



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.*

2019-2020 ANNUAL REPORT

A DESCRIPTIVE SUMMARY OF ACCOMPLISHMENTS



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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 LĀLĀ O KA 'AHA HO'ONA'UAO - 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

2019-2020 NHEC COMPOSITION

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
The Chairperson of the Office of Hawaiian Affairs	Collette Machado	Lisa Watkins-Victorino, Ph.D. , OHA Research Dept → Secretary
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 Hi'ilalo Group → Chair
The Chief Executive Officer of the Queen Lili'uokalani Trust	Robert Ozaki	Leialoha Benson , QLT Youth Development
An individual representing one or more private grant-making entities	Keahi Makaimoku, Hau'oli Mau Loa Foundation	
The Mayor of the County of Hawai'i	Harry Kim	M. Nāmaka Rawlins , Aha Pūnana Leo, Inc. → Past Officer
The Mayor of the County of Maui	Mike Victorino	Vacant
The Mayor of the County of Kaua'i	Derek Kawakami	Mahina Anguay , Waimea High School → Vice Chair
A representative from the island of Moloka'i or the island of Lāna'i	Kainoa Pali, Moloka'i Middle School	
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	William Aila	Vacant
The Chairperson of the Hawai'i Workforce Development Council	Leslie Wilkins	Mark (Duke) Olds , WDC Employment Services Specialist

NATIVE HAWAIIAN EDUCATION COUNCIL STAFF

Elena Farden	Executive Director
Erika Vincent	Director of Operations



Kīpuka, a term often attributed to a phenomenon where an untouched area of forest is spared from destruction during a new lava flow. This new space –a contrast between preserved life and charred earth - seems to rise out of a rugged desert as an island of resiliency. But more than just a sanctuary of forest saved from fire, kīpuka are of special interest for its ability to help us understand our own ecological relationships and evolution after crisis.

In the same way a new path of lava can destroy what we once knew, it also has the power to redefine and transform the topography of our home into something different. Something almost entirely new. Today's impacts of COVID-19 has us seeing and experiencing our world in redefined and transformed ways.

In the ways we gather as community.

In the ways we keep equity and access at the forefront.

In the ways we learn to innovate from one another.

In the ways we continue to hold ourselves accountable to our work.



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

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KA HOʻOLAUKAʻI HOʻONAʻAUAO - COORDINATE EDUCATIONAL EFFORTS

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

SUMMARY OF ACCOMPLISHMENTS AND BARRIERS TO ACHIEVING OUR GOALS

The Novel Corona Virus (COVID-19) created unique challenges to NHEC activities and operations from the second quarter through the end of the fiscal year. Despite this impact, the Council was successful in quickly adjusting our regular business meetings and community consultations to a virtual platform. But more than just pivoting from in-person activities to virtual gatherings, the pandemic gave a greater sense of urgency to the needs of our communities. For this report, the Council will focus on short-term, immediate needs for Native Hawaiian education.

COMMUNITY CONSULTATIONS

The NHEA tasks NHEC 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. Additionally, the NHEA requires that at least three Council members be in attendance for the consultation. Community consultations serve to ensure that the community voice, defined broadly to include various stakeholders from students, parents, educators, residents, business, organizations – private and public, as well as non-profits and Native Hawaiian Education Program (NHEP) grant recipients, informs the recommendations made to the United States Department of Education (USDOE) by the NHEC.

As a strategy, the Council scheduled all quarterly meetings for fiscal year 2020 outside of O'ahu. This was to complement NHEC business with community consultations and potential site visits with NHEP grantees. The priority in this strategy was selecting island communities where NHEC was unable to conduct a community consultation during the previous fiscal year and expand the Council's learning on various Native Hawaiian education programs and services funded throughout the state.

During this fiscal year, COVID-19 impacted the scheduled community consultations. The Council was able to hold only one consultation on-site prior to the state closure via the COVID-19 Second Supplemental Proclamation dated Mar. 21, 2020 issued by Governor Ige and individual county emergency orders issued statewide. The remaining consultations were conducted online via Zoom.

Revised Community Consultation Schedule

Date	Regional Consultation	Location
January 24, 2020	Kaua'i	Kaua'i Community College campus
June 24, 2020	Hawai'i Island	Virtual Community Consultation
July 17, 2020	Maui	Virtual Community Consultation
August 12, 2020	Moloka'i	Virtual Community Consultation

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NEW SKILLS, NEW LEARNING

Like many organizations that have predominately engaged community events in person, this shift required new skills development for the Council in designing, managing, delivering, and facilitating virtual gatherings. Starting in April 2020, NHEC set aside a two month runway to upskill staff and Council members in virtual events and targeted a June launch for NHEC's first virtual community consultation.

Skills in designing and managing virtual community consultations prompted NHEC to attend and learn from virtual events held by various strategic partners. In doing so, the Council also explored useful online tools to support participant engagement and creating a sense of community in a digital environment. Beyond that, delivering and facilitating virtual gatherings required technical skills in multitasking technology logistics, troubleshooting online issues, and working towards a fluidity in online features to inspire participation such as breakout rooms, online visual collaboration tools, and virtual graphic recording.

GROWTH AND ITERATIONS

New skills also require practice. Prior to the first virtual event, the Council piloted a virtual community consultation with trusted partners and friends to garner input on content, timing, and delivery. Adjustments were made to the virtual facilitation plan based on feedback received from the pilot consultation. Beyond the pilot, the Council facilitation team and NHEC staff held practice sessions prior to every virtual community consultation to ensure a consistent delivery of the facilitation plan and to clarify roles and expectations for each team member.

Following each virtual community consultation, the facilitation team would host a debrief of learnings for the purpose of iterating and adjusting for the next consultation event. Additionally, a post-event survey was distributed to participants to solicit feedback. As NHEC continues to adapt and grow in this virtual arena, it is vital to seek constructive feedback from stakeholders that will continue to develop the Council's mastery of technological tools to create timely, appropriate, and proactive engagement with Hawaiian communities.

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NHEP GRANT ANALYSIS - COHORTS 2017 AND 2018, MID-PROJECT REPORT

In January 2020, the Council contracted IMPAQ International, LLC (IMPAQ) to conduct an analysis of NHEP grant recipients, specifically the 2017 and 2018 cohorts. This study focuses on five main areas:

- 1) Analysis of NHEP funding by category (education sector, program type)
- 2) Reconciliation of annual NHEP funding
- 3) Summary of grantee evaluation practices
- 4) Grantees' goals and objectives
- 5) Program performance and outcomes

The study is expected to be completed in March 2021.

Mid-project Status Report

IMPAQ has completed the following tasks so far:

- Revised the database structure and codebook used in the 2010-2016 review to add more detail about characteristics of target population, total numbers of students, teachers and parents/families to be served and actually served, numbers and types of partners, project objectives and outcomes, and challenges;
- Populated the database with data extracted from the 2017 and 2018 funding cohorts, including a total of 35 grantees and over 500 documents including grant applications, grant award notifications, annual performance reports, reconciling budgets vs. actual expenses, evaluation reports; and
- Cleaned the data in preparation for analysis, including identifying the data fields that will be used to build on the 2010-2016 analyses and those that will be unique to the 2017-18 cohorts, as well as computing fields such as average annual target and actual numbers served, and digging further in document attachments, footnotes etc. to fill in missing data items to the maximum extent possible.

Going forward, IMPAQ will begin data analysis which will focus on analysis of:

- Funding for each of the education sectors, islands, program types, and grantee types;
- Trends over time in each category of grant programs highlighting noteworthy changes in the distribution of funds over time;
- Unexpended or carryover funds for each grant year;
- Program evaluation practices including basic characteristics of grantees' program evaluation designs, such as the type of evaluator used, any comparison groups used, data items and sources, outcome measures used, and the quality of the program evaluations;
- Analysis of program goals and objectives by funding cohort, grantee organization type, and geographic target area; and
- Analysis of program outcomes and results, aggregating outcomes to the extent feasible.
- IMPAQ will also develop recommendations on how evaluation reports could be improved along with recommendations for technical assistance materials to assist grantees to conduct evaluations that can provide results that can inform program improvement.

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

SUMMARY OF EACH COMMUNITY CONSULTATION

KAUA'I COMMUNITY COLLEGE, PUHI | JANUARY 24, 2020

The Kaua'i community consultation was held at the Kaua'i Community College campus from 1:00 p.m. to 3:30 p.m. following the Council's regular quarterly meeting held earlier that morning. A total of 38 attendees, including three Council members as co-facilitators and NHEC staff, participated in the event. There was a well-rounded representation of students from the Kaua'i Community College Wai'ale'ale Project; educators from Kawaikini School and Kamehameha School's Community Engagement & Resources; nonprofit organizations such as Kaua'i Resiliency Project/Keiki to Career, INPEACE, Lili'uokalani Trust Kīpuka, Catholic Charities Hawai'i, Partners in Development Foundation; Wilcox Health; and grant-making entities such as Hawai'i Community Foundation and the Office of Hawaiian Affairs.

Team Roles

Elena Farden , NHEC Executive Director	Lead Facilitator
Tracie Ku'uipo Losch , Council Member	Co-Facilitator
Lisa Watkins-Victorino , Council Member	Co-Facilitator
Mark Duke Olds , Council Member	Co-Facilitator

Facilitation Format

The community consultation implemented a carousel format: a cooperative learning strategy that prompts participants in movement, discussion, and reflection. In carousel, participants form smaller groups to physically move around the room to rotate among three different stations. Each station presented a set of questions encompassing Native Hawaiian education and community needs in which the small group was intentionally given a limited amount of time to read the question, reflect on ideas from the previous group, then add their collective ideas to the discussion question.

The three stations included:

Station 1: What are the challenges or opportunities to community awareness of Native Hawaiian education programs and services?

Station 2: What types of community programs are needed now in order to solve our biggest priorities in Native Hawaiian education?

Station 3: What are other priorities for Native Hawaiians that demand our community engagement and programming support?

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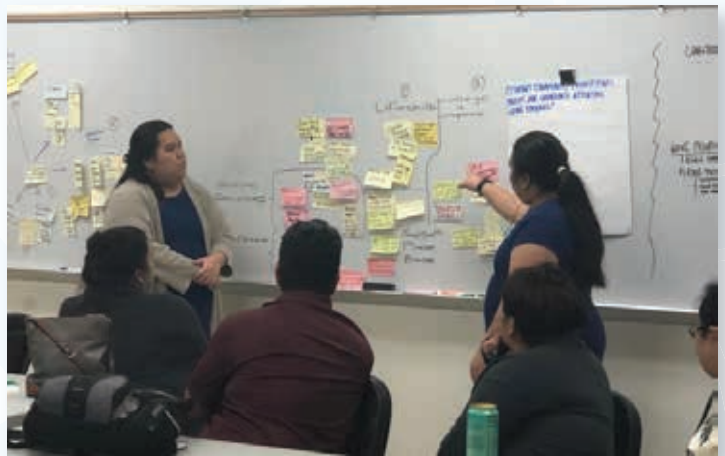
SUMMARY OF EACH COMMUNITY CONSULTATION

Once the timer at the station ended, groups were prompted to rotate to the next station. Three rounds were conducted: the first round was for station rotation and discussion; second round was for group reflection in clustering similar ideas by theme; and the last round was to identify priorities.

For the final round, we asked the Wai'ale'ale Project students to review the themes from each station and identify the top two priorities. The students recapped the station themes and shared out the top two priorities with the large group to check for consensus.



Council member Duke Olds at the whiteboard serving as co-facilitator/scribe to document the ideas at Station 2 from the carousel small group discussions.



Twin siblings from the Wai'ale'ale Project identifying top priorities from each Station for large group agreement.



Kaua'i community consultation participants during carousel were provided the opportunity to contribute their individual ideas on post it notes and/or discuss ideas with their small group.

Overall, this was a very diverse and highly engaged group from students to workforce to nonprofits. The consultation event was closed with NHEC outlining next steps in the priority recommendation process and sharing gratitude with the community participants.

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

SUMMARY OF EACH COMMUNITY CONSULTATION

HAWAI'I ISLAND – VIA ZOOM VIDEO CONFERENCE | JUNE 24, 2020

The Hawai'i Island community consultation was the Council's first virtual event held from 10:00 a.m. to 11:30 a.m. via Zoom, a video conferencing software. In attendance were 27 community members, three Council members and two NHEC staff.

Pre-work

Registration was required to attend the virtual consultation that served four functions:

- 1) Gauge attendance and make adjustments to the facilitation and marketing plan, if needed;
- 2) Pre-survey participants to identify top educational priorities in the community;
- 3) Help identify which Hawai'i Island communities participants represented; and
- 4) Deter disruptive intruders, or zoom-bombing, during the consultation.

A week prior to the event, participants were emailed an event agenda and invitation to join the session ten minutes early for technical support, if needed.

Agenda

- Virtual help desk (9:50 a.m. – 10:00 a.m.)
- Ho'olauna, pua'i mana'o (chat flurry)
- Open space, open voice
- Breakout by affinity groups
- Collective harvest + sensemaking
- Next steps, community resources
- Gratitude, panina

Team Roles

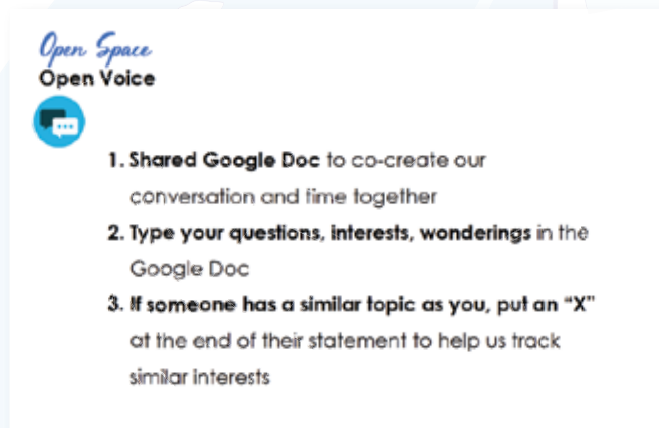
Nāmaka Rawlins , Council Member	Lead Facilitator
Keahi Makaimoku , Council Member	Documentarian/Co-Facilitator
Mahina Anguay , Council Member	Minder/Co-Facilitator
Erika Vincent and Elena Farden , NHEC Staff	Technology Logistics

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

SUMMARY OF EACH COMMUNITY CONSULTATION

Facilitation Format

Unlike the structure of the Kaua'i community consultation, the pandemic prompted the facilitation team to approach the consultations through a COVID-19 lens and an urgent desire for the community to drive the agenda topics. To facilitate this, the team used open space technology, a meeting and event methodology inspiring participants to construct and manage their own agenda of parallel small group discussion sessions around a central theme of strategic importance, in this case: Native Hawaiian education.

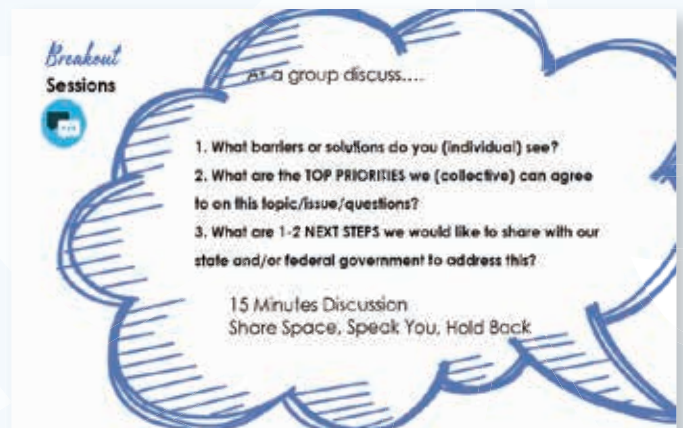


**Open Space
Open Voice**

1. **Shared Google Doc** to co-create our conversation and time together

2. **Type your questions, interests, wonderings** in the Google Doc

3. **If someone has a similar topic as you, put an "X"** at the end of their statement to help us track similar interests



Breakout Sessions

As a group discuss....

1. What barriers or solutions do you (individual) see?
2. What are the **TOP PRIORITIES** we (collective) can agree to on this topic/issue/questions?
3. What are 1-2 **NEXT STEPS** we would like to share with our state and/or federal government to address this?

15 Minutes Discussion
Share Space, Speak You, Hold Back

To support this in a virtual setting, the team created a shared Google Doc and invited participants to contribute to the document with questions they wanted to explore and/or conversations they hoped to have during the session around Native Hawaiian education in their community. Within the document, a table of rows was provided to populate one participant question per space. If participants saw questions that were similar to their own, they were asked to mark an "X" next to those questions/statements rather than duplicate it.

These markings helped the team determine the top three to four topics for the small group discussion that included:

- Equity and access to resources for rural communities
- Scale collective efforts that are working to increase community reach and support
- Hawaiian immersion teacher recruitment, retention, and resources

These three topics were used as drivers for the large group discussion and collective sensemaking.

The session was then closed with the sharing of next steps by NHEC to compile and synthesize feedback from all its community consultations to assist the Council with identifying education priorities for Native Hawaiian communities. After the session, a participant survey was emailed along with a summary of the session discussion in the share Google Doc, allowing participants to reflect and contribute additional input.

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

SUMMARY OF EACH COMMUNITY CONSULTATION

MAUI – VIA ZOOM VIDEO CONFERENCE | JULY 17, 2020

The Maui community consultation was NHEC's second virtual event held from 10:00 a.m. to 11:30 a.m. via Zoom, prior to the Council's quarterly meeting scheduled for the same day. In attendance were 14 community members, three Council members, two NHEC staff, and a virtual graphic recorder.

The facilitation team for this consultation followed the same pre-work and basic agenda from the Hawai'i Island consultation with adjustments in using diad breakout rooms for the conversation cafe and open space small group discussions, use of MURAL as a visual collaboration platform for open space topics and priorities, and adding a virtual graphic recorder to the facilitation team to visually capture the larger storytelling in the participant experience and discussion.



Breakout rooms for diad introductions & small group discussions



MURAL platform for open space tech



Graphic recorder to capture discussion

Team Roles

Lisa Watkins-Victorino , Council Member	Lead Facilitator
Wai'ale'ale Sarsona , Council Member	Documentarian/Co-Facilitator
Mahina Anguay , Council Member	Minder/Co-Facilitator
Laura Hanek	Virtual Graphic Recorder
Erika Vincent and Elena Farden , NHEC Staff	Technology Logistics

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

SUMMARY OF EACH COMMUNITY CONSULTATION

Facilitation Format

The facilitation team continued using open space technology methodology for Maui, but upgraded the platform from a shared Google Doc to MURAL, an online collaboration tool that enables diverse groups to engage and collaborate visually to solve important problems.

The MURAL template used a voice bubble diagram to serve four main purposes in the open space format:

- 1) Incorporate and build from participant responses compiled from participant registrations;
- 2) Provide space to capture ideas, input, and discussion on what is working well in Native Hawaiian education (a strengths-based approach in community inquiry vs. deficit-based approach);
- 3) Facilitate a voting process for participants to select the top three to five small group discussion topics based on their own open space technology responses; and
- 4) Assign discussion topics to breakout rooms 1 through 4.



Incorporate and build from participant responses in the event registration survey

As part of their event registration, participants were asked to identify what they believed to be the top educational priority in their community. The responses collected were then pre-populated in the MURAL template in yellow voice bubbles. This allowed participants to reflect on priorities identified by the collected group to build from or prompt additional feedback for discussion.

Provide space to capture ideas and input and discussion

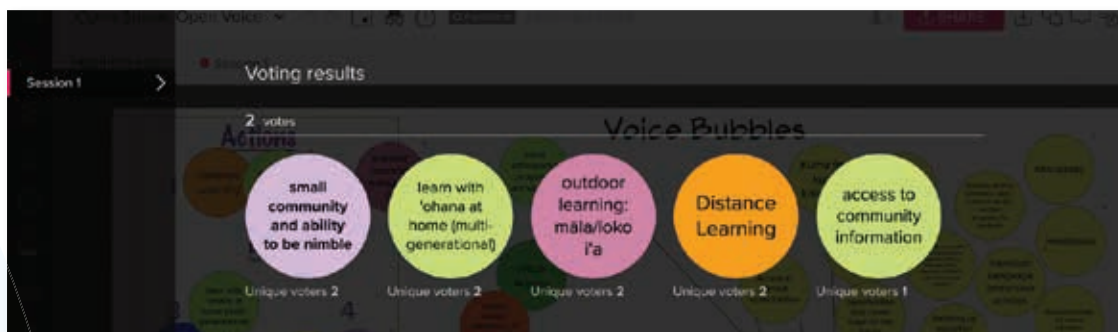
Non-yellow voice bubbles were intentionally left blank to allow participants a space to add in their ideas and input during the open space technology portion of the session. Participants were prompted by the question: what is working well in Native Hawaiian education? This was a strengths-based approach to identifying educational priorities as a more effective way to create a sustainable change narrative in community-driven discussions.

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

SUMMARY OF EACH COMMUNITY CONSULTATION

Facilitate a voting process for participants to select three to five discussion topics

Part of open space technology not only encourages groups to identify topics they want to talk about, but provides a structure for participants to choose a topic they want to discuss further. MURAL's vote-dot function was utilized, giving each participant three votes to choose their top three discussion topics. Once all votes were cast, the top choices were displayed, which resulted in a four-way tie between agile communities, multigenerational learning, outdoor/'āina-based learning, distance learning, and access to community information.

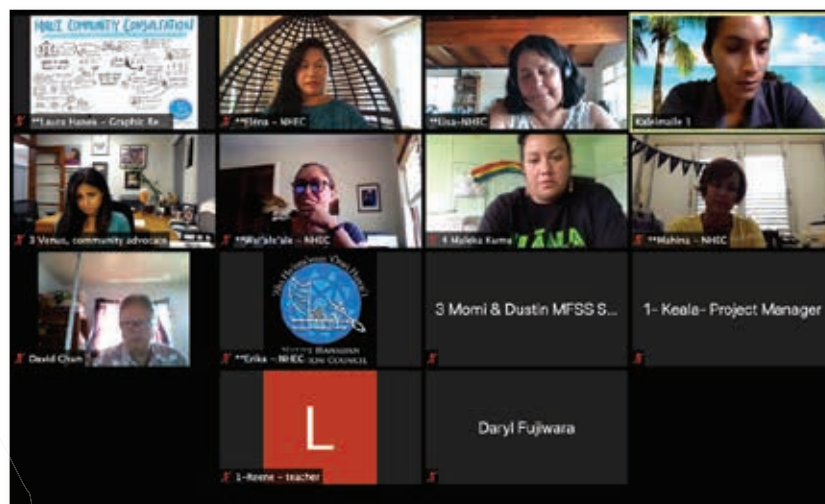


Breakout room discussions

Each topic was assigned a separate breakout room from 1 – 4 and participants chose which breakout group they wanted to join. Facilitation team members were assigned as facilitator/notetaker for each breakout room. Each group was given 15 minutes to share and discuss their topic with two actions:

- 1) What do we (collective) see that's working well in Native Hawaiian education?
- 2) What are 1 – 2 next steps we would like to share with our local, state, and/or federal government to address this?

During small group discussions, the virtual graphic facilitator visited each room to listen in and capture themes from the conversations.



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SUMMARY OF EACH COMMUNITY CONSULTATION

Harvest and collective sensemaking

To support small group discussion towards action and learning, the team designed a large group harvest and collective sensemaking. The purpose was to bring the small discussions back to a large group in order to share out their learnings, as well as allow the group a process to make sense of their own collective actions. A key essential support in this process was the virtual graphic recorder who, in real-time, visually documented points of discussion to help stitch together a collective learning for the group for participants to reflect upon and incorporate in their share out to the large group.



Use of MURAL and virtual graphic recording helped the Council change the meeting space as a visual environment for ideas, conversations, and creative problem-solving, while also supporting new learning in expanding tolerance for group dialogue and reflection.

In addition to the virtual graphic recording, participants were invited to reflect on a "How Might We Statement" shared Google Doc to capture ideas and feedback from each small group share out.

The session concluded with the sharing of next steps like those shared at the conclusion of the Hawai'i Island consultation. After the session, a participant survey was emailed along with a summary of the session discussion in the shared Google Doc, allowing participants to reflect and contribute additional input.

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

SUMMARY OF EACH COMMUNITY CONSULTATION

MOLOKA'I – VIA ZOOM VIDEO CONFERENCE | AUGUST 12, 2020

The Moloka'i community consultation was the Council's third and final virtual community consultation for the fiscal year held from 10:00 a.m. to 11:30 a.m. via Zoom. In attendance were six community members, three Council members, two NHEC staff, and a virtual graphic recorder. The facilitation team followed the same pre-work and agenda from the Maui consultation including the adjustments in using breakout rooms, MURAL, and virtual graphic recording.

Team Roles

Lisa Watkins-Victorino , Council Member	Lead Facilitator
Misty Kela'i , Council Member	Co-Facilitator
Kainoa Pali , Council Member	Co-Facilitator
Cynthia Derosier	Virtual Graphic Recorder
Erika Vincent and Elena Farden , NHEC Staff	Minder, Documentarian and Technology Logistics

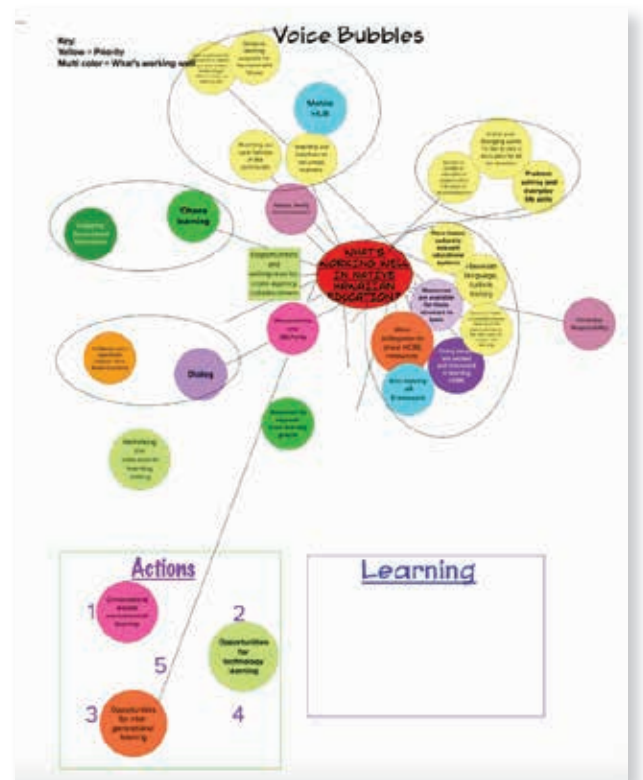
Facilitation format

With the success of the Maui open space technology method in MURAL, the team followed the same format for Moloka'i. However, due to lower participant attendance, breakout rooms for small group discussion and priority topics were reduced from four to two. The two priority discussion topics identified and voted by participants were:

- Assessment of learning; and
- Opportunities for intergenerational learning and technology learning

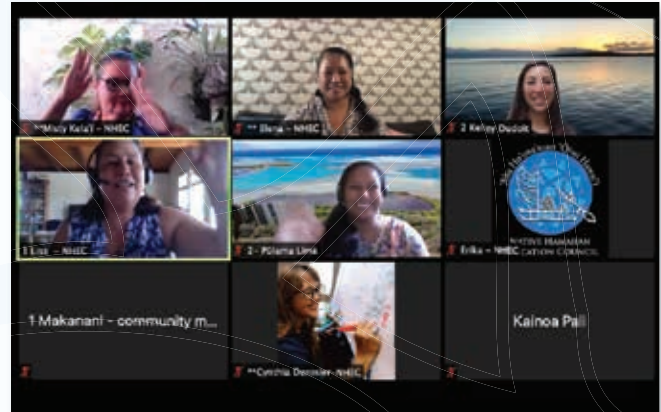
Breakout room discussions

One Council member and one NHEC staff served as facilitator/notetaker for the breakout room discussions, while the other team members supported participant conversations. A total of 10 minutes were provided for small group discussion before the two groups were brought back to the main session for a large group shareout.



SUMMARY OF EACH COMMUNITY CONSULTATION

The virtual graphic captured real-time discussion in MURAL tying together dialogue patterns of issues of importance from the participants and potential next steps. After the session, a participant survey was emailed along with a summary of the session discussion in MURAL.



I lāhui na‘auao Hawai‘i pono, I lāhui Hawai‘i pono na‘auao.

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PARTICIPANT EVALUATION QUALITATIVE RESPONSE SUMMARY

The Community Consultation Participant Evaluation was distributed to the attendees of the Hawai'i Island, Maui, and Moloka'i consultations. Participant evaluations were not part of the standard consultation process at the time of the Kaua'i consultation. The evaluation consisted of 10 items, three of which were open-ended. Of the three open-ended items, two were relevant to this section and will be summarized below. The 10 closed-ended, Likert scaled items and the remaining open-ended item will be discussed in the Report and Recommended section of this report. The two open-ended items summarized here are:

- 1) If there was anything you were not able to share regarding your community educational needs and/or priorities, please share it below.**
- 2) Please share any other comments, questions, or concerns you may have for the Council.**

Of the 58 participants receiving evaluations, only 19 (33%) returned the evaluation. Even less responded to the open-ended items, so the summary presented is based on combined participant responses rather than by island.

If there was anything you were not able to share regarding your community educational needs and/or priorities, please share it below.

Seven participants shared their thoughts. The following quotes summarize well multiple comments shared during the consultation.

"Reliable internet access for rural areas and homes that cannot afford the service is vital for students to succeed in hybrid, distance, and part-time schooling. Updated technology (hardware and software) and ability for internet service to support multiple devices are also important considerations."

"The educational needs of our children, 'ohana and community are not only evident in the classroom but is noticeable in the community."

"Culture based education is valuable and the pandemic has opened opportunities to teach entire communities not just students."

In response to *Please share any other comments, questions, or concerns you may have for the Council*, respondents thanked the Council for its efforts, appreciation for the discussion, and appreciation for the online format even with some of the technical issues experienced.

What are the organizational learnings of the participant evaluations and consultation facilitators regarding the process, activities, and perceived outcomes of the sessions?

Methodology

The data from the Community Consultation Participant Evaluation and the NHEC Facilitator and Support Feedback Survey were analyzed to address the organizational learning questions. The participant evaluation survey data for Hawai'i Island, Maui, and Moloka'i were retrieved from the NHEC intranet repository and compiled into an Excel database. The NHEC Facilitator and Support Feedback Survey data was retrieved from the private Google Forms account of the data analysis subcommittee lead.

Procedure

Refer to Methodology above to review the procedure used to analyze the Community Consultation Participant Evaluation. For the NHEC Facilitator and Support Feedback, the data analysis subcommittee developed the survey; however, the data were reviewed and summarized by the subcommittee lead.

RESULTS OF PARTICIPANT EVALUATION

Given the limited return, the responses are reported for the combined group rather than for each island.

- The majority of participants (95%) strongly agreed or agreed that the objectives of the virtual community consultation were clear.
- While the majority of participants (84%) strongly agreed or agreed that the online tools (e.g. Zoom, Google Docs) that were utilized were easy to use, there were a few (16%) respondents who were neutral, neither agreeing or disagreeing.
- The majority of participants (95%) strongly agreed or agreed that the presentation materials (e.g. slide presentation) kept them on track with the facilitators and sequence of events.
- The majority of the 17 (88%) participants responding to Item #4 strongly agree or agreed that the format (e.g., large group discussion, group chat) aided in meeting the event objectives.
- Ninety-five percent (n=18) of the respondents indicated that the timing/speed with which the facilitators conducted the consultation was about the right speed.
- Seventy-five percent (n=12) of the 16 participants responding to Item #5 indicated that the time allotted for sharing in small group breakouts was about the right length. The remaining respondents (n=4) indicated that the allotted was too short.
- The majority of participants (89%) strongly agreed or agreed that they felt comfortable sharing through this virtual method of consultation.

There were three open-ended items included in the participant evaluation, two of which were reported in the previous section given their relevance to the educational challenges and opportunities for Native Hawaiian education. Six (32%) of 19 participants responded to *Please share any suggestions you may have to help improve the virtual community consultation experience*. Suggestions for improvements included holding evening meetings, documenting and sharing discussion, ideas, and action steps, as well as increasing participation of 'ōpio/youth and kūpuna/elders.

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

RESULTS OF PARTICIPANT EVALUATION

Insight from consultation facilitators and the logistics/technical supporters is another important element to help improve the consultation process.

Overall, responses to *What were the highlights of the session?* noted the high level of engagement of attendees and, for at least two sites, the large number of participants.

Other individual site responses included the following:

"High engagement and participation by the Kaua'i Community College Wai'ale'ale project students. ... The students brought value and their student perspective of what matters to them in Native Hawaiian education."

"Real-time graphic recording....and first time for the Council using MURAL for our open space exercise with community partners."

"Breakout groups"

Time (increase length of event or increase length of break-out room chats); attendance (increase the number of attendees); technology (testing tech prior to event and individuals' tech skills); and Council member involvement (prepare/practice script and more members participating) were improvements cited across multiple sites. Those responding to *How would you rate the facility in which the session was held?* rated the Kaua'i Community College site "very good." In general, those responding to *How would you rate the Zoom experience in which the session was held?* generally rated the experience as "very good."

The Zoom venue questions were followed with a request that respondents provide a rationale for ratings of Good, Fair, or Poor. There were four responses, one of which reiterated the rating. The remaining responses are included below and provide insight into the preparation and capacity building that needs to occur for smoother Zoom experiences.

"For both the Hawai'i Island and Maui virtual CC, we sent event reminders and an event agenda in advance with an invitation for anyone needed tech help to log on early. Yet despite this offer, some participants still have tech issues such as ----- who attended but had audio issues. Not sure if we could have addressed this earlier or not, but looking to see how we can better prepare our community to engage virtually. With having supported and facilitated our virtual CCs and facilitated other events, most participants that gain the most in attending virtual events are those who have taken the time to understand how to navigate online meeting tools and platforms. Those who are hesitant with technology – even if they do have access to broadband or devices – do not engage so how can we make sure we're not missing their input in our work?"

"...Not sure if virtual events may be a barrier or challenge for a Moloka'i community vs. an in-person event, but definitely something we should keep in mind for future virtual events. Perhaps more planning and support to engage community should be looked into before we launch another virtual event in Moloka'i."

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

RESULTS OF PARTICIPANT EVALUATION

Facilitators and supporters reported feeling “very prepared”, “prepared”, or “somewhat prepared” in response to *How prepared did you feel to facilitate or support the session?* Given some facilitators participated in multiple consultations, some in a single consultation, some attended the run through practice session while others did not, and the differences in experience with Zoom, it is not surprising that there is a range of preparedness responses. This question was followed with an opportunity for respondents to share any comments regarding your rating of how prepared you felt to facilitate or support. The comments below highlight the range of preparedness as well as provide some insight into the factors that make for more successful Zoom experiences.

“I felt very prepared having attended the prep meetings. I got a better idea of how things were going to run and the goals of the work.”

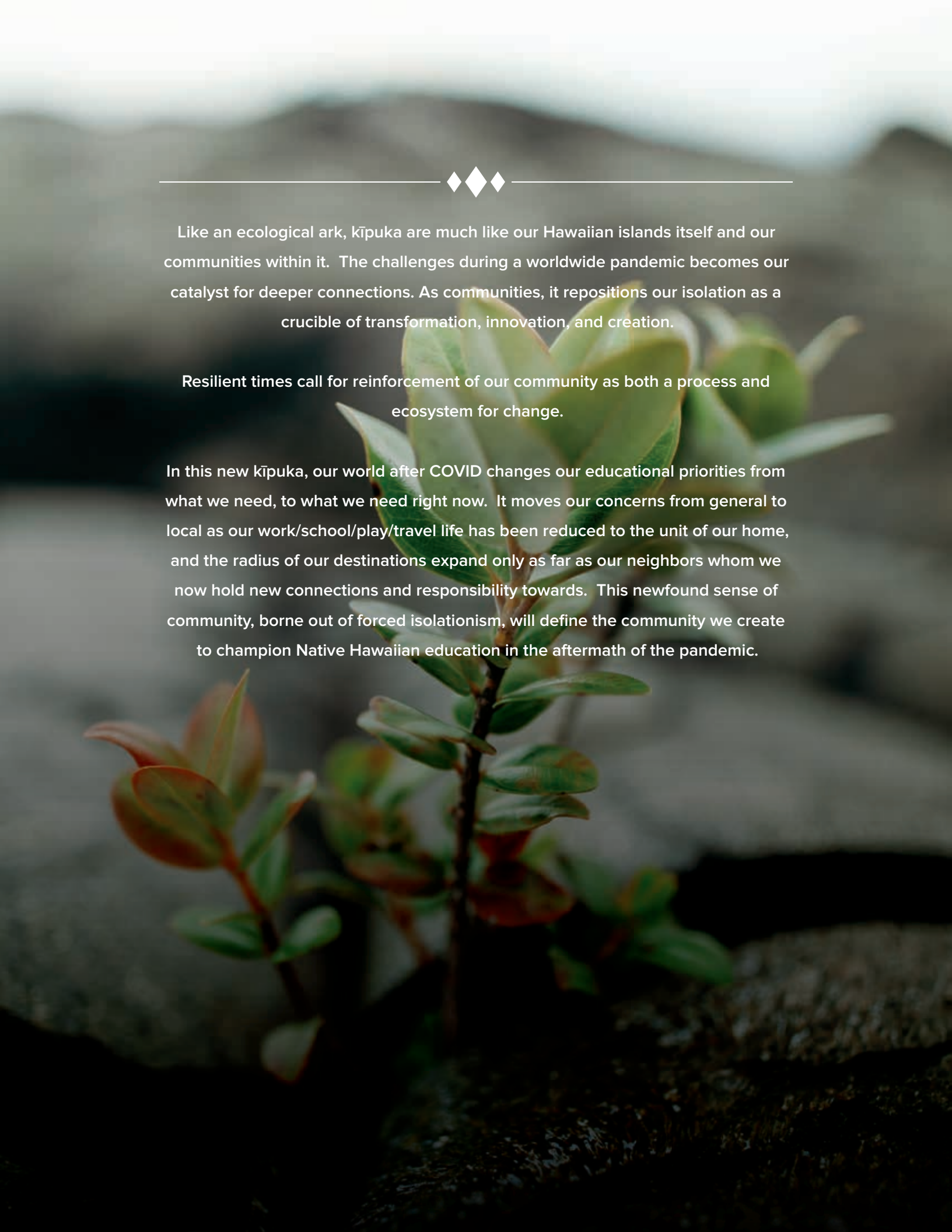
“Prior to our Hawai'i CC event, we did a practice run with the Council and invited community guests to provide us feedback. This was the most helpful and constructive virtual team practice we have EVER done to date.”

“Although I had gone over the flow of show and we had a practice, it seemed difficult, not as smooth as I would have liked.”

“Again, I felt unsure.”

Responses to *Are there any other comments you would like to provide regarding this consultation experience?* included an appreciation for smaller groups to discuss and listen, appreciation for Council members who facilitated, a need for more outreach and support to increase community participation, acknowledgement that despite some technical difficulties participants appreciated the opportunity to hear others thoughts in a large group session, and a call to encourage more Council members to participate at some level in community consultations.

The final survey item asked those who facilitated or supported more than one Community Consultation, *Are there any comments you would like to make regarding the strengths, limitations, or improvements across the consultations?* There were only two responses, one reporting a strength and the other a need. The practice and run through of the session were noted as very helpful. The need for increased engagement and participation by the Council and support for virtual facilitation tools and training was noted. Engagement and participation were framed as the responsibility of Council members to ensure the best experience for community attendees.



Like an ecological ark, kīpuka are much like our Hawaiian islands itself and our communities within it. The challenges during a worldwide pandemic becomes our catalyst for deeper connections. As communities, it repositions our isolation as a crucible of transformation, innovation, and creation.

Resilient times call for reinforcement of our community as both a process and ecosystem for change.

In this new kīpuka, our world after COVID changes our educational priorities from what we need, to what we need right now. It moves our concerns from general to local as our work/school/play/travel life has been reduced to the unit of our home, and the radius of our destinations expand only as far as our neighbors whom we now hold new connections and responsibility towards. This newfound sense of community, borne out of forced isolationism, will define the community we create to champion Native Hawaiian education in the aftermath of the pandemic.



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.*

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

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

1) PRIORITY RECOMMENDATIONS

- A) **Integrate Digital Learning Solutions and Support for Students, Teachers, and Families.** To minimize educational disruption during times of emergency, support for remote learning can provide continuity when students cannot be physically present in a classroom. Integration of digital learning solutions to address barriers include professional learning initiatives for teacher preparedness, funding for access to online resources and devices for students, and services for student and family support at home.
- B) **Reaffirm Priority Populations for Education Service Focus.** (i) Families from priority, underserved communities; (ii) Students/stakeholders of Hawaiian-focused charter schools; and (iii) Middle schools students.
- C) **Re-examine Previously Designated Priority Communities for Progress and Continuing Education Service Priority.** (i) Hana (East Maui); (ii) Hilo; (iii) Konawaena (West Hawai'i Island); and (iv) Moloka'i (the entire island).

2) FAMILIES AND COMMUNITIES RECOMMENDATIONS

- A) **Fund Efforts to Ensure Physical and Emotional Safety and Consider the Addition of Social-Emotional Learning Outcomes to the Government Performance Reporting Act (GPRA) Measures.** As programs face implementation of closure and reopening guidance in accordance to physical, logistical, technical, and health aspects, a need to engage in a parallel assessment of the social emotional implications on these impacts should be considered, in particular the resources needed for programs to effectively communicate with and support staff, students, and families. 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. 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 measurable change.
- B) **Advancing Community and Leadership Advocacy for Native Hawaiian Education.** Understand and scale indigenous leadership structures that exist within our communities, and support its development in our classrooms (students, teacher leaders), schools (students, administration) and communities (families), in order to benefit and advocate for Nā Hopena A'o student outcomes, robust Kaiaupuni teacher development, and student engagement, learning, growth, and achievement.
- C) **Integrate 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.
- 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.

RECOMMENDATIONS TO THE UNITED STATES DEPARTMENT OF EDUCATION

3) 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

ANALYSIS OF COMMUNITY CONSULTATIONS

Methodology

Data. The community consultation narratives from Kaua'i, Hawai'i Island, Maui, and Moloka'i, the graphic recordings for Maui and Moloka'i, as well as the participant evaluation surveys for Hawai'i Island, Maui, and Moloka'i were compiled into an Excel database. Community consultation narratives were summaries of the sessions. Graphic recordings were visual representations of participant input that were produced by professional graphic recorders. Participant evaluations were sent via SurveyMonkey online survey software by NHEC staff.

Procedure. A subcommittee of four Council members analyzed the data. The following analytic process was used:

- 1) Each subcommittee member independently analyzed each type of data and notated any themes, comments, questions, and/or observations.
- 2) Each subcommittee member clustered their respective themes, comments, questions, and/or observations.
- 3) Each subcommittee member's themes were compiled and shared with the subcommittee.
- 4) Subcommittee members met to discuss, review, and finalize the themes, comments, and/or observations. All themes, comments, and/or observations were discussed until there was agreement by at least three of four members.

The results are presented by the data collection tool.

Overall Challenges

Access to resources & technology	Community consultation participants noted that access to curricular materials for students and, during this pandemic, for parents was needed. Furthermore, it was suggested that an accessible centralized repository would be helpful. There was also a concern regarding the equitable access to broadband, devices, and support. Additionally, it was expressed that there was a need for better communication regarding devices, online resources, and technology support was needed.
Hawaiian immersion education	Across three of the four consultations, the lack of teachers for immersion education as well as the need to establish "grow your own" strategies to develop a pipeline for immersion teachers were noted as challenges.
Engagement & connectivity	The need to ensure better engagement with students and families as well as communication between schools were noted by participants across consultations.

Overall Opportunities

Value of 'ohana and 'ike Hawai'i. Participants across three of four sites noted that the online learning environment forced by the pandemic had created issues of access to resources and technology; however, it also created opportunities for supporting and valuing the 'ohana as a learning environment, intergenerational teaching and learning of 'ike Hawai'i, encouraging innovative approaches to connect students with culture, and rethinking the role of 'ohana and community in education.

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

ANALYSIS OF COMMUNITY CONSULTATIONS

Challenges by island

Kaua'i	Kaua'i participants described the need to engage with students by “meeting students where they are at” and addressing their respective educational needs based on their current life context.
Hawai'i Island	Hawai'i Island participants noted the teacher shortage on the Kona side of the island, concerns regarding COVID impacts on Charter School Resources, the distribution of resources, and lack of parental engagement defined as the lack of parental response to teacher communications.
Maui	Maui participants noted a desire for community and leadership advocacy for Native Hawaiian education, mandating Nā Hopena A'o (HĀ) student outcomes framework in schools, and developing more robust Kaiapuni teacher development.
Moloka'i	Moloka'i identified the need to develop culturally relevant assessments based on existing models such as the Culturally Relevant Assessment work supported by Kamehameha schools.

Opportunities by island

Kaua'i participants prioritized raising awareness of the financial opportunities available to students to pursue college or career preparation.

Maui participants discussed the opportunities to support community and leadership advocacy for Native Hawaiian education, mandating HĀ student outcomes framework in schools, and developing more robust Kaiapuni teacher development.

Moloka'i identified the importance of developing culturally relevant assessments and further identified an opportunity to use existing models such as the Culturally Relevant Assessment work supported by Kamehameha schools.

Technology

Participants clearly understood and commented on the technology challenges presented due to the pandemic, while recognizing the great opportunities to (1) develop innovative approaches to connect students to culture, (2) ensure Native Hawaiian students benefit from technology as part of the learning environment so as not to fall behind during COVID, and (3) strengthening online resources for all students across the state.

Graphic Recordings

Graphic recording is a unique methodology to visually capture thoughts and connections made by participants throughout an event. Graphic recordings were available for two sites, Maui and Moloka'i. While both graphic recordings align well to the themes highlighted, the recorders also identified connections such as the relationship between learning and the 'ohana, access to technology requires access to funding, mobile learning requires strong broadband connectivity, innovation in curriculum and assessment requires access to funding, parents as partners in their child's learning, relationship between equity of technology, teacher development, and a strong Kaiapuni education.

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