



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.*

2018-2019 ANNUAL REPORT

A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS



NATIVE HAWAIIAN EDUCATION COUNCIL

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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.



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 Barrack 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, 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.

At the start of fiscal year 2019, 10 of the 15 Council position were seated, three seats were pending confirmation from the named entity, and two were pending appointment by the Secretary of Education. By the end of the fiscal year, two more seats were filled with designees to the Council. The Council met four times during the fiscal year as mandated by the NHEA, spending most of the year on boarding new Council members and conducting an executive director search to the fill the position vacated in mid-November 2018.



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.

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

IMPLEMENTATION OF THE REAUTHORIZED NATIVE HAWAIIAN EDUCATION ACT

Again, when available, NHEC planned to collaborate with other statewide convenings to hold a community consultation during their event. NHEC also planned to hold consultations in conjunction with other related NHEC-hosted events.

During fiscal year 2019, the Council conducted community consultations during the following events:

- **September 19, 2018 – Native Hawaiian Education Legislative Summit.** A statewide event hosted by NHEC to discuss legislative priorities for the upcoming 2019 legislative session. The 2018 legislative summit was taken to Hawai'i Island and held at 'Imiloa Astronomy Center in Hilo.
- **August 25, 2019 – 2019 Homestead Summit.** A statewide event attended by Native Hawaiian homesteaders from throughout Hawai'i, held August 24-25, 2019 at Pagoda Hotel in Honolulu, O'ahu.

Technical Assistance

The NHEC is also tasked with providing technical assistance to Native Hawaiian organizations that are current or potential NHEP grant recipients; to define the educational needs of Native Hawaiians; to obtain 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; to assess programs and services available to address the educational needs of Native Hawaiians; and evaluate 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'UAO - WHO WE ARE

2018-2019 NHEC MEMBERSHIP

Appointee	Current	Designee to NHEC (if applicable)
The President of the University of Hawai'i	David Lassner	Tracie Ku'uipo Losch , Leeward Community College
The Governor of the State of Hawai'i	David Ige	Benjamin Naki , Parents And Children Together/ Governor's Early Learning Board
The Superintendent of the State of Hawai'i Department of Education	Christina Kishimoto, Ed.D.	D. Kau'i Sang , HIDOE Office of Hawaiian Education → Secretary
The Chairperson of the Office of Hawaiian Affairs	Collette Machado	Lisa Watkins-Victorino, Ph. D. , OHA Research Dept → Chair
The Executive Director of the Hawai'i Public Charter School Network	VACANT (no ED); designee assigned by HPCSN President	Steve Hirakami , HPCSN 2 nd Vice President
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	
The Mayor of the County of Hawai'i	Harry Kim	M. Nāmaka Rawlins , Aha Pūnana Leo, Inc. → Treasurer
The Mayor of the County of Maui	Mike Victorino	Lui Hokoana, Ed.D. , University of Hawai'i - Maui College
The Mayor of the County of Kaua'i	Derek Kawakami	Vacated; pending new designee
A representative from the island of Moloka'i or the island of Lāna'i	PENDING APPOINTMENT BY SECRETARY OF EDUCATION	
The Mayor of the City and County of Honolulu	Kirk Caldwell	Misty Kela'i , Mayor's Office of Culture and the Arts (MOCA)
The Chairperson of the Hawaiian Homes Commission	Jobie Masagatani	Niniau Simmons , NAHASDA, Office of the Chairman
The Chairperson of the Hawai'i Workforce Development Council	Leslie Wilkins	Mark (Duke) Olds , WDC Employment Services Specialist



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

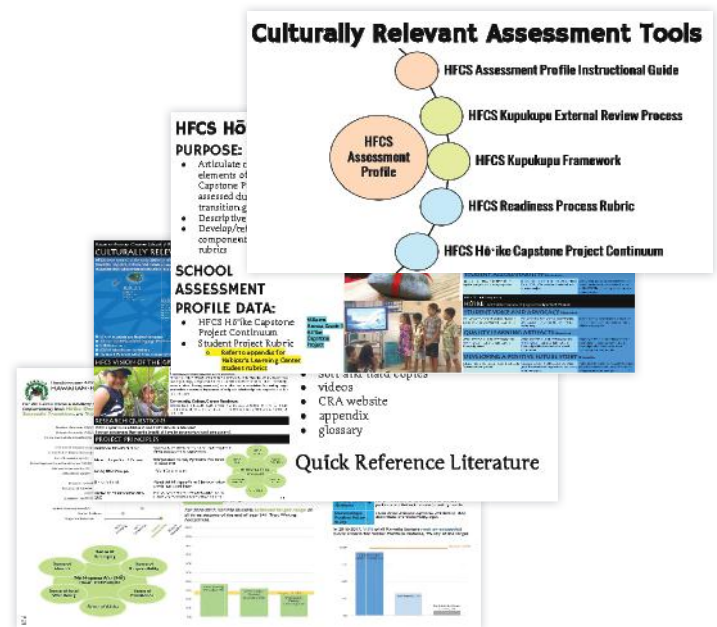
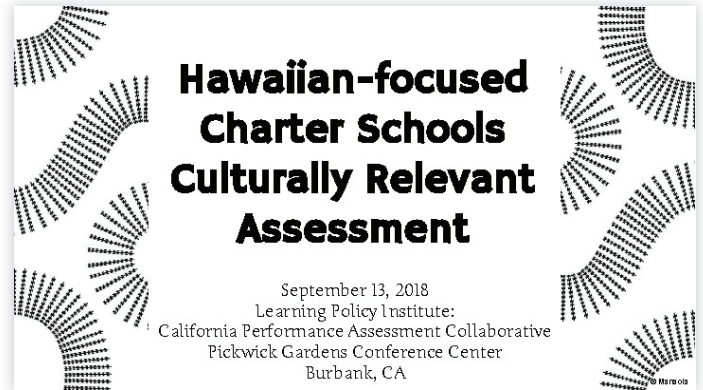
KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

HAWAIIAN-FOCUSED CHARTER SCHOOL CULTURALLY RELEVANT ASSESSMENT PROFESSIONAL DEVELOPMENT

The California Performance Assessment Collaborative (CPAC) represents educators, policy makers, and other stakeholders interested in advancing the use of authentic approaches to assessment through applied research, implementation, documentation, evaluation, and sharing of lessons learned. Authentic approaches to assessment include presentations, projects, portfolios, and other demonstrations of students' applied knowledge. CPAC is supported by the Learning Policy Institute.

In September 2018, the Culturally Relevant Assessment (CRA) Working Group supported by Kamehameha Schools was invited to Los Angeles, California to attend a CPAC meeting and to visit school sites that use performance assessment as part of their core accountability for students. The CRA Working Group extended the invitation to NHEC, the Hawai'i State Public Charter School Commission, and Hawaiian-focused charter school leadership. The purpose was twofold: first, to see how performance assessment is being used in California districts that mandate it as part of accountability; and second, to strategize on how we, as a Hawai'i coalition, might be able to move the dialog regarding such assessment for our state.

It was clear that districts were at varying stages of implementing the performance assessment requirements; however, it was equally clear that Hawai'i's Hawaiian-focused charter school work regarding cultural assessments was well received and acknowledged as an innovative assessment methodology. During the debrief by the Hawai'i attendees, it was decided to see if there was interest in forming a Hawai'i Performance Assessment Collaborative modeled after the CPAC.



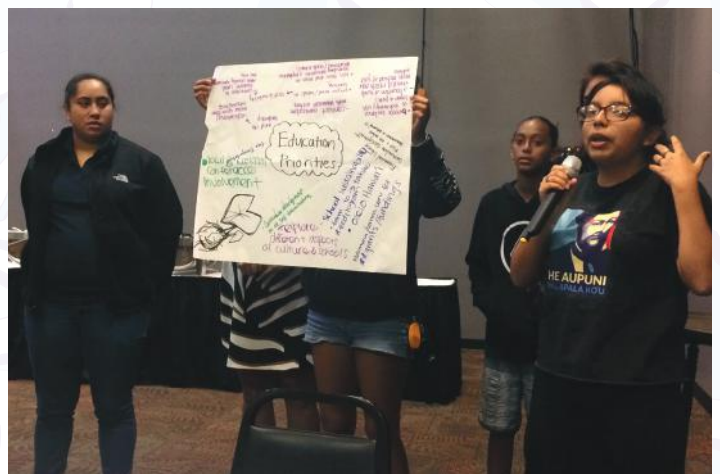
KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

NATIVE HAWAIIAN EDUCATION LEGISLATIVE SUMMIT

On September 19, 2018, NHEC held its fourth Native Hawaiian Education Legislative Summit, this time taking it outside of O'ahu to Hawai'i Island at 'Imiloa Astronomy Center in Hilo. The primary purpose of the legislative summit is to provide space for communities to engage and advocate for their needs and priorities via policy and legislative strategies. Students, school administrators, families and community members come together to work on policy and legislative platforms, resolutions, testimony, etc. that can and will be used for 2019 federal and state legislative policy priorities.

With the 2018 gubernatorial race well under way, NHEC invited the final candidates to the summit to share and discuss their policy platforms, followed by a Q&A session to allow summit attendees to ask clarifying questions and voice their community concerns that may not have been addressed by the candidates. Gubernatorial candidate Andria Tupola was able to attend; however, incumbent Governor David Ige was not available.

For the second half of the summit, the Council conducted community consultation activities for participants to identify and articulate education priorities and provide feedback on existing education programs and services in their communities, included those funded by the NHEP.



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

HAWAI'I EXECUTIVE CONFERENCE

The Hawai'i Executive Conference gathers CEOs, decision makers and leaders from throughout Hawai'i, the U.S. continent and Asia to address issues that affect Hawai'i, and collaborate on solutions to help move the State of Hawai'i forward. In an effort to increase participation of Native Hawaiian-serving organizations and leadership, NHEC's executive director was invited to attend the 2018 conference held in October 2018 at the Four Seasons Resort Hualālai located on the Kona-Kohala Coast, Hawai'i Island. The NHEC supported the attendance of its executive director to (1) learn about innovative strategies with particular relevance to education, (2) network with other education leaders, and (3) share the work of the Council. Of particular relevance to NHEC was the 'Implementing Your Philosophy of Education' symposium. Several of the panelists

were leaders involved with education via Native Hawaiian culture and perspective. The panel spoke to the core of Native Hawaiian education as rooted in cultural connection through various pathways (i.e., individual, family, community, and systems), which is well aligned with NHEC's Common Indicators System and Framework developed to provide a way to assess the impacts and outcomes of Native Hawaiian education programs.



HAWAI'I-PACIFIC EVALUATION ASSOCIATION CONFERENCE

In October 2018, NHEC's executive director and a team member from the Council's Native Hawaiian Education Evaluation project attended the Hawai'i-Pacific Evaluation Association (H-PEA) annual conference at the Ko'olau Ballrooms and Conference Center in Kane'ohe, O'ahu.

H-PEA was established by numerous evaluators working in private businesses, non-profit organizations, and private and public schools (elementary to graduate level). Its mission is "to foster a culture of excellence and ethics in evaluation in the Hawai'i-Pacific region by improving evaluation practices and methods, increasing evaluation use, promoting evaluation as a profession, and supporting the contribution of evaluation to the generation of theory and knowledge about effective human action." H-PEA is the official local affiliate of the American Evaluation Association.



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

NATIONAL INDIAN EDUCATION ASSOCIATION CONVENTION

In October 2018, NHEC continued to support the “Native Control of Native Education” (NCNE) initiative at the National Indian Education Association (NIEA) 49th Annual Convention held in Hartford, Connecticut. The NCNE concept was initially developed and supported by NHEC and Keaomālamalama, and is now a part of NIEA's strategic plan implementation efforts. The NCNE initiative aims to meet the academic and cultural needs of Native Hawaiian, American Indian and Alaska Native students and teacher educators through critical discussion among key educators, teachers, administrators, parents, students, tribal education leaders and representatives, and regional Native organization members.

For the fourth NCNE convening, educators and community members were gathered to engage in a workshop on Native teacher education and development. The workshop was designed to help create a national voice for Native teacher education and development through sharing of practices and models of impactful ways that strengthen the vibrancy of Native communities through four critical areas in Native teacher education:

- 1) **Native Community Vibrancy through Education**
- 2) **Indigenous Knowledge, Pedagogy, and Praxis** – culture-based education
- 3) **Native Teacher Education Programs** – pre-service, induction and professional development, community-based practicum
- 4) **Accreditation Systems for Indigenous Teacher Education**

Additionally, Ke Kula 'o Nāwahīokalani'ōpu'u was honored with the William G. Demmert Cultural Freedom Award in recognition of their dedication to Hawaiian language and cultural revitalization.



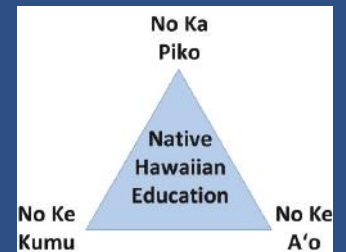
KA HO'OLAUKA'I HO'ONA'AUAO - COORDINATE EDUCATIONAL EFFORTS

HAWAI'I EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE

Last fiscal year, NHEC completed a consultancy project with a team of students from the University of Hawai'i at Mānoa-College of Education doctoral program to develop a Native Hawaiian Education Evaluation framework. The "Niho Framework" was well received by the doctoral program and others in attendance at the team's final project presentation, and the team was invited to present the framework at the Hawai'i Educational Research Association's 41st Annual Conference on January 26, 2019 at the University of Hawai'i-Mānoa Campus Center. The Council agreed to support the opportunity to disseminate the Niho Framework beyond NHEC.

To see the complete Native Hawaiian Education Evaluation Framework report, go to www.nhec.org.

Niho Framework



Purpose of Framework

- Drive further analysis and conversation around the services and impact that organizations collectively have on Native Hawaiian education
- Inform shared focus around future collaborative innovations
- Its intent is not to render judgement as to program/system quality or 'Hawaiian-ness', rather, it supports the self-assessment of prevalence of elements under the umbrella of Native Hawaiian education

Nā Niho 'Eku



Nā Hi'ohi'ona

No ke Kumu: Sources of 'ike

- Welo, Wahi, Loea

No ka Piko: Kuleana

- Mo'okū'auhau, Loina, Ho'omana, 'Ike La'a

No ke A'o: How is 'ike acquired/conveyed

- Nānā i ka hana, Hana i ka hana, Ha'awina Pono'i, 'Ōlelo Hawai'i

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

CENTER FOR CULTURALLY RESPONSIVE EVALUATION AND ASSESSMENT CONVENTION

In March 2019, NHEC's chair attended the Center for Culturally Responsive Evaluation and Assessment (CREA) 5th International Conference in Chicago, Illinois. (NHEC's vice chair was also in attendance through support from her organization) 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. Attendance at the CREA conference broadens NHEC's considerations and evaluation resources regarding the planned program evaluations of the NHEP and Native Hawaiian education as a whole.



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

HAWAI'I PERFORMANCE ASSESSMENT COLLABORATIVE INAUGURAL CONVENING

After attending the CPAC convening of collaborators in September 2018, the Hawai'i coalition of attendees (Kamehameha Schools' Culturally-Relevant Working Group, Hawaiian-focused charter school leadership, Hawai'i State Public Charter School Commission, and NHEC) determined it would be worthwhile to form a Hawai'i Performance Assessment Collaborative (HPAC) modeled after the CPAC. NHEC's Chair served on the HPAC planning committee

On June 25, 2019, NHEC supported the initial gathering of HPAC at Windward Community College. The HPAC inaugural convening provided an opportunity to learn about performance assessment, understand the dialog/actions/practices from a national and state level, and refine a definition of performance assessment, as well as an opportunity to provide collective feedback to the Hawai'i Department of Education regarding their 2030 Promise Plan. Of the 47 participants, 55% (n=26) responded to the event evaluation. The evaluation results showed that the event clearly achieved its goals to increase understanding of performance assessment, develop awareness, and engage participants. Additionally, evaluation respondents wanted to have continued dialog regarding this area of assessment





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KA ʻOHI ME KE KILO ʻANA I KA ʻIKEPILI - COLLECT AND ASSESS DATA

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COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, LESSONS LEARNED FINAL REPORT

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

Report of Lessons Learned: Common Indicators System and Framework (CISF) Field Testing Project, 2015-2018

A REFLECTION ON PROJECT SUCCESSSES, CHALLENGES, AND RECOMMENDATIONS

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

and analyzed in a comprehensive 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 outcome areas (focus of impact): 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 domains of impact (locus of impact), indicating who will receive services and demonstrate outcomes in the aforementioned areas. They are as follows: Kanaka (Individual); 'Ohana (Family); Kaiaulu (Community) and 'Ōnaehana (System).

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

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, LESSONS LEARNED FINAL REPORT



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
LOCUS OF IMPACT ▼			
Kanaka 1. Individual Efforts seek to impact the individual	BASIC SURVIVAL □ Food □ Shelter □ Safety □ Health/wellness IDENTITY AND BELONGING □ Emotional well being □ Social connection □ Identity (sense of self, place, culture, global citizen) SELF-ACTUALIZATION □ Reflective awareness □ Problem solving □ Values/spirituality □ Aesthetic appreciation □ Creative expression	HAWAIIAN 'OLELO □ Literacy □ Oral fluency □ Writing KNOWLEDGE □ Historical □ Socio-cultural □ Political □ Geographical □ Scientific VALUES AND PRACTICES □ Protocol □ Hula □ Lua □ Malama 'āina, Malama kai □ Healing (physical, emotional, spiritual) SUPPORT □ Financial aid □ Counseling □ Mentoring	EDUCATION LEVEL □ Early (pre-K) □ K-12 □ Adult □ 2-year institution □ 4-year institution STEWARDSHIP □ Social/environmental responsibility □ Leadership □ Internship □ Community service EMPLOYMENT □ Career planning □ Financial literacy □ Entrepreneurship, □ Technical and/or skills training □ Vocational education □ Small business development □ Non-profit management
'Ohana 2. Family Efforts seek to impact relatives and others who share roles, relationships, and resources.	QUALITY INTERGENERATIONAL RELATIONSHIPS □ Parent/caregiver skills □ Communication □ Behavior management/discipline □ Ho'oponopono/conflict resolution	HAWAIIAN LANGUAGE □ Literacy □ Oral Fluency □ Writing SHARING OF CULTURAL KNOWLEDGE □ Genealogy, history □ Cultural practices and protocols □ Values □ Spirituality SUPPORT □ Counseling □ Mentoring □ Financial aid	ACADEMIC ENRICHMENT □ Early childhood development □ Family literacy □ Homework support STEWARDSHIP □ Giving back/joining in □ Community leadership

Rev. June 2013
Native Hawaiian Education Council
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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
LOCUS OF IMPACT ▼			
Kaiaulu 3. Community Efforts seek to impact those who share a common geography, organization or group identity.	HEALTHY COMMUNITY RELATIONSHIPS □ Safe neighborhoods □ Positive social connections □ Taking care others in need ADEQUATE PROVISIONS □ Food resources (community garden, co-op/farmer's markets, etc.) □ Shelter (transitional, homeless, Kūpuna, etc.) □ Keiki and Kūpuna care	VALUES AND PRACTICES □ Use of informal and/or formal 'Olelo Hawai'i □ Hawaiian values consistently and visibly practiced □ Support for Hawaiian cultural and service organizations NATIVE HAWAIIAN-BASED EDUCATION □ Early education programs □ Community-based charter and immersion schools □ Post-secondary indigenous programs RESOURCES □ Indigenous library □ Multi-media SUPPORT □ Citizen participation and involvement □ Networking and capacity building □ Opportunities for volunteering, internships, mentoring programs, etc.	EDUCATIONAL RESOURCES □ Library and multi media resources □ Active School Community Council □ Community support for schools STEWARDSHIP □ Community development planning □ Opportunities to improve social justice EMPLOYMENT □ Opportunities for small business start-up □ 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 □ Child welfare □ Early childhood education □ Elder care □ Disabled □ Mental health □ Independent living □ Teen pregnancy □ After school □ Preventative health care □ Medical care □ Legal □ Incarceration and post-incarceration	DEVELOPMENT/IMPLEMENTATION OF INDIGENOUS □ Culture and place-based curriculum □ Measurement tools to assess content knowledge across subject areas □ Theory PROFESSIONAL DEVELOPMENT □ Indigenous issues □ Content knowledge □ Pedagogy □ Epistemology RESOURCES □ Literacy □ Math and science □ Social sciences □ Web-based □ Multi-media	PROFESSIONAL DEVELOPMENT □ Indigenous issues □ Content knowledge □ Pedagogy INCORPORATION OF TRADITIONAL AND INDIGENOUS RESEARCH FOR THE DESIGN OF □ Curriculum □ Practices □ School policies □ Alternative measurement tools to assess content knowledge across subject areas LEGISLATION, PROCEDURES AND PRACTICES SUPPORTING □ Alternative energy □ Health choices □ Health care □ Easy Access to government services, agencies, personal records □ Civil rights in policy and decision making □ Affordable housing □ Responsible land and water use and protection □ Environmental protection □ Endangered species protection □ Cultural resources protection □ Fair distribution of resources □ Responsible infrastructure maintenance □ Fair employment legislation □ Employee benefits

Rev. June 2013
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KA 'OHI ME KE KILO 'ANA I KA 'IKEPILI - COLLECT AND ASSESS DATA

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, LESSONS LEARNED FINAL REPORT

Field Testing Purpose, Design and Methods

The CISF field testing project is concerned with the extent to which the CISF reflects 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; and
- 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 were reported formatively throughout the project on an annual basis, and also summatively at its conclusion. Research question 5 was answered at the conclusion of the project only.

- **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 (a) the culture-based outcomes and cultural strengths of their programs; (b) the success with which they are assessed; (c) how Native Hawaiian education and culture-based program structures and activities can better accommodate culturally aligned evaluations; and (d) how the CISF measures can validate or guide culturally-aligned evaluations for Native Hawaiian education and culture-based programs.

An additional research question 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/or 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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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.

Phase I	Phase II	Phase III	Phase IV
Year: 2015	Years: SY 15-16, 16-17 and 17-18	Year: 2018	Year: 2019
Weeks: 12		Weeks: 52	Weeks: 26
Months: May-June		Months: 12	Months: 6

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).

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COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, LESSONS LEARNED FINAL REPORT

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 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

Over the course of the three years of Phase II, a total of 46 programs/organization participated in the CISF field testing and capacity building. 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, as well as K-12 Hawaiian charter, public, private, and postsecondary institutions.

Instrument Inventory

PPRC developed six data collection instruments in total that gathered qualitative and quantitative data from program representatives who attended regular meetings and workshops facilitated by PPRC. In Year 1, keiki and adult participants of those programs were included in the data collection process also.

Research Questions and Analysis

The following reflect the research questions of the projects “Lessons Learned” final report:

- 1) What major successes did the CISF Field Testing Project experience in terms of project goals, operations, and participant outcomes?

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

COMMON INDICATORS SYSTEM AND FRAMEWORK PROJECT, LESSONS LEARNED FINAL REPORT

- 2) What major challenges did the CISF Field Testing Project experience in terms of project goals, operations, and participant outcomes?
- 3) Based on available data, what perspectives and approaches offer the most efficient and constructive next steps for the Council to continue work with Native Hawaiian education and culture-based programs in the future?

PPRC reviewed all data sets that responded to the CISF Project research questions, reaggregated the information and cross-walked those data to align with the research questions of this lessons learned report. Data sets included responses retrieved from post-workshop focus groups and workshop group activities, post-workshop surveys, annual surveys, and site visit/interviews conducted with participating programs. The assessments that participants submitted to PPRC in Project Years 1, 2 and 3 are also included in the data pool. Major subsections of the report have been delineated to reflect emergent themes from the data. Lessons learned with regard to Native Hawaiian education and culture-based programs' demonstrated assessment capacity (content and methodology) are highlighted, including findings related to culturally relevant assessments already developed, as well as the results of PPRC's needs sensing efforts regarding programs' plans for future cultural assessment work. Project logistics were also examined to determine the most successful operational elements/characteristics based on participant feedback and PPRC's observations. This includes the successes and challenges of the workshops conducted by PPRC, as well as broader management approaches/strategies for multi-stakeholder/program research projects such as CISF.

Summary and Conclusion

The NHEC designed the Common Indicators Matrix to facilitate the interpretation, measurement and evaluation of impacts and outcomes of indigenous education programs. The CISF Field Testing Project aimed to provide information about the practical

utility of the Matrix within Native Hawaiian education programs/projects as well as identify the scope and implementation of previously identified culturally-aligned assessment measures. Data collected from participant programs in the project indicated that formal, culturally-relevant assessments were used sparsely throughout the community. However, the minority of programs that did employ culturally-aligned assessment practices utilized measures that were both strong psychometrically and high in cultural-relevance. This signifies an active strength within the assessment community serving Native Hawaiians.

Additional insights of this project included participant requests for capacity building in culturally-relevant assessment practices and evaluation science. PPRC responded to these community needs by presenting two series of workshops that data show were highly valued by project participants. The workshops provided supplementary data collection opportunities which, upon analysis, revealed additional requests for applied, practical support and technical assistance.

PPRC has used multi-method data collection designs to identify constructive next steps that may be implemented by the Council to continue the important work of creating and sustaining effective culturally-based assessment practices in Hawai'i. Within the project, the NHEC has furthered its vision and mission by identifying the current evaluation practices in the community and responding to the needs reported by program participants. This approach has yielded important empirical data regarding current evaluation practices, created opportunities for organizational support and capacity building, and produced practical next steps for enhancing culturally-relevant assessment practices within the Native Hawaiian community.

To see the complete CISF project final report, go to www.nhec.org.

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

INDIGENOUS ACCREDITATION STRATEGIES – MID-PROJECT REPORT

In June 2018, the Council partnered with the University of Hawai‘i – West O‘ahu and the World Indigenous Nations Higher Education Consortium (WINHEC) on a project to address the Council’s Indigenous Program Accreditation Strategy and address the following:

- 1) Envision the future state of indigenous program accreditation as a strategy to assess and evaluate the effectiveness of Native Hawaiian Education programs;
- 2) Identify the current state and landscape of indigenous program accreditation, including related organizations, policies and practices—locally, nationally and internationally;
- 3) Crosswalk the current state and landscape to the future state of indigenous program accreditation; and
- 4) Formulate recommendations for action.

Mid-project Status Report

Item	Complete by
Strategy 1: Deliver Accreditation Professional Development to Build Capacity	November 2019
Strategy 2: Attend Annual General Meeting to Present Deliverables	August 2018
Strategy 3: Write, edit, collate, align and publish accreditation handbooks	July 2018

Year 1 (2017-18) and 2 (2018-19) Summary

Strategy 3: Write, edit, collate, align and publish accreditation handbooks.

After more than 50 iterations of the comprehensive accreditation process and handbook, WINHEC is currently in the process of distributing the completed text and has begun training utilizing each of the processes—higher education, P-12 education, teacher education—with several native communities across the world. Joint agreements with the new accrediting process has also expanded WINHEC’s ability to

promote this indigenous form of accreditation. In the pipeline are the following P-12 and Higher/Community Education organizations/institutions/schools/programs who will be reporting on their progress:

P-12 EDUCATION

- 1) Report on status of the five-year midterm report by ‘Aha Pūnana Leo (Nāmaka Rawlins)
- 2) Report on status of the eligibility application to be submitted by Sámi joatkkaskuvla Kárášjogas Sámi Secondary School, Karasjok (Synnøve Solbakken-Härkönen)
- 3) Report on status of the eligibility application to be submitted by Kehewin Community Education Centre, Kehewin, Alberta (Preston Huppie)
- 4) Report on status of the eligibility application to be submitted by Dream House PCS, ‘Ewa Beach, Hawai‘i (Alex Teece)
- 5) Report on status of the eligibility application to be submitted by Legacies Technology, Inc. (Bill Wong)
- 6) Report on status of the eligibility application to be submitted by College d’Excellence Leer Gui (VerlieAnn Malina-Wright, Kapono Ciotti)
- 7) Report on status of the eligibility application to be submitted by Pacific American Foundation (VerlieAnn)
- 8) Report on status of the eligibility application to be submitted by Partners in Development (VerlieAnn)

INDIGENOUS TEACHER EDUCATION

None

HIGHER/COMMUNITY EDUCATION

- 1) Report on status of the ten-year renewal to be submitted by First Nations Technical Institute (FNTI) (Adam Hopkins)
- 2) Report on status of the ten-year renewal to be submitted by Fort Peck (Haven Gourneau)
- 3) Report on status of the self-study to be submitted by the Department of Native American Studies Program (NAS), Montana State University at Bozeman, (Jill Mackin, Walter Fleming)

INDIGENOUS ACCREDITATION STRATEGIES – MID-PROJECT REPORT

- 4) Report on status of the self-study to be submitted by Sinte Gleska University (Dr. Lionel Bordeaux, President, Dr. Jim Green and Lakota Studies Staff)
- 5) Report on status of the eligibility application and the self-study to be submitted by WINU Hawai'i Pasifika (Peter Hanohano)
- 6) Report on status of the eligibility application to be submitted by Legacies Tech (VerlieAnn Malina-Wright, Bill Wong)
- 7) Report on status of the eligibility application to be submitted by Xel ak Kom (VerlieAnn Malina-Wright, Kapono Ciotti)
- 8) Report on status of the letter of intent submitted by the Center for Cross-Cultural Studies (CXCS), University of Alaska Fairbanks (Sean Topkok)
- 9) Report on status of the letter of intent submitted by the Ontario Federation of Indigenous Friendship Centres for the Original Peoples Learning Center (OPLC), Toronto, Ontario, Canada (Sylvia Maracle)
- 10) Report on Indigenous Advanced Education and Skills Council (IAESC), Canada partnership (Laurie Robinson/Laura Horton)
- 11) Report on AIHEC Tribal College Accreditation Initiative (Carrie Billy)

The new process and handbook has also generated a number of discussions about adopting of WINHEC's accreditation in several countries. Currently, discussion with First Nation's organizations and agencies in Ontario (Canada) that will lead to an agreement for those educational organizations, schools, institutions, and programs being dual accredited. In Hawai'i, public charter schools and community educational organizations have already submitted for and are accredited by WINHEC. The expansion of services has stabilized WINHEC's financial position.

Strategy 2: Attend Annual General Meeting to Present Deliverables

At last year's WINHEC Annual General Meeting, the new processes were introduced to the Board of Accreditation and WINHEC's executive committee. Training also included a number of workshops in Norway and at NIEA's convention. The new handbook

and process training has also been used to guide several educational organizations/programs currently in the accreditation pipeline:

- Sámi joatkkaskuvla Kárášjogas Sámi Secondary School, Karasjok (Synnøve Solbakken-Härkönen)
- Kehewin Community Education Centre, Kehewin, Alberta
- Department of Native American Studies Program (NAS), Montana State University at Bozeman
- Sinte Gleska University
- Center for Cross-Cultural Studies (CXCS), University of Alaska Fairbanks
- Ontario Federation of Indigenous Friendship Centers for the Original Peoples Learning Center (OPLC), Toronto, Ontario

A new set of training is scheduled for this year's WINHEC Accreditation meeting and AGM. Since the last AGM, the handbook has undergone several revisions and the intent at this year's meetings is to ensure common understanding of each of the processes for WINHEC Accreditation as well as the expected products being produced and how the membership is to be maintained throughout the accreditation cycle (normally 10 years).

Strategy 1: Deliver Accreditation Professional Development to Build Capacity

As noted, training of the new processes and handbook has been well received and a number of native communities are seeking to adopt this accreditation process and WINHEC authority over educational accreditation for their schools, program and institutions. Professional development is handled as requests are submitted. One concern is the need to build the internal capacity to lead accrediting teams. More recruitment of qualified educators to chair the growing number of visiting accreditation teams must occur in order for WINHEC to responding to the worldwide need for indigenous accreditation.



NATIVE HAWAIIAN
EDUCATION COUNCIL

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.*

HŌʻIKE ME KA HĀPAI MANAʻO - REPORT AND RECOMMEND

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

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

The Council reaffirms the policy and priority recommendations that were submitted with its fiscal year 2018 annual report.

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) Hana (East Maui); (ii) Hilo (East Hawai'i Island); (iii) Honoka'a (North Hawai'i Island) (iv) Kahuku (O'ahu); (v) Kapa'a (East Kaua'i); (vi) Kekaha (West Kaua'i); (vii) Konawaena (West Hawai'i Island); and (viii) Moloka'i (the entire 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.**
(i) 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); (ii) 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. 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 Hawai'i 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; utilization of federal funds to "supplement, not supplant" state education funding; 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, college admissions and support, and employing culturally responsive programmatic evaluation practices to improve native student outcomes.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

3) CULTURE-BASED EDUCATION RECOMMENDATIONS

- A) **Support and Learn from the NHEC Common Indicators System and Framework Cohort Field Testing Project.** The Council completed the project and received final learnings report by mid-fiscal year 2019, and will address next steps for utilizing the CISF as a means for the Department to consider performance measures to supplement, not supplant, existing GPRA measures.
- 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 (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.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

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, among the United States Departments of Education, Health and Human Services, Agriculture, Housing and Urban Development, and the Interior.

6) EDUCATION RESEARCH RECOMMENDATIONS

A) ***Coordinate and Advance a Native Education Research Agenda.*** A Native Education Research Agenda, which includes Native Hawaiians, American Indians and Alaska Natives, 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: joining the tools and technologies of Improvement Science with 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. 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.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

8) NATIVE HAWAIIAN EDUCATION PROGRAM IMPLEMENTATION RECOMMENDATIONS

A) ***Align NHEP Awarding with Priorities for Funding Recommendations from the NHEC.***

Utilize and align the Council's recommendations for funding priorities, as authorized through Section 6204(d) of the NHEA, to awarding of NHEP grants.

B) ***Leverage the Education and Community-Based Knowledge, Expertise and Capabilities of the NHEC.***

Engage and partner with the Council to: i) Improve communications with and support of NHEP Grantees; ii) Create a general level of transparency and understanding regarding NHEP and Department processes, criteria, awarding and reporting requirements; iii) Improve NHEP process efficiencies and effectiveness; iv) Build capacity and understanding of USDOE staff managing the NHEP on 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 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; (C) Integrate policy and practice vertically (Inter-Within the Department itself); (D) Strengthen working relationships with the Hawai'i State Public Charter School Commission for student focused education; (E) Integrate policy and practice horizontally (Intra-Across) with charter schools and operational elements such as facilities, transportation, food services, and administrative services; and (F) 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 Hawai'i Department of Education's Public Charter Schools and System.** Support the implementation of the strategic plan of the Hawai'i State Public Charter School Commission—the sole authorizer in the State of Hawai'i including, but not limited to, the clarification of the roles and responsibilities of the Hawai'i State Public Charter Commission and its staff, and 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 University of Hawai'i System's Efforts.** Efforts include increasing Native Hawaiian student success rates (e.g., non-traditional, first generation college attendees); implementing goals and objectives of its Hawai'i Papa o Ke Ao 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 Native Hawaiian education programming; (C) Work with community stakeholders to develop shared definitions of success that could inform 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; and (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.** Support and strengthen communities with large Hawaiian Homeland residential concentration. Support the continued leverage of resource opportunities, appreciating the diversity of need, assets and supports in each community for the benefit of the community.

HAWAI'I TEACHER STANDARDS BOARD

The Hawai'i Teacher Standards Board (HSTB) was established in 1995 through Act 240 of the State of Hawai'i Eighteenth Legislature. HTSB is responsible for establishing teacher, school counselor and school librarian licensing standards, and issuing licenses to education professionals who meet the criteria. HTSB also approves Hawai'i-based state approved teacher, counselor and librarian education programs; reports to the federal government on licensing and teacher education programs; approves, validates and adopts licensure tests; participates in efforts related to teacher quality, including support for National Board for Professional Teaching Standards candidates; and establishes penalties for teacher misconduct that may result in the suspension or revocation of a license.



HAWAI'I TEACHER STANDARDS BOARD

During the 2018 Hawai'i State Legislative Session, the NHEC Chair was appointed as a voting member of the HTSB. In relation to the purposes of the HTSB, NHEC has had the opportunity to provide input on licensing issues, various teacher training programs seeking HTSB support, and legislation that impacts licensing, the HTSB, teacher quality, and learning. Although there is a representative from a charter school, per the board requirements, and the current member is from a Hawaiian-focused charter school, it is clear that advocacy for equity in educational curriculum, licensing, and quality for Native Hawaiian students' needs more than a single stakeholder advocate. There have been several vendors from out-of-state who have presented teacher training plans and curriculum; however, most had not truly considered the cultural nuances of Hawai'i schools, let alone discussed any of the plans with the Hawai'i Department of Education's Office of Hawaiian Education. To the extent that NHEC can support existing advocacy and educate such a critical board on the needs for and of Native Hawaiian students and education, then HTSB meetings should be a priority.

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COUNCIL FOR NATIVE HAWAIIAN ADVANCEMENT, NATIVE HAWAIIAN EDUCATION CAUCUS

Along with 'Aha Pūnana Leo and Kamehameha Schools, NHEC continues to co-chair the Council for Native Hawaiian Advancement's (CNHA) Education Caucus, which is held at CNHA's annual convention, in an effort to identify education policy priorities and issues pertaining to Native Hawaiian communities for upcoming state and federal legislative sessions. NHEC staff was not able to attend the 2018 CNHA convention, but was still part of pre-caucus planning and post-caucus discussions.

As a result, stakeholders identified the following education policy priority recommendations for 2019:

Priorities & Strategies identified through discussion:

Priorities were informed by the Early Learning, K-12, Hawaiian Focused Charters, Higher Education and Nohona Hawai'i discussions and synthesized into these three buckets below. These three buckets should be viewed as meaningful and impactful strategies that span from Early Learning through Higher Education. The potential strategies are both policy and potential program strategies.

1) **Perpetuate Hawaiian Language & Hawaiian-Culture-based Education**

Potential Strategies:

- Advocate for the inclusion of Hawaiian language medium courses for students in higher education
- Advocate for fair funding for Hawaiian-Focused Charter Schools and Kula Kaiapuni (Office of Hawaiian Education)
- Support the continued funding for Charter Pre-k, which is free to families
- Advocate for inclusion of a variety of assessments for students vs. only the annual high stakes assessments
- Encourage families to choose Hawaiian education schooling & support families and students in non-Hawaiian education models through "cultural interventions"

2) **Teacher Professional Development, Recruitment & Retention**

Potential Strategies:

- Require teacher training and licensure programs to include HCBE & Hawaiian language as part of the core requirements
- Ensure pay for teachers are livable wages

3) **Support Families and Students in Educational Attainment**

Potential Strategies:

- Promote the increase in Hawaiian student enrollment in Tech majors- STEM
 - Integrated with cyber CANOE, cave 3, digital tech- AI, AR, CB/ place-based education, storytelling, move all of research in to partnerships with Oceania/Pacific + our Maori, Cook Islands, Tahiti + Polynesian countries
- Development of continuum of support services for 'ohana, from birth through higher education's highest degrees
- Supports and services that nurture a sense of kuleana in students, through family and community, to serve the lāhui



KAMEHAMEHA SCHOOLS®



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.*

HŌʻIKE I KA HUI ʻOI KELAKELA - DEMONSTRATE ORGANIZATIONAL EXCELLENCE

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NEW LEADERSHIP

In December 2018, NHEC initiated a search to fill the vacated executive director position. In June 2019, the Council hired Elena Farden as its new executive director. Ms. Farden's portfolio includes 14 years of professional work in public service and nonprofit. She also serves on the Board of Directors for Purple Mai'a Foundation and on the Advisory Board for Bizgenics Education. Both organizations foster opportunities for underserved youth to engage in creative and innovative learning environments.



FISCAL AUDIT

In accordance with the Single Audit Amendment Act of 1996 and the United States Office of Management and Budget Title 2 Code of Federal Regulations (CFR) Grant Agreements, Part 200 "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," NHEC conducted an audit of its fiscal year ending August 31, 2018. The Council engaged the services of an independent certified public accounting firm with experience in conducting single audits. NHEC staff provided all necessary documentation and worked closely with the auditors to address audit findings. The final audit report was submitted in November 2019.

MAHALO



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NATIVE HAWAIIAN
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