: i) Bifurcating the awarding cycles into two three-year segments of awarding—innovation and sustaining, allowing grantees up to six years to embed successful programs and/or practices into Native Hawaiian-serving education systems; ii) Supporting the completion of the Council's three-year Common Indicators System and Framework (CISF) cohort field testing project as a means for the Department to consider performance measures to supplement, not supplant, existing GPRA measures; and iii) Providing to the Council all of the 2017 NHEP Grantee cohort data contained in the Annual Performance Reports as well as other submitted data to NHEC to complete a program evaluation.

B) **Leverage the Education and Community Based Knowledge, Expertise and Capabilities of the Council.** Engage and partner with the Council to: i) Improve communications with and support of Grantees; ii) Create a general level of transparency and understanding re: NHEP and Department processes, criteria, awarding and reporting requirements; iii) Improve NHEP process efficiencies and effectiveness; iv) Build NHEP Department program staff capacity and understanding of all facets of Native Hawaiian Education; v) Build capacity of a mixture of competitive grant competition application readers and scorers (e.g., local, continent, native communities, international indigenous, evaluators, island communities, kupuna/elders); vi) Train Council staff to enable them to provide technical assistance to grantees throughout the year including site visits and reports back to the Department in Washington, D.C.; and vii) Effect a “train the trainer” model with Council staff to enable it to conduct Hawai'i-based grant rubric development, application reading, preliminary scoring, including application of inter-rater reliability procedures, and other grant competition quality assurance process activities.

HŌ'IKE ME KA HĀPAI MANA'O - REPORT AND RECOMMEND

RECOMMENDATIONS TO THE GREATER NATIVE HAWAIIAN STAKEHOLDERS AND CONSTITUENCIES IN THE STATE OF HAWAII

- 1) **Adopt the Native Hawaiian Education Vision and Goals to Guide Priorities.** There are many organizations which adopted and supported the tenants of the vision and two goals. Adoption of the vision and goals in families, schools, communities as well as organizations can also help to realize the vision and goals in our learning system in the next 10 years.
- 2) **Support Implementation of Policies and Improvement Efforts of the State of Hawai'i, Department of Education System.** (A) Implement Policy E-3, Nā Hopena A'o—General Learner Outcomes more comprehensively, particularly, the organization of the Office of Hawaiian Education and administration of related programs, including Hawaiian Language Immersion programs; (B) Advance the development and deployment of assessments in the medium of instruction—the Native Hawaiian language; (D) Integrate Policy and Practice Vertically (Inter-Within the Department itself); (E) Strengthen working relationships with the State Public Charter School Commission for student focused education; (F) Integrate Policy and Practice Horizontally (Intra-Across) with Charter Schools and operational elements such as facilities, transportation, food services and administrative services; (G) Enhance transparency with regard to State Educational Agency (SEA) and Local Educational Agency (LEA) program and related funding opportunities and programs.
- 3) **Support Improvements in the State of Hawai'i, Department of Education's Public Charter Schools and Systems.** Support the implementation of the strategic plan of the State Public Charter School Commission—the sole authorizer in the State, including but not limited to the clarification of the roles and responsibilities of the State Public Charter Commission, Commission Staff, School Governing and Non-Profit Fiscal Sponsoring Boards in determining appropriate governance (e.g., compliance vs. support, advocacy), standards for student learning, growth and achievement and strategies for fiscal and operational strength.
- 4) **Support the State of Hawai'i, University of Hawai'i System's Efforts.** Efforts include increasing Native Hawaiian student success rates (e.g., non-traditional, first generation to go to college); implementing goals and objectives of its Hawai'i Papa o Ke A'o plan in leadership development, community engagement, and Hawaiian language and cultural parity; and implementing the Hawai'i Graduation Initiative (e.g., 55 by 25, 15 [credits] to finish, campus scorecards).
- 5) **Implement the Recommendations from the Native Hawaiian Education Data Systems Mapping Study.** A) 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. B) 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. C) Work with community stakeholders to develop shared definitions of success that could inform a research and development and policy agenda. D) Support projects that focus on developing and generating high-quality implementation data rather than only outcome data. E) Advocate for better integration of individual, family, and community data. F) Serve as a repository of information about available data relating to the well-being of Native Hawaiian communities.
- 6) **Map and Assess Fiscal Education Resources, Community by Community.** Support fiscal and community education resource mapping, both private and public, to recommend more effective and efficient education fiscal resourcing.
- 7) **Support Integrated Education, Health and Housing Resource Opportunities.** Supporting and strengthening communities with large Hawaiian Homeland residential concentrations, support the continued leverage of resource opportunities, appreciating the diversity of need, assets and supports in each community for the benefit of the community.

HŌ'IKE ME KA HĀPAI MANA'O - REPORT AND RECOMMEND

ADVOCACY

NHEC submitted a number of testimony and letters of support throughout fiscal year 2017-2018.

Federal-level

- Comments on Individuals with Disabilities Education Act (IDEA) regarding significant disproportionality in identification, placement, and discipline of students with disabilities with regard to race and ethnicity
- Comments on Title VI Evaluation/Study
- Support for the January 8, 2014 joint school discipline guidance package including the "Joint Dear Colleague on the Nondiscriminatory Administration of School Discipline" and to oppose any changes or rescission
- Comments on "A State's Guide to the U.S. Department of Education's Assessment Peer Review Process" document, dated June 22, 2018
- Request confirmation that U.S. Department of Education and the U.S. Department of Justice will continue to enforce, the Supreme Court's landmark case of Plyler v. Doe and subsequent caselaw, as well as Title VI of the Civil Rights Act of 1964
- Support of HB2508 to appropriate funds for infrastructure costs, the rental or lease of charter school facilities, and the repair and maintenance of network infrastructure of charter schools
- Support of SB2527 to require the Department of Education to provide school meals to all public charter schools
- Support of HB2352/SB2779 to appointment of NHEC to the Hawai'i Teachers Standards Board
- Support of SB2997 relating to education grants
- Support of SCR194-SR131 urging the Department of Education to ensure that all public school students, including public charter school students, have equal access to appropriate educational facilities and food service
- Support of SCR162-SR121 requesting the Board of Education to establish a process whereby the public may petition the Board to add items to the agenda of the next meeting
- Support of HCR160 urging the usage of Hawaiian language when referring the names of places and geographical features in Hawai'i
- Support of gubernatorial nominee Maureen Nāmaokaalani Rawlins to the Hawai'i Early Learning Board

2018 Hawai'i State Legislature

- Support of HB1941/SB2510 to establishes one full-time equivalent (1.00 FTE) world languages institutional support position within the Department of Education
- Support of HB1745/SB2134 to require certain additional government decision-makers at both the state and county levels to complete the Office of Hawaiian Affairs' training courses on Native Hawaiian and Hawaiian rights established by Act 169, SLH 2015
- Support of SB2687 to appropriate funds to the University of Hawai'i to translate the Hawai'i State Constitution into the Hawaiian language. Requires courts to provide Hawaiian language translation services upon request of any party to a proceeding.
- Support of SB2083 to appropriate funds for after-school programs at Kalaniana'ole Elementary and Intermediate School, Kapa'a Middle School, Konawaena Middle School, and Waimea Canyon Middle School

Hawai'i BOE/DOE/Charter School Commission

- Comments on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions
- Comments on Agenda Item IV. Reports of Board Committees; B. Finance and Infrastructure Committee Report
- Comments on Agenda Item VII. Update/Action on State Public Charter School Commission Strategic Plan, February 8, 2018 General Business Meeting
- Support nomination of Dr. Cathy Ikeda and Mason Chock to the State Public Charter School Commission
- Comments on Summer 2017 - Focus Group Feedback re: State Public Charter School Commission Vision & Strategies



NATIVE HAWAIIAN
EDUCATION COUNCIL

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 which is culturally enlightened.*



2017-2018 ACHIEVEMENTS IN THE AREA OF NHEC'S STRATEGIC PLAN GOAL #4:

HŌ'IKE I KA HUI 'OI KELAKELA - DEMONSTRATE ORGANIZATIONAL EXCELLENCE

FISCAL MONITORING

NHEC no longer had special conditions that required extensive fiscal monitoring with the USDOE for the administration of its NHEP award for the 2017-2018 fiscal year and the carry-over of 2015-2016 and 2016-2017 funds. However, NHEC continued to maintain quarterly calls with program officers throughout fiscal year 2017-2018, and by the third quarter, it was determined that program calls could be scheduled semi-annually instead of quarterly in the following fiscal year.

FINANCIAL AUDIT

Although NHEC did not meet the threshold for conducting an A-133 Single Audit for its fiscal year ending August 31, 2017, special conditions connected to PR/AWARD # S362B160001 (for use in fiscal year 2016-2017) required to NHEC conducted a financial audit for fiscal year 2016-2017 regardless of the amount of federal funds expended during the fiscal year. The Council engaged the services of an independent certified public accounting firm with experience in conducting A-133s to conduct the audit. NHEC staff provided all necessary documentation and worked closely with the auditors to address audit findings, revising its fiscal management policies and procedures as needed. The final audit report was submitted in February 2018.

MAHALO



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