'Aha Hoʻonaʻauao ʻŌiwi Hawaiʻi

NATIVE HAWAIIAN EDUCATION COUNCIL

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

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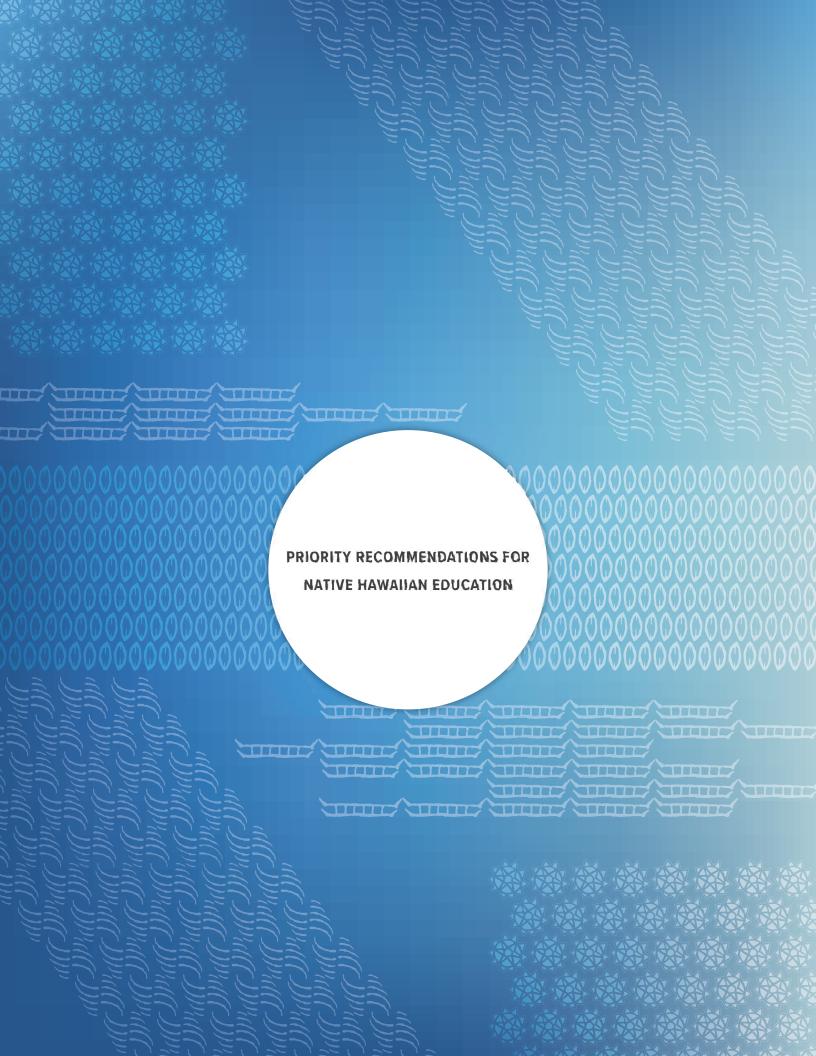*There will be a Hawaiian nation which is culturally enlightened.*

2020-2021 ANNUAL REPORT

NATIVE HAWAIIAN
EDUCATION COUNCIL

2020-2021 ANNUAL REPORT

TABLE OF CONTENTS

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

ACTIVITIES OF THE COUNCIL

NATIVE HAWAIIAN EDUCATION COUNCIL

PRIORITY RECOMMENDATIONS FOR

NATIVE HAWAIIAN EDUCATION

PRIORITY FUNDING RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

Assert Hawaiian language and culture-based education programs, frameworks, and values as principal in addressing equity, resiliency, and social-emotional well-being for increased Native Hawaiian learner outcomes and closing achievement gaps.

Expand 'āina-based (land-based) programs and initiatives to address place-based inequities and increase educational opportunities.

Address mental health and social emotional well-being as essential for Native Hawaiian learner outcomes, increased academic performance, behavior, social integration, resiliency, identity, and self-efficacy.
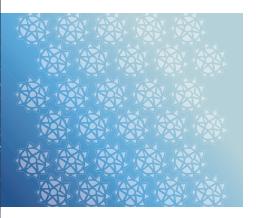
PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION PROGRAM (NHEP) GRANTEE SUPPORT AND PROGRAM EVALUATION

Provide budgetary guidelines and support a culture of strategic investment for grantee program evaluation.

Include as part of the key project team a qualified program evaluator for all NHEP grant projects.

Commit to enhance grantee evaluation work through use of culturally responsive approaches to program evaluation.

Dedicate resources for grant applicants/grantees to develop an evaluation plan.

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

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

> The Education Council shall use funds made available through a grant under subsection (a) to [...] (6) prepare and submit to the Secretary, at the end of each calendar year, an annual report that contains [...] (D) recommendations to establish priorities for funding under this part, based on an assessment of—
> (i) the educational needs of Native Hawaiians;
> (ii) programs and services available to address such needs;
> (iii) the effectiveness of programs in improving the educational performance of Native Hawaiian students to help such students meet challenging State academic standards under section 1111(b)(1); and
> (iv) priorities for funding in specific geographic communities.
>
> *- Sec. 6204(d)(6) of the Native Hawaiian Education Act*

PRIORITY FUNDING RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

The Native Hawaiian Education Council (NHEC) makes the following priority recommendations for funding to the United States Department of Education (USDOE):

Assert Hawaiian language and culture-based education programs, frameworks, and values as principal in addressing equity, resiliency, and social-emotional well-being for increased Native Hawaiian learner outcomes and closing achievement gaps.

The ability for a stablized learning continuum and connection for Native Hawaiian communities to engage in cultural practices in a pandemic crisis of social distancing and shelter-in-place orders remains critical. Native Hawaiians have strong connections to ʻāina, culture, and language and thus are culturally impacted by the pandemic (Kaholokula, Samoa, Miyamoto, Palafox, & Daniels, 2020). NHEC's community consultation participants reported new possibilities in cultural learning–virtual or in person–during the pandemic. Participants stated cultural content which also imparts Hawaiian values is increasingly more important in a pandemic and post-pandemic world.

Expand ʻāina-based (land-based) programs and initiatives to address place-based inequities and increase educational opportunities.

NHEC's community consultation participants shared experiences of food insecurity as stressors of the pandemic which underlined the incredible importance ʻāina-based learning, ability to grow food, and value of ʻāina practices in educational opportunities and quality of life. Nationally, 20.5% of Native Hawaiian Pacific Islanders (NHPI) are food insecure that directly and indirectly contribute to related factors such as increased healthcare costs, limited access to resources and income, and a correlation to poor physical health (*Bridging The Gap Hawaiʻi*, 2020).
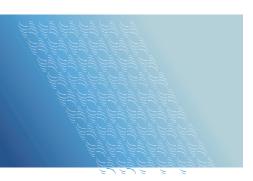
However, the increased importance and access to ʻāina-based learning and programs opened greater attention on Hawaiian-focused charter schools (HFCS) that have a long-established core pedagogy on cultivating purposeful and responsible relationships between learners and culture, language, and land (Rogers, Awo Chun, Keehne, & Houglum, 2020). The impact of the pandemic jolted urgent opportunity for HFCS and ʻāina-based programs to adapt hybrid and/or virtual delivery for whole familiy engagement to meet the needs of ʻāina learning and feeding communities. Hawaiian culture-based education principles are values-based, place-based, and land-based (Dragon Smith, 2020). Priority funding for expansion and support of ʻāina-based programs reinforces the value of traditional wisdom in ʻāina as an educational approach to cultivate critical skills for learners, as well as an inclusive recovery approach for communities.

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

Address mental health and social emotional well-being as essential for Native Hawaiian learner outcomes, increased academic performance, behavior, social integration, resiliency, identity, and self-efficacy.

Mental health and well-being are paramount for student academic achievement and life. The COVID-19 impacts of social and physical isolation, loss of routines, increased anxiety or pessimism of an unsure future impacted youth. At the onset of the pandemic in 2020, the Center for Disease Control reported a 24% increase in children's mental-health related emergency room visits for youth ages 5-11, with a 31% increase for adolecents ages 12-17 (Leeb, et al., 2020).

Social and Emotional Learning (SEL) competencies in relation to student well-being continues to be reinforced as a priority by community. In NHEC's 2017-2018 annual report, SEL recommendations were also provided to the USDOE to consider for adoption as a new Government Performance and Results Act (GPRA) measure. "Hawaiian values and practices have served as guiding principles for Kānaka Maoli (term for indigenous people of Hawaiʻi) for innumerable generations. Findings from this project show that the wisdom of the Hawaiian culture is expressed in values and practices that more recently have been identified as SEL competencies. This congruence between Hawaiian value systems and SEL principles reveal the possibility of identifying specific measures of student success that resonate with the Native Hawaiian community that simultaneously reflect the rigorous standards of GPRA."

Through NHEC's community consultation work, participants shared the need more mental health professionals in schools and communities including trauma-informed care training for all persons in contact with learners.

> The Education Council shall use funds made available through a grant under subsection (a) to carry out each of the following activities...(3) Providing 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 under this part, relating to Native Hawaiian education and serving, where appropriate, in an advisory capacity.
>
> *- Sec. 6204(c)(3) of the Native Hawaiian Education Act*

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION PROGRAM (NHEP) GRANTEE SUPPORT AND PROGRAM EVALUATION

The NHEP Portfolio Analysis Report completed in March 2021 includes key findings of grantee programs with recommendations to better support grantees in developing stronger and more effective program evaluation. NHEC makes the following priority recommendations for grantee support, reporting, and program evaluation to the USDOE:

Provide budgetary guidelines and support a culture of strategic investment for grantee program evaluation.

The USDOE should provide meaningful guidance and technical assitance to grantees on evaluation budgets to help grantees specifiy how much will be spent on evaluation tasks, and what is expected of the evaluator/ evaluation plan in alignment to the program logic model outcomes. Only 22 of the 38 grants specified in the NHEP Portfolio Analysis Report indicated evaluation as a component of their project budgets, and overall these grantees

spent less than 1% of funding on program evaluation. According to a 2016 State of Evaluation Report on nonprofit evaluation practice and capacity, only 12% of nonprofit organizations spent 5% of their budget on evaluation due to long-standing barriers of funding and staff time. Prioritizing program evaluation funding and support goes beyond meeting grant requirements. Program evaluation is a critical and strategic investment in program management, decision-making, and ultimately, a key process for expanding services for community effectively.

Include as part of the key project team a qualified program evaluator for all NHEP grant projects.

To better support grantees in developing stronger and more effective program evaluations, NHEC recommends that NHEP grant projects include as part of their key project team a qualified program evaluator. The evaluator should have experience evaluating similar programs and be involved from the early stages of development of the project to ensure that evaluation goals are built into the program plans. Recognizing the value of participatory research/evaluation, NHEC recommends that the lead evaluator/ researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis.

Additionally, the size of the grantee organization should be considered when providing budgetary guidelines as it is associated with the likelihood of working with an external evaluator. Almost half (49%) of large nonprofit organizations work with external evaluators compared to 14% when it comes to small nonprofit organizations. As defined by the Internal Revenue Service, small nonprofits are tax-exempt organizations that have $500,000 or less in total assets. Due to staff size and funding, small organizations have less access to hire external evaluators (Morariu, Athanasiades, Pankaj, & Drodzicki, 2016).

Commit to enhance grantee evaluation work through use of culturally responsive approaches to program evaluation.

In building upon the new GPRA measure requiring grantees to develop program logic models to report against program outcomes, the USDOE and Office of Management and Budget holds a key opportunity in expanding culturally responsive approaches to evaluation that is respectful, equitable, and responsive to the communities impacted, while supporting improved effectiveness in cross-cultural settings for the overall Program. Logic models help us make connections in the work being done by the program and the desired changes the program wants to achieve, so culturally responsive evaluation is needed in effectively measuring success in desired change. In NHEC's NHEP Portfolio Analysis Report, only three out of the 73 grants for which evaluation design information was available indicated use of participatory approaches that involve stakeholders in design, implementation, and interpretation of the evaluation.

This recommendation also aligns with NHEC's previous analysis in 2017-2018 Student Outcomes Development GPRA Project. The project initiative precipitated a long-stated need among NHEP grantees that GPRA standards during that time were inadequate for measuring growth, learning, successes, and achievements of Native Hawaiian learners. The standards were largely considered culturally incongruent. The new GPRA program logic model is a step in the right direction in identifying program-relevant outcomes, yet more can be done to support and enhance measuring what matters for community outcomes of NHEP.

Dedicate resources for grant applicants/grantees to develop an evaluation plan.

Equal to the need for culturally responsive and equitable evaluation approaches is the need for grantee technical assistance in developing their program evaluation plan. NHEP grantees and evaluators work in diverse cultural, contextual, and complex communities—such as Native Hawaiian communities—in addressing the unique educational needs of students, parents, and teachers. As such, evaluation plans and needs may vary depending on the program design and delivery, balanced against budget and resource contraints. Setting NHEP grantees upon a solid foundation of support and resources for success ensures our collective work towards impactful change for Native Hawaiian communities and the program overall.

PURPOSE OF THE NATIVE HAWAIIAN EDUCATION ACT AND THE NATIVE HAWAIIAN EDUCATION PROGRAM

The political relationship between the United States and the Native Hawaiian people has been recogized and reaffirmed by the United States with the inclusion of Native Hawaiians in federal Acts including, but not limited to, the Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et. Seq.), Native American Languages Act (25 U.S.C. 2901 et seq.), the Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.) and the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.). The eligibility for federal resources to address the needs of the Native Hawaiian people is provided through the Native Hawaiian Education Act (Every Student Succeeds Act of 2015, Title VI, Part B, Sec. 6202(12)):

(A) Native Hawaiians have a cultural, historic, and land-based link to the indigenous people who exercised sovereignty over the Hawaiian Islands, and that group has never relinquished its claims to sovereignty or its sovereign lands;

(B) Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation as to whom the United States has established a trust relationship;

(C) Congress has also delegated broad authority to administer a portion of the Federal trust responsibility to the State of Hawaii;

(D) The political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

(E) The aboriginal, indigenous people of the United States have—
   (i) a continuing right to autonomy in their internal affairs; and
   (ii) an ongoing right of self-determination and self-governance that has never been extinguished.

The purpose of the NHEP, as described under Section 6203 is four-fold:

(1) To authorize and develop innovative educational programs to assist Native Hawaiians;

(2) To provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

(3) To supplement and expand programs and authorities in the area of education to further the purposes of this title; and

(4) To encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

To support this purpose, the Native Hawaiian Education Act (NHEA or 'the Act') also identifies priorities for projects that are designed to address beginning reading and literacy among students in kindergarten through third grade, the needs of at-risk children and youth, needs in fields or disciplines in which Native Hawiians are underemployed, and the use of Hawaiian language in instruction.

MISSION OF THE NATIVE HAWAIIAN EDUCATION COUNCIL

Section 6204(2) of the Act establishes the NHEC "to better effectuate the purposes of this part through the coordination of educational and related services ad programs available to Native Hawaiians, including those programs that receive funding under this part." In essence, NHEC prodives leadership and guidance from the Hawaiian community to the USDOE.

The mission of NHEC, as delineated under Section 6204 of the Act, is to 'Assess, Evaluate, Coordinate, Report & Make Recommendations' of the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians. To that end, NHEC has three statutory mandates by the Act, one which includes an annual report to provide priority recommendations to the USDOE. Therefore, this report represents the annual community consultation activities, research studies, and efforts of NHEC to address this responsibility as part of its overall statutory mandate.

CRITERIA FOR DETERMINING PRIORITY RECOMMENDATIONS

Methodology. An ad hoc committee of NHEC members and staff were convened throughout the month of November for the purposes of determining criteria for priority recommendations for Native Hawaiian education. The tasks outlined for the committee included: 1) review of previous NHEC needs assessment criteria with current data from multiple existing sources, including NHEC's portfolio analysis of NHEP grants and an analysis of community consultations conducted in fiscal year 2021; 2) determine, finalize, and agree upon new or updated criteria based on current data; and 3) assign priority ranking to the recommendations from the 2021 community consultations against the criteria. The final priority recommendations provided in this report were reviewed, discussed, and approved by the full Council.

Data Sources. Data informing the criteria was curated from multiple existing resources, including the Hawaiʻi Department of Education, the Kamehameha Schools, Office of Hawaiian Affairs, and Liliʻuokalani Trust. All sources can be found in the references section provided towards the end of this report..

After robust discussion and review of available data sources, the ad hoc committee agreed upon five criteria to be used in determining the 2021 priority recommendations for Native Hawaiian education funding and program support to the USDOE:

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

Criterion 1: The project provides evidence of innovative approaches to addressing and/or stabilizing impacts of COVID-19 in a target school or community where the proportion of Native Hawaiians meets or exceeds the average population of Native Hawaiians in the Hawai'i Department of Education through engaging in two-way, mutually respectful collaboration with key stakeholders (including families, caretakers, students, educators, teachers, school leaders, and school staff) and community leaders from diverse and socioeconomic backgrounds, to assess and understand students' social, emotional, physical and mental health, and Hawaiian language, culture-based and place-based academic needs.

Culture, language, and 'āina. NHEC's community consultation participants reported new possibilities in cultural learning –virtual or in person-–and 'āina-based (place-based or community-based) learning during the pandemic. Participants stated cultural content which also imparts Hawaiian values is increasingly more important in a pandemic and post-pandemic world. The ability of Native Hawaiian communities to continue engaging in cultural practices amid pandemic closures and shelter-in-place orders was and continues to be critical. Native Hawaiians are culturally impacted by this crisis because of their strong connection to 'āina (Kamehameha Schools' Strategy & Transformation Group, Lili'uokalani Trust, & Office of Hawaiian Affairs, 2021).

Participants also experienced or witnessed food insecurity, which helped them to see the incredible importance 'āina-based learning and 'āina practices have in sustaining life. They witnessed an elevation of cultural knowledge and 'āina practices during the pandemic and believe that this provides ripe opportunities for NHEP not just to inform funding for academic purposes but also ensure the long-term survivial of Native Hawaiians.

Physical and mental health. Participants noted that having a strong identity in a very complex crisis, like the pandemic, enhances protective factors and strengthens mental health. The top two areas of concern for Native Hawaiians impacted by the pandemic are physical health (79%) and mental and emotional wellbeing (67%) (Kamehameha Schools' Strategy & Transformation Group, Lili'uokalani Trust, & Office of Hawaiian Affairs, 2021).

Criterion 2: The proportion of Native Hawaiians in the target school or community to be served meets or exceeds the average proportion of Native Hawaiian students in the Hawai'i Department of Education.

Within the last 10 years, U.S. Census 2020 reports that Native Hawaiian Pacific Islander population grew by 28%, bringing NHPI's as the fifth largest ethinic group with a total population of 1.6 million (KITV4, 2020). Although recent census reports that only 11% of Hawai'i's total population constitutes Native Hawaiians, they make up the single largest ethnic group (26%) in the Hawai'i Department of Education (Haliniak, 2017). Further, schools where Native Hawaiian student enrollment exceeds 50% are concentrated in rural communities in the State. Of Hawai'i's public K-12 schools, 17% are designated as "rural" by standards of the National Center for Education Statistics, with 42% of Hawai'i's rural schools considered distant or remote that require costly air transport to connect to the nearest metropolitan center (Hawai'i State Department of Education, 2015).

When it comes to the 17 Hawaiian-focused charter schools across the state that serve more than 4,700 students, Native Hawaiian students comprise 81% of the total student population (Office of Hawaiian Affairs, n.d.). Further, in relation to Criteria 3, based on the proportions of students participating in the free or reduced-price lunch, a larger portion (70%) of charter school students come from economically disadvantaged households compared to traditional Hawai'i public schools (Kana'iaupuni, Ledward, & Jensen, 2010). The concentration of large Native Hawaiian student populations in communities and schools of high need should drive priority funding for programs, services, and resources to address needs.

PRIORITY RECOMMENDATIONS FOR NATIVE HAWAIIAN EDUCATION

Criterion 3: The project serves Native Hawaiians in schools in which the proportion of students who are eligible for the free or reduced-price school lunch program is higher than the State average.

The National School Lunch Program is the largest federally-funded assisted-meal program providing nutritionally balanced, reduced-cost or free lunches to children from low-income families in public and nonprofit private schools and residential child care institutions. According the Hawaiʻi State Department of Education's website for school year 2019-2020, 47.39% (or 84,993 students) are considered economically disadvantaged (Hawaiʻi State Department of Education, n.d.). Eligibility for the free and reduced-cost lunch program is often used as an indicator of socio-economic status. Students whose families meet the income qualifications for the federal free/reduced-cost lunch program are often referred to as "economically disadvantaged."

Research shows that Native Hawaiians account for the highest percentage of families in poverty compared to other ethnic groups. Close to 70% of Native Hawaiian students depend on the free or reduced-cost meal program compared to 46.7% of non-Native Hawaiian students in the same program (Kamehameha Schools' Strategy & Transformation Group, Liliʻuokalani Trust, & Office of Hawaiian Affairs, 2021). The combination of education, employment, and income of a family's socio-economic status can affect a child's academic achievement. Limited financial resources for children from economically disadvantaged homes means less access to learning resources such as broadband, digital devices, tutoring support or even school supplies. To reduce ecoomic inequalities and promote opportunities for academic achievement, NHEP funding should address schools and programs that serve a higher-than-average student population rate in the federally subsidized school lunch program.

Criterion 4: The project serves Native Hawaiian students in persistently low-performing schools in the Hawaiʻi Department of Education.

In school year 2012-2013, the Hawaiʻi Department of Education launched the Strive HI Performance System as the State's own accountability and school improvement system with multiple measures for student academic performance, achievement gaps, academic growth, graduation completion, and chronic absenteeism. The system aligns with the reauthoriziation of the federal Elementary and Secondary School Act and connects key state education policies and initiatives by optimizing data for progress and targeting resources.

The 2020-21 Strive HI results show overall downward trends across all measures due to impacts of pandemic, as similar to schools across the Continent, so learning conditions and school performance in COVID should be considered when weighing this data (Hawaiʻi State Department of Education, 2021). The College and Career Readiness Indicators Report showed the Hawaiʻi Department of Education's Class of 2020's first fall college enrollment rate dropped five percentage points from 55% for the Class of 2019 to 50%. Native Hawaiians and economically disadvantaged students were disproportionately impacted. Native Hawaiians showed a nine percentage point decrease from 44% to 35%.

In alignment with Criteria 2 and 3, the pandemic deepened the divide in educational opportunity—in access, achievement, and outcomes—with schools who were already low-performing with high populations of economically disadvantaged Native Hawaiian students prior to COVID-19 (U.S. Department of Education's Office for Civil Rights, 2021). NHEP funding is needed to expand access to learning opportunities for Native Hawaiian students and families enrolled in low-performing schools and close achievement gaps distinguishing underserved Native Hawaiian students from higher performing peers.

Criterion 5: The project provides evidence of collaboration with the Native Hawaiian community.

Building on the principles of community-based participatory research of equitable collaboration and mutual trust between partners is most aligned to Native Hawaiian cultural values. This approach to community participation and involvement promotes:

- **Co-learning and co-leading for change**: Building space to form strong and intentional partnership structures with shared power flow of decision-making that can lead to broader educational outcomes for both program and community.
- **Creating community ownership for sustained programming**: Involving community that will be most impacted by programs to have a seat at the table from program development to solutions builds long-term trust, buy-in, and ultimately ownership longitudinal success for educational outcomes.
- **Explores community ʻike and values for community-based solutions**: Empowering community as co-researchers and agents of change to support investigation of their own challenges and identifying solutions for collective outcomes.

To ensure that the services to be provided reflect community needs, and to make certain participatory practices of community involvement and input in the design, implementation, and evaluation of the project are incorporated, applicants for NHEP funding should document the extent of collaboration with the Native Hawaiian community in the grant application process, during implementation of project activities if funded, and in the project evaluation.

ACTIVITIES OF THE COUNCIL

ACTIVITIES OF THE COUNCIL

COORDINATION ACTIVITIES

The Education Council shall use funds made available through a grant under subsection (a) to carry out each of the following activities: (1) Providing advice about the coordination of, and serving as a clearinghouse for, the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.

- Sec. 6204(c) of the Native Hawaiian Education Act

Development of a Native Hawaiian Education Data Online Clearinghouse

In March 2021, NHEC solicited bids for professional services for the completion of an assessment of stakeholder needs in retrieving and accessing data research on Native Hawaiian education to inform and construct valued features and functionality of an online data repository, or clearinghouse.

The project will consist of two parts:

PART I: Environmental Scan, Library Sciences, Database Indexing, and Recommendations
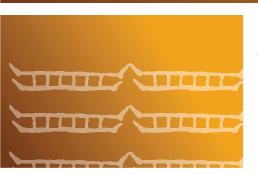
Provide an environmental scan and stakeholder needs assessment that informs the design and delivery of an online clearinghouse of data and information on Native Hawaiian education.

PART II: Online Clearinghouse Development

Build on the findings of Part I and develop an online clearinghouse that will serve as a data repository for Native Hawaiian education that is intuitive and easy to navigate; provides powerful, fast, and flexible search capabilities; meets current needs while also providing a foundation for future growth in scale and scope; allows nontechnical users to manage clearinghouse content and resources; and is fully secure to withstand external threats (e.g., cyberattacks, viruses).

In July 2021, American Institutes for Research was contracted to conduct the environmental scan and develop the online clearinghouse. The project kicked-off at the end of fiscal year 2021 and work will commence throughout fiscal year 2022. The clearinghouse is slated for launch by August 2022.

TECHNICAL ASSISTANCE

The Education Council shall use funds made available through a grant under subsection (a) to (1) provide technical assistance to Native Hawaiian organizations that are grantees or potential grantees under this part; (2) obtain from such grantees informaiton and data regarding grants awarded under this part; [...] (5) assess and evaluate the individual and aggregagte impact achieved by grantees under this part in improving Native Hawaiian educational performance and meeting the goals of this part...

- Sec. 6204(d) of the Native Hawaiian Education Act

Portfolio Analysis of the 2010-2018 Native Hawaiian Education Program Grant Awards

In November 2016, IMPAQ International, LLC (IMPAQ), a national policy analysis and evaluation firm, was contracted to complete analyses of funding priorities in three areas: 1) Analysis of NHEP funding patterns; 2) Reconciliation of annual NHEP appropriations and grant funding; and 3) Summary of grantee evaluation practices. Following the completion of that study, NHEC planned to build on this work by conducting a portfolio analysis of NHEP grant recipients from 2010 through 2018. Again, IMPAQ was contracted to complete the analysis along with recommendations for continuing improvements to grantee reporting, and suggestions for next steps in building a more robust evaluation of the program as a whole.

Framing the Analysis

NHEC and IMPAQ compiled additional data about the 2017 and 2018 grant cohorts, adding to the database constructed from the study, which now includes data coded for 117 grants awarded during the federal award years (AY) 2010 through 2018. The database was compiled from documents obtained from NHEC and from documents supplied by the NHEP grantees themselves. In all, IMPAQ reviewed over 500 documents for the two recent funding cohorts.

The data items in the database include **descriptive information about the grant programs, funding patterns, project outcomes, and descriptive information about grantees' program evaluation efforts**. For most grants, the documents available for review included the initial grant application, grant award notifications (GAN), annual performance reports (APR), budget vs. actual reports, evaluation reports, various attachments, and interim reports. For some grantees, only the grant application, a single APR, or another combination of documents was available. For some grantees, the APRs were missing information, including expenditure information. It is important to note that for the AY2018, the Year 3 funding data was obtained from the GAN and could not be confirmed with budget actuals, which had not yet been submitted to USDOE.

Data completeness was improved for the 2017 and 2018 grantees by changes in data reporting requirements under the 2015 reauthorization of the NHEA. The changes to the Act provided NHEC with authority to obtain information and data from NHEP grantees about their effectiveness in meeting their goals and the educational priorities of the NHEP. The Notice Inviting Applications in the Federal Register specifies that grantees are now required to provide copies of performance reports to NHEC. These changes allowed for much more complete data for the recent grantees. The NHEC and IMPAQ teams followed up with grantees to collect as much missing information as possible.

Limitations in the Data

One of the challenges in documenting the objectives, activities and outcomes of the NHEP-funded grants is the considerable variation across projects. This variation is actually an important feature of the program and is critical to meeting the unique needs of the Native Hawaiian community. Though aggregating across varied projects is challenging, this is not a weakness or shortcoming on the part of the grantees. However, there is considerable variation in the availability of data for the analyses described here as limitations in the data such as:

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

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

Finally, there were limitations to the data that raise questions about the accuracy of several other types of information:

- ***Project goals/objectives***. Stated goals and objectives were not always reported consistently. Sometimes grantees reported overall goals, then broke out objectives within each goal. Sometimes objectives were listed rather than goals. And, sometimes they mixed the two within a single report. In addition, there was sometimes inconsistency between how the grantees reported goals and objectives in the APR versus how goals and objectives were reported in evaluation reports.

- ***Number of participants served/targeted***. The target number of students, teachers and parents to be served and the numbers that were actually served were inconsistently reported. Typically, grantees reported the total number of participants served each year, resulting in duplicated data for those who participated multiple years. In a few cases, grantees reported the total number of students served over three years, and occasionally, a grantee's local evaluator compared targeted with the actual number served. However, sometimes only the number of students projected to be served in the grant application was available, or only the number served in the year(s) for those APRs that were received and included in the database. Also, in some projects with multiple programs and/or activities, the number served was reported for each individual program or activity; often, the same students participated in multiple programs or activities, resulting in duplications in number of students served.

- **Grade levels of the students involved in the project**. Grantees often did not break out outcomes or activities by grade, so it was difficult to estimate funding by grade level.

- **Grade levels of the teachers involved in the project**. Similarly, grantees often did not break out the teachers' outcomes or activities by grade, so it was difficult to estimate funding by grade level of the teachers involved.

- **Partners**. Some grantees seemed to list every organization they had any contact with including field trip sites. Others included only partners with key roles in delivering services. Since grantees were not required to report on partners, some grantees did not mention them at all.

- **Key evaluation findings**. As noted, there is a large amount of variation in the goals and priorities of the different grants. This variation is critical to meeting the unique needs of the community and is the reason IMPAQ developed coding categories for project objectives to accommodate this important aspect of the program. Of course, this leads to variation in objectives and, coupled with limited guidance on which program outcomes and activities should be reported, there is little consistency in how the grantees reported their evaluation findings.

The combination of limited guidance from the USDOE on expectations for program evaluation and incomplete or missing data seemed to result in limited expertise in program evaluation; difficulty aggregating some types of data across grantees; difficulty estimating proportion of resources devoted to geographic areas and education sectors; and, in many cases, limited ability to assess whether specific objectives were met.
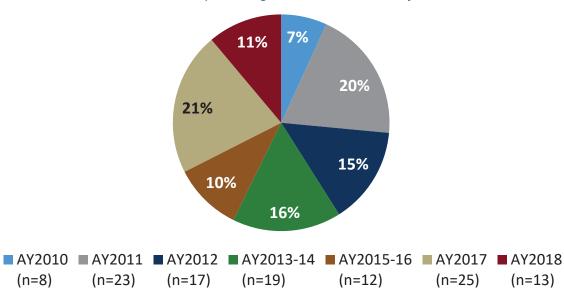
Program Description

Number of Grants in Each Cohort. Exhibits 1 and 2 display the number and distribution of grants by funding cohort. As Exhibit 2 shows, AY2017 accounted for 21% of the NHEP grant funding allocations over the past nine years, followed by AY2011 with 20% of the funding allocations. The remaining award years each accounted for between 7% and 16% of the NHEP funding allocations.

Exhibit 1: Number of grants were awarded each year

Award Year (AY) Cohort	Number of Grants in Cohort (N=117)
AY2010	8
AY2011	23
AY2012	17
AY2013-14	19
AY2015-16	12
AY2017	25
AY2018	13
TOTAL	**117**

Exhibit 2: Proportion of grants were awarded each year

AY2010	AY2011	AY2012	AY2013-14	AY2015-16	AY2017	AY2018
(n=8)	(n=23)	(n=17)	(n=19)	(n=12)	(n=25)	(n=13)

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

Before presenting descriptive information, IMPAQ summarize the number of grants for which these descriptive data items are available, since data items are missing for some of the grants. Because the data is more complete for the two most recent award years (2017 and 2018), Exhibit 3 displays data availability separately for the AY2010-2016 and AY2017-2018. As shown in the exhibit, descriptive data items are available for almost all of the 2017 and 2018 funding cohorts. The number describing the level of curriculum addressed is relatively small because fewer than a half of the recent grants have involved curriculum development. Data on numbers and types of partners were provided for 30 of the 38 recent grants, even though grantees were not required to report on partners.

Exhibit 3: Extent that descriptive data is available

Percentage of Grants For Which Data Items Are Available (N=117)

	%AY2010-AY2016 (n=79)	% AY2017-AY2018 (n=38)
Organization Type	(73) 92%	(38) 100%
Education Sector	(59) 75%	(38) 100%
Target Populations	(48) 61%	(38) 100%
Type of Participants	(57) 72%	(38) 100%
Objectives		(38) 100%
Geographic Target	(66) 84%	(37) 97%
Partners		(30) 79%
Curriculum	(44) 56%	(17) 45%

Types of Grantee Organizations. As shown in Exhibit 4, almost half (45%) of the grants were awarded to Native Hawaiian community-based organizations and almost one fourth (24%) to the University of Hawaiʻi at Mānoa. The remaining grants were awarded to community colleges or other universities (4%), charter schools (6%), other community-based organizations (7%) and other types of organizations (9%). Some examples of "other CBOs" include the Boys and Girls Club, Merimed Foundation for Island Health Care Training, and Maui Family Support Services. Examples of "Other" include museums, Hawaiʻi Department of Education, and Waiʻanae District Comprehensive Health and Hospital Board.

Exhibit 4: Types of organizations awarded NHEP grants

AY2010-AY2018 Distribution of Grants by Organization Type (N=117)

- ■ NH CBO (n=53)
- ■ UH Mānoa (n=28)
- ■ Charter School (n=7)
- ■ Other CBO (n=8)
- ■ Comm.College/Other Univ. (n=5)
- ■ Other (n=10)
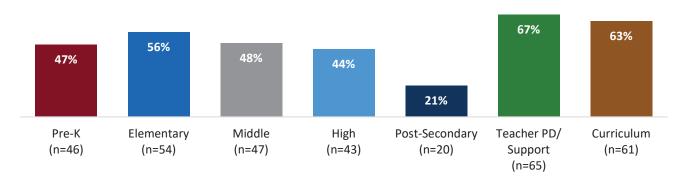
Education Sectors Addressed. Exhibit 5 shows that the largest proportion of grants were awarded for teacher professional development/support and curriculum development. Among direct services to students, elementary and middle school students have been the grade levels most frequently targeted by grants. Exhibit 6 breaks down the number of grants by education sector within each grant award year. As the exhibit shows, there was variability across funding years with regard to the number of grants awarded to each sector. It is interesting to note, for example, that in the 2018 cohort, only three grants have targeted Pre-K, and only three have targeted curriculum development, while nine have targeted high school students

Exhibit 5: Education sector addressed by NHEP grant projects

Distribution of Grants by Education Sector AY2010-AY2018 (N=97)*

*Percentages add up to more than 100% because the number of grants for which data was available for each cohort address more than one education sector.

Exhibit 6: Education sector addressed by NHEP grant projects across award years

Number of Grants by Education Sector by Cohort (N=97)*
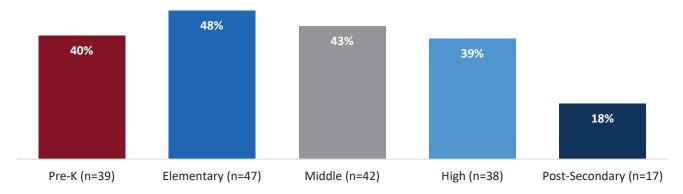
- Pre-K
- Elementary
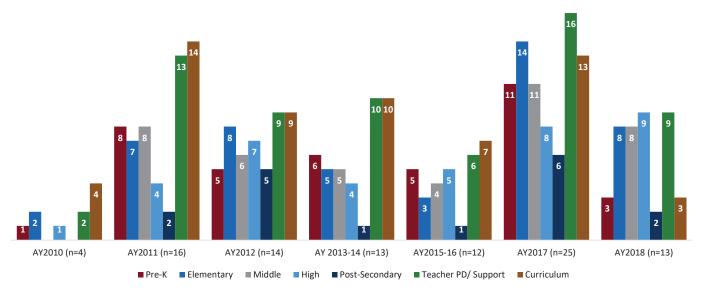- Middle
- High
- Post-Secondary
- Teacher PD/ Support
- Curriculum

Numbers add up to more than the number of grants for which data was available for each cohort, because many grants address more than one education sector.

Grade Levels Addressed in Curriculum Development. Exhibit 7 shows a relatively balanced distribution across grade levels among the 97 grants developing curriculum, ranging from 48% of grants targeting elementary curriculum to 40% targeting Pre-K. In addition, 18% of grants have targeted post-secondary education. Exhibit 8 shows there was variability across funding years with regard to the number of grants awarded for curriculum addressing the different grade level categories.

Exhibit 7: Grade levels targeted for curriculum development
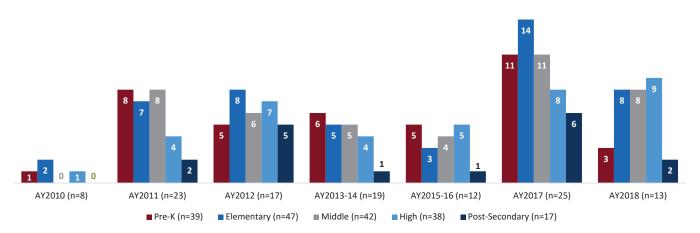
Distribution of Grants by Level of Curriculum AY2010-AY2018 (N=97)*

Percentages add up to more than 100% because some grantees address more than one grade level category.

Exhibit 8: Grade levels targeted for curriculum development across award years

Number of Grants by Level of Curriculum by Cohort (N=97)*

Pre-K (n=39)　Elementary (n=47)　Middle (n=42)　High (n=38)　Post-Secondary (n=17)
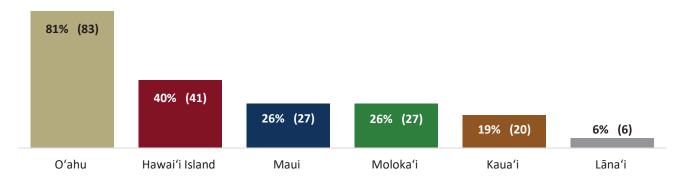
*Numbers add up to more than the number of grants for which data was available each year, because some grants include curriculum for more than one grade level category.*

Geographic Target Areas. As presented in Exhibit 9, distribution of the grants by island shows that 81% of the grants across all award years have targeted the island of Oʻahu. Forty percent of the grants targeted the island of Hawaiʻi, 26% targeted the islands of Maui and Molokaʻi, 19% the island of Kauaʻi and 6% targeted Lānaʻi. It is interesting to compare these percentages with the distribution of population across counties. Exhibit 10 presents the proportion of the state population that resides in each county. It is important to keep in mind that many grants target multiple islands. Overall, the distribution of grants is somewhat parallel to that of the total population, but a somewhat higher proportion of grants are serving neighbor islands than their proportion of the population.

Exhibit 9: Hawaiʻi islands served by NHEP grant projects
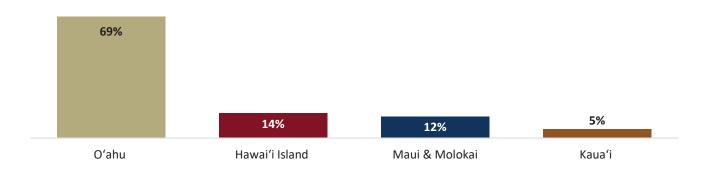
AY2010-AY2018 Distribution of Grants by Geographic Target Area (N=103)*

Percentages add up to more than 100% because some grantees serve more than one island.
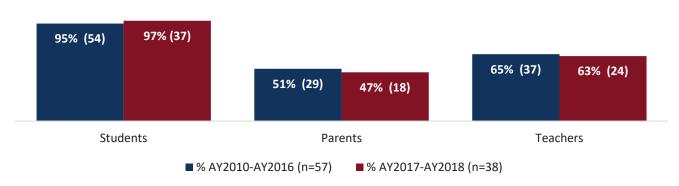
Distribution of General Population in the Hawaiian Islands

69%	14%	12%	5%
Oʻahu	Hawaiʻi Island	Maui & Molokai	Kauaʻi

Target Populations. Populations targeted by the NHEP grant projects were looked at in several ways. Exhibit 11 shows the number of grants that served different types of participants (students, parents and teachers). Because the data for the two recent cohorts are more complete than for the earlier award years, this information is displayed separately for the combined AY2010-A2016 cohorts and the combined AY2017-AY2018 cohorts. As shown previously in Exhibit 3, target populations were available for only 57 of the 79 AY2010-AY2016 grants. Below we see that the vast majority (92-95%) of the grants for which this information is available have been targeting students. Teachers were the next most common target, with fewer grants targeting parents.

Percentage of AY2010-AY2016 and AY2017-AY2018 Targeting Participant Groups
(N=95)*

Students	Parents	Teachers
95% (54) 97% (37)	51% (29) 47% (18)	65% (37) 63% (24)

■ % AY2010-AY2016 (n=57) ■ % AY2017-AY2018 (n=38)

Percentages add up to more than 100% because some grantees address more than one participant group.

Target populations were also looked at within each of the more recent cohorts. Exhibit 12 shows the number of participants of each type within the AY2017 and AY2018 cohorts. (Number of participants targeted was not available for the 2010-2016 cohorts.) Exhibit 13 identifies some of the key characteristics of the populations targeted, showing the number of Native Hawaiians targeted as well as the number of participants classified as low income, disabled, English learners, homeless and/or foster youth. The exhibit shows that 100% of grantees have been targeting Native Hawaiians, and 42% have been targeting low income. Far fewer have been targeting other populations such as students with disabilities (six grants), English learners (three grants), homeless (two grants) and foster youth (one grant).

Exhibit 12: Number within participant types targeted by cohorts AY2017 and AY2018

Number of AY2017 and AY2018 Students, Parents, Teachers TARGETED by Cohort (N=57,740)

AY2017 (n=41,689): Students 32,150 | Parents 7,305 | Teachers 2,234

AY2018 (n=16,051): Students 10,064 | Parents 5,300 | Teachers 687

Legend: ■ Students (n=42,214) ■ Parents (n=12,605) ■ Teachers (n=2,921)
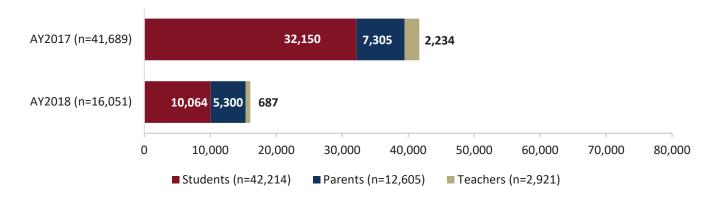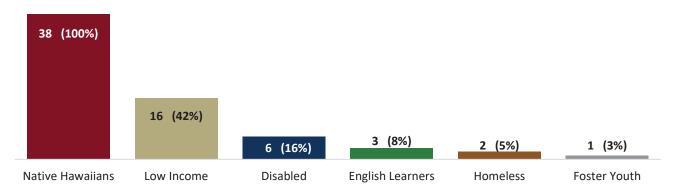
Exhibit 13: Student populations targeted by cohorts AY2017 and AY2018

Number of AY2017-AY2018 Grantees That Targeted Each Population (N=38)*

- Native Hawaiians: 38 (100%)
- Low Income: 16 (42%)
- Disabled: 6 (16%)
- English Learners: 3 (8%)
- Homeless: 2 (5%)
- Foster Youth: 1 (3%)
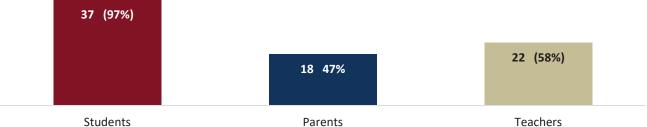
*Percentages add up to more than 100% because some grantees address more than one target population.

Project Objectives. Types of objectives addressed by each grant were looked at for the more recent grantees. Exhibit 14 shows the number of grantees in cohorts AY2017-AY2018 specifying at least one program objective for each type of participant (students, teachers, parents). Thirty-seven grants (97%) had at least one objective targeting students, 22 (58%) had at least one objective targeting teachers, and 18 (47%) had at least one objective targeting parents.

Exhibit 14: Objectives for different participant types specified by cohorts AY2017 and AY2018

Percentage of AY2017-AY2018 Grants That Had At Least One Objective by Type of Participant (N=38)

- Students: 37 (97%)
- Parents: 18 47%
- Teachers: 22 (58%)

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

Breaking it down by participant types, Exhibit 15 shows the most common student-level objective was school readiness among Pre-K students or "EC – Readiness" (targeted by 15 grantees). Exhibit 16 shows the most common parent-level objectives addressed parent involvement and increasing parent knowledge. Exhibit 17 shows the most common teacher-level objective has been teacher professional development. See respective exhibits for other identified project objectives.

Exhibit 15: Student-level objectives by cohorts AY2017 and AY2018

Percentage of AY2017-AY2018 Grantees with STUDENT Objectives (N=38)

Objective	Percentage (Count)
EC - Readiness	39% (15)
Elem - Academic Achievement	34% (13)
Middle - Academic Achievement	26% (10)
College/Career Dropout Prevention	24% (9)
High - Academic Achievement	21% (8)
On-time Graduation	16% (6)
Elem - Hawaiian Language Skills	11% (4)
EC - Hawaiian Language Skills	11% (4)
Scholarships Awarded	8% (3)
High - Hawaiian Language Skills	8% (3)
Middle - Non-academic	8% (3)
Job Training and Prep	5% (2)
High - Non-academic	5% (2)
College/Career ACT/SAT Scores	5% (2)
Middle - Hawaiian Language Skills	5% (2)
High - Satisfaction	3% (1)
Elem - Non-Academic	3% (1)

Exhibit 16: Parent-level objectives by cohorts AY2017 and AY2018

Percentage of AY2017-AY2018 Grantees with PARENT Objectives (N=38)

Objective	Percentage (Count)
Parent Involvement	32% (12)
Parent Knowledge	29% (11)
Parent Satisfaction	11% (4)

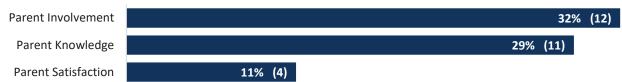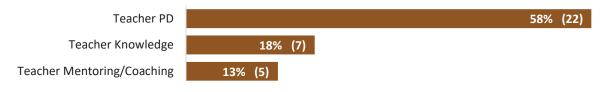*Exhibit 17: Teacher-level objectives by cohorts AY2017 and AY2018*
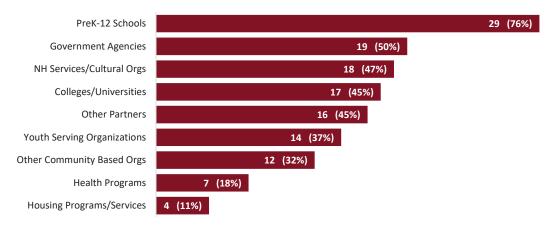
Percentage of 2017 and 2018 Grantees with Teacher Objectives (N=38)

Objective	Percentage (Count)
Teacher PD	58% (22)
Teacher Knowledge	18% (7)
Teacher Mentoring/Coaching	13% (5)

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

Partners. As shown earlier in Exhibit 3, information for about grantees' partners was coded for 30 of the 38 recent grants. AY2017-AY2018 grantees were found to have engaged a total of 1,026 partners. This reflects an average of 31 partners per grantee. Exhibit 18 shows a breakdown of the types of organizations with which grantees partnered, showing PreK-12 schools to be the most common (29 grantees).

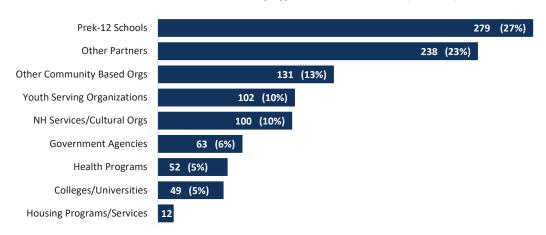*Exhibit 18: Number of organization types partnered with by cohorts AY2017 and AY2018*

Number of AY2017-AY2018 Grantees Which Included Partners by Type (N=38)

Type	Value
PreK-12 Schools	29 (76%)
Government Agencies	19 (50%)
NH Services/Cultural Orgs	18 (47%)
Colleges/Universities	17 (45%)
Other Partners	16 (45%)
Youth Serving Organizations	14 (37%)
Other Community Based Orgs	12 (32%)
Health Programs	7 (18%)
Housing Programs/Services	4 (11%)

When looking at the total number of partners by type, Exhibit 19 shows that 279 (27%) of the 1,026 partners were PreK-12 schools. Even though the most common types of partners were identified, the "Other" category was very large and diverse, therefore it might be worthwhile to identify more categories for future documentation. For example, many partners are individuals, some include foundations (e.g., Easter Seals), some are private sector firms (e.g., Hawaiian Airlines), and others are public entities (e.g., Volcano National Park).

Exhibit 19: Total number of partners by type for cohorts AY2017 and AY2018

Total Number of Partners by Type for AY2017-AY2018 (N=1,026)*

Type	Value
Prek-12 Schools	279 (27%)
Other Partners	238 (23%)
Other Community Based Orgs	131 (13%)
Youth Serving Organizations	102 (10%)
NH Services/Cultural Orgs	100 (10%)
Government Agencies	63 (6%)
Health Programs	52 (5%)
Colleges/Universities	49 (5%)
Housing Programs/Services	12

*The total number of partners here is higher than the total reported above, because some partner organizations were coded as being more than one type, such as a Native Hawaiian health organization.

One challenge for coding partnerships is determining whether an entity is actually a partner or something else, such as simply a field trip destination. Clarifying the definition of partner would be important to better understanding grantee partnerships. Asking grantees to document how partners contribute to the grant could also help in understanding the role of partnerships in these grant programs.
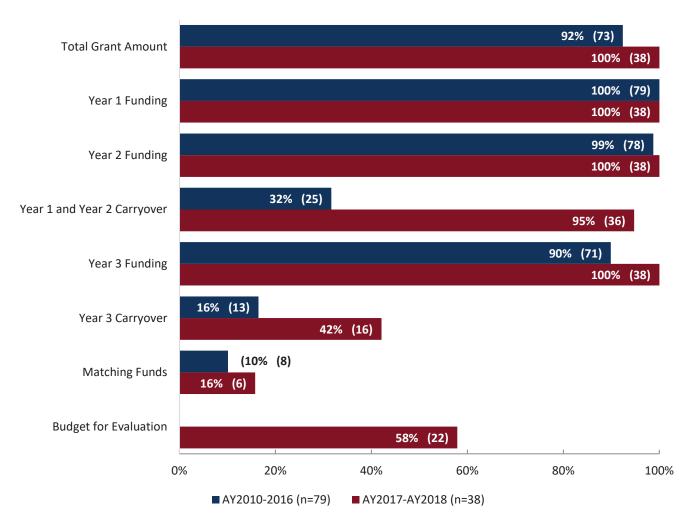
Analysis of Funding Patterns

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

- Award year cohort;
- Education sector (including education levels and types of activities that are not mutually exclusive, such as Pre-K, elementary, middle, high, teacher PD/support, curriculum development);
- Level of curriculum (e.g., the grade levels of curriculum being developed/piloted/ evaluated, i.e., Pre-K, elementary, middle, high);
- Organizational type (e.g. charter school, community college, Native Hawaiian community-based organization, other community-based organization, UH Mānoa, other university, other organization);
- Geographic target area (e.g., Oʻahu, Hawaiʻi Island, Maui, Kauaʻi, Molokaʻi); and
- Carryover funding.

Due to the variation in the availability of data, each analysis is based only on the grants for which each of the data items is currently available. Exhibit 20 shows the number of grants for which data items are available for the analysis of funding patterns.

Exhibit 20: Extent of available funding pattern data

Percentage of Grants For Which Funding Pattern Data Were Provided (N=117)

Category	AY2010-2016 (n=79)	AY2017-AY2018 (n=38)
Total Grant Amount	92% (73)	100% (38)
Year 1 Funding	100% (79)	100% (38)
Year 2 Funding	99% (78)	100% (38)
Year 1 and Year 2 Carryover	32% (25)	95% (36)
Year 3 Funding	90% (71)	100% (38)
Year 3 Carryover	16% (13)	42% (16)
Matching Funds	(10% (8)	16% (6)
Budget for Evaluation		58% (22)

■ AY2010-2016 (n=79)   ■ AY2017-AY2018 (n=38)

The previous review of budget data did not include grant evaluation budgets, so that information is only available for the two recent cohorts, AY2017-AY2018. Exhibit 21 summarizes grant funding included in the analysis by AY. For each award year we provide the number of grants awarded, the number of grants for which we had funding data and the total funding included in this analysis. It is important to note that for the AY2018, the Year 3 funding data was obtained from the federal GAN and could not be confirmed with budget actuals, which had not yet been submitted to USDOE at the time of the analysis.

Exhibit 21: Summary of grant funding included in analysis

Award Year (AY) Cohort	Number of Grants in Cohort	Number of Grants with Total Funding Amount Included in Analysis	Aggregated Total Funding Amounts Included in Analysis (N=111)
AY2010	8	8	$ 8,758,680
AY2011	23	23	$ 53,437,128
AY2012	17	17	$ 42,844,432
AY2013-14	19	19	$ 57,231,339
AY2015-16	12	6	$ 14,434,637
AY2017	25	25	$ 75,796,101
AY2018	13	13	$ 24,540,112
TOTALS	**117**	**111**	**$277,042,429**

Program Outcomes

For the first time, IMPAQ was able to aggregate outcomes across the program. The analysis only includes the most recent grantees, AY2017 and AY2018, as IMPAQ did not attempt to code any outcome information from the earlier study. The term "outcomes" is used very broadly. Many of the grantees' program objectives were stated in terms of service delivery process and outcomes were typically thought of as "outputs" rather than results or outcomes for individual participants. Also, most objectives that were stated in terms of academic outcomes for students were identified as data that would be provided by the Hawaiʻi Department of Education and were not measured by the grantees themselves.

Program outcomes were summarized by:

- Populations served (e.g., students, parents, teachers);
- Achievement of project objectives; and
- Other outcomes grantees achieved that did not fit coding categories.

Summary of Grantee Evaluation Practices

Due to the variation in the availability of data, each of the analyses included in the summary of grantee evaluation practices is based only on the grants for which each of the data items used in that chart is currently available.
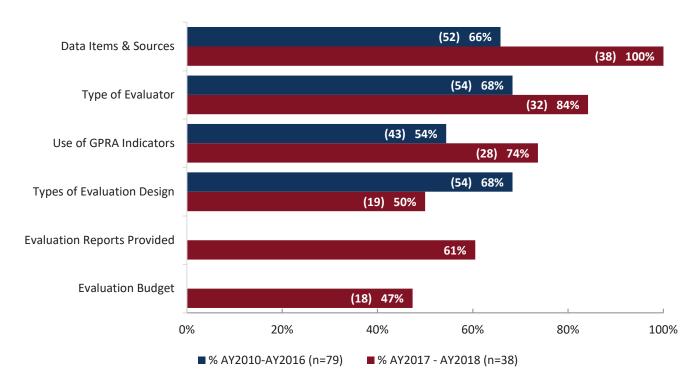
Grant evaluations were summarized by key characteristics including:

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

Exhibit 22 shows the number of grants for which data items are available for the summary of grantee evaluation practices. The AY2017 and AY2018 grantees are displayed in a separate bar because of the additional data available on evaluation budgets and whether evaluation reports were provided for those grantees.

Exhibit 22: Types of evaluation information provided by grantees

**Percentage of AY2017-AY2018 and AY2010-AY2016 Grants
for Which Evaluation Information is Provided** (N=117)

Summary of Key Findings

Building the database of the 117 grants funded through the NHEP that were awarded during AY2010 through AY2018 allowed us to extract data about grant funding, target populations, project objectives, program partners, education sectors targeted, participants served and achievement of project objectives. In addition, we reviewed and summarized grantee evaluation practices. Highlights of the findings are as follows:

Program Description

- The annual average funding per grantee has ranged from a low of $1,094,835 for AY2010 grants to a high of $3,031,844 in AY2017, with the overall average being $2,792,885 in total funding per grantee.
- 100% of grantees have targeting services to Native Hawaiians and 42% have targeted low-income individuals. Far fewer have been targeting other populations such as disabled, English learners, homeless and foster youth.
- Almost half (45%) of the grants and almost two thirds (63%) of the total funding were awarded to Native Hawaiian community-based organizations, and almost a quarter (24%) of the grants and a fifth (19%) of the funding were awarded to the University of Hawai'i at Mānoa. The remining grants were awarded to community colleges or other universities, charter schools, and a range of other types of organizations.
- The education sectors addressed by the majority of the 97 grants for which this information is available were teacher PD/support (67%) and curriculum development (62%). These are followed by elementary education (48%), middle school education (43%), early childhood education (40%) and high school (39%). In addition, 18% of these grants addressed post-secondary education.
- In projects that include curriculum development, the largest number of grants and the largest amount of funding are focused on the Pre-K level.
- Although most grants (81%) target schools or programs on O'ahu, the neighbor islands, including Hawai'i, Maui, Kaua'i, Moloka'i and Lāna'i have been included to varying extents.
- The vast majority of grants have targeted students, with teachers being the next most common target, and far fewer grants targeting parents. Almost all (97%) of the AY2017-AY2018 grants had at least one project objective targeting students, over half (58%) had at least one objective targeting teachers, and almost half had at least one objective targeting parents.
- The most common student objective was school readiness among preschool students, followed by academic achievement of elementary and middle school students. The most common teacher objective was increasing knowledge through professional development, and the most common parent objective was parent involvement.
- The AY2017-AY2018 grantees have engaged a total of 699 partners, reflecting an average of 23 partners per grantee.

Funding Analysis

- The total amount of funding for the program has varied dramatically from year to year, with AY2017 being the highest at almost $76 million, and AY2010 the lowest at less than $9 million.
- For the 97 grants for which we have data on both total funding and education sector, 60% of funds went to projects that included curriculum development, 59% of the funding went to projects that included teacher professional development, and 52% of the funding went to projects that targeted the Pre-K level.

- Unsurprisingly, given its relatively large population, the majority (59%) of the funding went to serving the island of Oʻahu. Almost one fourth (24%) of the funding went to serving the island of Hawaiʻi, and 8% or less to the other neighbor islands.

- The vast majority of AY2017-AY2018 projects had carryovers each year ranging from over 90% in Year 1 to about 80% in Year 2. The AY2017 grantees reported an average budget carryover of just over $236,000 whereas the AY2018 grantees reported an average budget carryover of almost $339,000. While data on carryovers was limited for the AY2010-AY2016 grantees, it appears that a larger proportion of AY2017-AY2018 grantees had carryovers than in prior years. This was likely largely due to the impact of the COVID-19 pandemic.

Program Outcomes

- The 38 AY2017-AY2018 grants have served a total of total of 95,458 participants, including almost 75,000 students, over 18,000 parents, and more than 2,700 teachers.

- Of the 32 grants with student objectives, 84% of them have met at least one of those objectives.

- Of the 15 grants with parent objectives, 87% have met at least one of those objectives.

- 100% of the 22 grants with teacher objectives met at least one of those objectives.

Evaluation Practices

- The evaluation design was often not clearly described in grant documents, so for many we made inferences about the design based on the data sources identified.

- Most grants used more than one type of evaluation design. Most evaluations were largely descriptive (e.g., presentations of pre- and post-program data) and not highly rigorous (i.e. did not use experimental or quasi-experimental impact designs). Most evaluations had a summative component, presenting conclusions about whether the program likely produced an outcome.

- 92 grantees reported using an evaluator. Of those, 41 contracted with an evaluation organization, 21 contracted with and independent consultant, 19 used an internal evaluator, 11 did not specify the type of evaluator, one used a university evaluator and one used another type of evaluator. (Seven of the 19 internal evaluators were for grants to universities.)

- Only three out of the 73 grants for which evaluation design information is available mentioned using participatory approaches that involve stakeholders in design, implementation and interpretation of the evaluation. Participatory evaluation can help to ensure that the evaluation is culturally relevant and useful to the communities served.

- The data sources most often used in the grant evaluations were standardized assessments of student academic achievement, program attendance and student surveys. Parent and teacher surveys were also frequently used.

- 22 of the 38 AY2017-18 grants specified evaluation as a component of their project budgets. Overall, these grantees spent less than 1% of their funding on program evaluation.

Recommendations

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

Grantee Reporting

- Require applicants and grantees to provide specific objectives, with targets (quantitative and qualitative), for their grants, which will allow NHEC to see whether funds are being used to accomplish intended targets.
- Clarify that both applicants and grantees should report specifically on items of interest to NHEC, such as the proportion of resources being targeted to different geographic areas, target populations and education sectors.
- Require that grantees report on whether the program reached its targets. This information will allow NHEC to assess the association between level of spending and ability of the grantee to meet program objectives.
- Provide grantees with guidelines for consistent reporting of expenditure and carryover information.
- Encourage USDOE to have the APR submission schedule match the funding years so that it is possible to interpret results for the appropriate time period.
- Clarify requirements and expectations for evaluation reports. Since the authorizing regulations for this grant program include an evaluation requirement, it makes sense to ask grantees to report their budget for evaluation as well as provide evaluation reports describing their evaluation activities and findings.

Grantee Program Evaluation

IMPAQ recommends that NHEC coordinate with the USDOE's NHEP program office to provide guidance to better support grantees in developing stronger and more effective program evaluations. Such guidance might include encouraging grantees to do the following:

1. Select and work with a qualified program evaluator, preferably external to the project. The evaluator should have experience evaluating similar programs and be involved from the early stages of development of the project, to ensure that evaluation goals are built into the program plans. Recognizing the value of participatory research/evaluation, be sure that the lead evaluator/ researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis.
2. Assist grantees to develop project logic models that are useful to guide program evaluation and program improvement efforts. Include outcome measures and depict how evaluation findings will feed into program improvement.
3. Consider providing provide budgetary guidelines for evaluation, such as "Grantees should spend approximately five to eight percent of grant funds on evaluation." Evaluation budgets should specify how much will be spent on each task or phase, what is expected of the evaluator/evaluation and when including specific deliverables and due dates. Incorporating the evaluation budget into the timeline should help keep evaluation tasks on time and within budget.
4. Encourage grantees and their evaluators to use culturally responsive approaches to program evaluation, such as participatory approaches that involve stakeholders in design, implementation and interpretation of the evaluation.

5. Require applicants/grantees to develop an evaluation plan with specific evaluation questions and the and data sources that will be used to address them, taking into consideration:
   - Who/what will change?
   - When will the change(s) take place?
   - How much change is expected?
   - How will change be measured, recorded, or documented?

Evaluation plans should include clear goals and measurable objectives, implementation and outcome measures, data collection plans, instruments, and plans for analysis, and should explain how evaluation results will be used for program improvement.

Data Coding

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

1. **Numbers of partners**. The database currently includes a field for number # of partners and a set of coding categories summarizing the types of partner organizations. These were taken primarily from APRs and evaluation reports, although in some cases the only available information about partners was from the grant applications. Although the coding categories represent the most frequently reported types of partners, a relatively large proportion of partners were coded as "other." Depending on how useful this information might be, NHEC might want to consider refining the coding scheme to identify additional coding categories to reduce the number of partners coded as "other."
2. **Definition of "partner"**. One challenge for coding partner information was determining whether an entity is actually a "partner" or something else, such as simply a field trip destination. Clarifying the definition of partner would be important to better understanding grantee partnerships.
3. **Partner roles**. To gain a deeper understanding of the importance of partners in delivering NHEP services, it might also be valuable to consider adding a variable that codes the types of roles that partners play, such as raising funds, providing volunteer staffing, providing programming/activity related services, etc.
4. **Grade levels**. The database currently identifies the grade levels of students targeted as an open-ended field and includes coding categories for Pre-K, elementary, middle, high and post-secondary. NHEC might consider whether it would be valuable to code some other kinds of information by grade level, such as program outcomes.
5. **Other characteristics of students served**. Although we have described the characteristics of grantees' target population, it was not possible to capture the numbers of students served with these characteristics. NHEC may want to consider the feasibility of having grantees consistently provide data on the characteristics of students served, at least regarding the number of Native Hawaiian students served.
6. **Promising practices**. For this portfolio analysis the IMPAQ team noted several examples of practices that seemed interesting and potentially worth sharing among grantees. NHEC may want to provide guidance for the next document review about the kinds of practices it would be valuable to look out for. We have also found it useful when evaluating other grant programs to ask the grantees themselves to identify practices they consider promising, interesting, innovative or otherwise worth sharing with other grantees.

National Program Evaluation

IMPAQ recommends NHEC consider embarking on an evaluation planning process similar to what they are recommending to the grantees for the program as a whole, starting with a logic model, then specifying evaluation questions and evaluation plan, then providing grantees with assistance improving the quality of the data that can be aggregated at the national level. Also, the review of documents from 117 different grants has made very clear the substantial variation across grantees in the quality of their grant applications, the completeness of their APRs and the quality of their evaluation efforts. Sharing of expertise among grantees could go a long way to improving these efforts; even just identifying a few good examples grantees might be willing to share. A community of practice could be valuable for sharing many other kinds of expertise and resources as well.

IMPAQ offers NHEC the following suggestions for activities to support a strong national program evaluation effort:

- Develop a logic model for the Native Hawaiian Education Program as a whole.
- Develop national-level evaluation questions and an evaluation plan to address them.
- Develop guidance materials for grantees and provide both webinars and on-demand technical assistance in applying the guidance to individual grant programs.
- Develop evaluation planning guidance for grant applicants to strengthen their program planning process.
- Develop a web-based clearinghouse where grantees access guidance and examples of completed reports.
- Develop a Community of Practice where grantees can share information and expertise with each other.

NHEP Grantee Coaching and Consulting Sessions

Beginning in April 2021, NHEC partnered with researcher and evaluator Linda Toms Barker to provide one on one coaching and consultation to all current NHEP grant projects on a range of topics: program logic model support, performance measurements systems, evaluation design and criteria development, professional development strategies, evaluation use and program planning, program data collection and more.

A total of eight consultations with four grant projects focused on three major topics:

1) Logic model development concerns (raised by all four of the grantees)
2) Evaluation design issues (raised by three of the grantees)
3) Clarification of instructions for completing APRs (raised by two of the grantees)

Consultations included reviewing grantees' applications and logic models in advance of the consulting sessions, phone discussions with project managers and/or evaluators, reviewing and providing feedback on grantee draft materials, and in some cases providing example documents.

Logic Model and Identification of Measures

Concerns Raised:

- How to identify targets and measures, given that logic model does not distinguish between short vs long term outcomes, nor does it specify targets and measures.
- Difficulty getting instructors to complete data collection tasks.

Recommendations and other supports:

- Assisted in distinguishing short-term, medium term and long-term outcomes, and identifying possible performance measures.
- Recommended simplifying overly complex logic model to make it more useful.
- Explained relationship between objectives, logic models and APRs.
- Recommended revisions to ensure objectives, intended outputs and outcomes, and performance measures align.

Evaluation Design

Concerns Raised:

- What changes might be needed in the evaluation design to adapt to unanticipated changes in the flow of students through different phases of the intervention?
- Project Director is new to designing surveys – how can the draft survey instrument be improved?
- Large, somewhat overwhelming number of different data collection efforts.

Recommendations and other supports:

- Recommended prioritizing data collection to focus on data most useful to the evaluation to minimize data collection burden and ensure data analysis focuses on most useful information.
- Recommended collecting data from non-completers.
- Recommended collecting data more systematically as number of students increases over time, rather than relying on instructors' knowledge of the students.
- Recommended labeling 5-point scale (e.g., strongly agree, etc.) rather than just using the numbers 1-5.
- Recommended including appropriate skip patterns in surveys to minimize respondent burden.
- Provided example of a tested/validated well-being scale (WHO's Satisfaction with Life Scale).
- Assisted in trouble-shooting features of Google Forms for survey design.

Annual Performance Reports

Concerns Raised:

- What is the correct way to respond to some of the instructions for the APR?

Recommendations and other supports:

- Provided redacted example of completed APR.
- Clarified APR instructions.
- Emphasized importance of including numbers served in either executive summary or performance measures.

COMMUNITY CONSULTATIONS

The Education Council shall use funds made available through the grant under subsection (a) to hold not less than 1 community consultation each year on each of the islands of Hawaii, Maui, Molokai, Lanai, Oahu, and Kauai, at which [...] (2) the Education Council shall gather community input regarding [...] (B) priorities and needs of Native Hawaiians; and (C) other Native Hawaiian education issues; and (3) the Education Council shall report to the community on the outcomes of the activities supported by grants awarded under this part.

- Sec. 6204(e) of the Native Hawaiian Education Act

FY21 Community Consultations

In February 2021, 'A'ali'i Alliance was contracted to plan, convene, and facilitate regional community members that may also include students, student families, and community employers connected to Native Hawaiian education and workforce in Hawai'i; monitor and report to NHEC of consultation activities; and evaluate the results of the community consultations and responses gathered to inform future priority funding in relation to:

- Understanding and awareness of current Native Hawaiian education programs in the community;
- Immediate and emerging educational and economic trends related to workforce and career pathways;
- Student and family demands for educational resources; and
- Community needs and other factors as they relate to specific education and employment trends in the distinct geographical regions of Hawai'i.

The 2021 NHEC community consultations asked participants to highlight mo'olelo (*story*) of strength in Native Hawaiian education. Collectively, these stories asked for are imagined education for Native Hawaiians that is multigenerational, offers autonomy and greater choice for learners of different backgrounds, puts 'āina (*land, place*) and Hawaiian culture at the center of learning, and integrates the vast needs of students and families beyond education.

Participants shared that the current system for Native Hawaiian leaves so much waiwai (*worth, value*) on the table. A reimagined system for Native Hawaiian education

2021 Community Consultation Schedule:

Moloka'i Sat, April 17, 10-11:30 AM
Maui Tue, April 20, 6:00-7:30 PM
O'ahu Tue, April 27, 12:00-1:30 PM
Kaua'i Thurs, April 29, 11:30 AM-1:00 PM
Hawai'i Island Sat, May 1, 11:00 AM-12:30 PM
O'ahu Tue, May 4, 6:00-7:30 PM
Maui Thurs, May 6, 3:00-4:30 PM
Lāna'i Sat, May 8, 9:00-10:30 AM
Kaua'i Mon, May 10, 6:00-7:30 PM
Hawai'i Island Thurs, May 13, 11:30 AM-1:00 PM

Statewide consultations by peer group:

Caregivers & Parents Sat, May 15, 10:00-11:30 AM
'Āina-Based Learning Mon, May 17, 12:00-1:30 PM
Out of School/After School Programs, Wed, May 19, 11:00 AM-12:30 PM
Higher Education Thurs, May 20, 11:30 AM-1:00 PM
K-12 Education Mon, May 24, 11:30 AM-1:00 PM
Early Childhood Education, Thurs, May 27 6:00-7:30 PM
Teachers, Administrators & Staff Thurs, June 3, 4:30-6:00 PM
Students (any level) Fri, June 4, 3:00-4:30 PM

would capitalize on the energy and excitement in the moʻolelo shared by participants. In such a reimagined system, Native Hawaiian communities will rise to the challenge of forging more flexible and adaptive education that honors the unique needs of individual students.

This report provides a summary of the 2021 community consultations and highlights the moʻolelo of participants in the context of a long journey to develop an effective and supportive Native Hawaiian education system.

A total of 118 unduplicated community members participated in at least one of the 21 offered community consultations from May to July 2021. 66% of participants were female and 32% were male. The largest age group were participants between 41 and 64 years old, followed by participants between 25 and 40 years old. The largest cluster of participants from a single zip code were from Wailuku, Maui followed by Kāneʻohe, Oʻahu.

In a virtual meeting format, participants were asked to respond to the following questions:

- **What are the bright spots in Hawaiian education in the last year?**
- **What did COVID-19 teach us about the possibilities for Native Hawaiian education?**
- **What programs, tools, opportunities should be prioritized?**

Responses to each question were captured and coded. Several themes were prominent across the three questions and are interconnected. The assumption from participants is that these key areas may be recognized and funded in future grant opportunities under the NHEP.

Responses to question 1: What are the bright spots in Hawaiian education in the last year?

Topic	Response Count
New opportunities	106
Partnership	89
Virtual learning	69
Family learning	53

The most frequently talked about responses were taking advantage of opportunities to make improvements in education during the last year. The pandemic and lockdowns created very real disruption to daily life, but not all of it negative. Some of the disruption was positive and welcomed.

The interruption then led to opportunities to try new programs, learn at home, pursue online degrees, and practice culture in different ways. While participant stalked about many different types of opportunity, the vast majority of them saw opportunity itself as a game changer, not just for their family, but for Hawaiian education in general. Many also wondered how to pursue some kind of disruption over time—what we might refer to as innovation—to improve learning and outcomes for students.

Another theme highlighted the importance of partnerships. Some participants noted they leaned on their partners even more in the pandemic, while others forged new partnerships in order to expand or pivot services.

Virtual learning and technology greatly increased participants access to education and learning. Participants also talked about the challenges they or others experienced accessing technology and broadband, but overall, the sentiment toward technology was generally positive. They believed that technology provides new opportunities to learn, and that over time, we will all have more access to Hawaiian education than we did before the pandemic.

Participants also valued the focused time with families learning together. Many families with younger children mentioned how rewarding it was to be able to provide learning opportunities for their children like growing food, exploring family ʻāina, learning family history, and practicing ʻōlelo Hawaiʻi together.

Responses to question 2: What did COVID-19 teach us about the possibilities for Native Hawaiian education?

Topic	Response Count
New opportunities	54
Partnership	32
Virtual learning	32
Culture & language	28
ʻĀina	28

In light of the COVID-19 pandemic, participants found that the possibilities for Native Hawaiian education are endless. The pandemic showed participants that there are so many opportunities we could pursue to improve or enhance Native Hawaiian education. Many of them also talked about the numerous Native Hawaiian organizations already innovating, and how we can and should take their lead. What is clear from participant feedback is now that they have seen what is possible, there is no turning back to the pre-pandemic norms.

Because of lockdowns and home schooling, participants did also note that technology and virtual learning provides one of the biggest opportunity areas for Native Hawaiian education.

Finally, participants saw new possibilities in cultural learning—virtual or in person—and ʻāina-based learning during the pandemic. They witnessed an elevation of cultural knowledge and ʻāina practices during the pandemic and believe that this provides ripe opportunities for Native Hawaiian education to not just educate young people, but to ensure their very survival.

Responses to question 3: What programs, tools, opportunities should be prioritized?

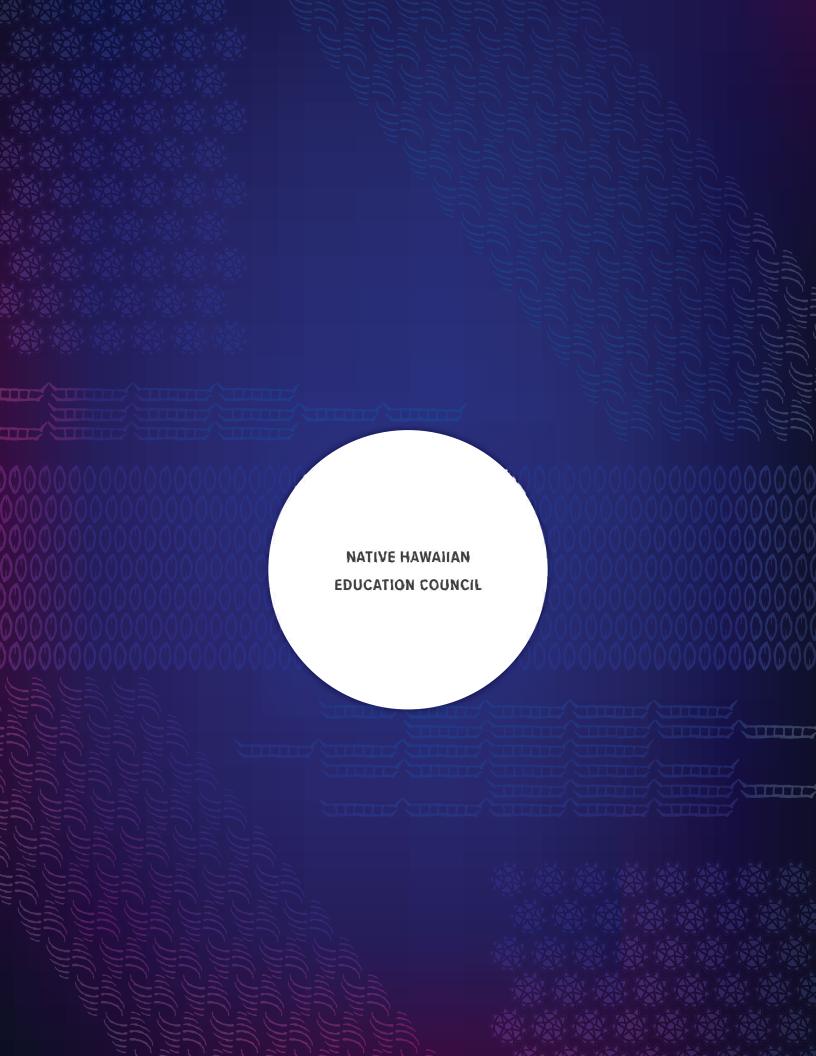| Topic	Response Count
Culture & language	31
ʻĀina	31
New opportunities	28
Mental health & SEL	16

Participants experienced or witnessed cultural practices and ʻāina practices, which are often intertwined, as being absolutely critical to the survival of Hawaiians and also critical to the future of Hawaiʻi. They also mentioned the numerous organizations that already provide cultural and ʻāina experiences and want to see those types of experiences more widely available across the state.

The third most popular type of program or opportunity was opportunity itself. Participants were adamant that we resist reverting to a system that fell short for many students. They want to build upon the opportunities gained in the last year by expanding learning modalities, adjusting the school schedule or calendar, adding cultural and ʻāina practices to learning, and getting tools to learn as a family.

The final request for programs and opportunities is to support student mental health. Even though some students thrived on virtual learning platforms, we all experienced heightened anxiety and truly scary situations in the pandemic. Given this, the students still have psychosocial needs to address via mental services whether the student is online or in person. Even the youngest consultation participants asked that their schools and families continue to prioritize their mental health far into a post-pandemic world.

Conclusion

Community consultation participants provided very helpful, clear guidance for the future of Native Hawaiian education. They expressed that the last year has brought many challenges in education and learning that cannot be ignored. They also shared touching moʻolelo of strength that should give us all hope for the future. If there was one single recommendation to summarize the 2021 consultation process, it would be that a flexible, innovative Native Hawaiian education system that supports the full range of needs of learners and their families is not only achievable, but necessary.

NATIVE HAWAIIAN

EDUCATION COUNCIL

NUʻUKIA - *VISION*

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.

ALA NUʻUKIA - *MISSION*

Ma ka ʻuhane aloha o ke Akua e koi ʻia ka ʻAha Hoʻonaʻauao ʻŌiwi Hawaiʻi
e hoʻolaukaʻi, e ana loiloi, e hōʻike manaʻo
a e hoʻomau i ka ʻike poʻokela o ka hoʻonaʻauao ʻōiwi Hawaiʻi.

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.

LOGO

NHEC's logo depicts our place in navigating the connection between Western education systems and Hawaiian ways of learning/knowing through guidance by NHEC's vision.

STORYMAP

Using visual moʻolelo, NHEC's storymap distills the unique complexities of our work and the role we serve within the Native Hawaiian education ecosystem (see pp.42-43).

2020-2021 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, III**, *Parents And Children Together/ Governor's Early Learning Board*
The Superintendent of the State of Hawai'i Department of Education	Christina Kishimoto, Ed.D. (through 6/30/2021)	**Dawn Kau'i Sang**, *HIDOE Office of Hawaiian Education*
The Chairperson of the Office of Hawaiian Affairs	Carmen Hulu Lindsey	**Lisa Watkins-Victorino, Ph.D.**, *OHA Research Dept* **➜ Secretary**
The Executive Director of the Hawai'i Public Charter School Network	**Sione Thompson**	
The Chief Executive Officer of the Kamehameha Schools	Jack Wong	**M. Wai'ale'ale Sarsona, Ed.D.** *KS Community Education* **➜ Chair**
The Chief Executive Officer of the Queen Lili'uokalani Trust	Robert Ozaki	**Leialoha Benson, Ed.D.**, *QLT Youth Development*
An individual representing one or more private grant-making entities	**Keahi Makaimoku**, *Hau'oli Mau Loa* **➜ Treasurer**	
The Mayor of the County of Hawai'i	Mitch Roth	**M. Nāmaka Rawlins**, *Aha Pūnana Leo, Inc.* **➜ Past Officer**
The Mayor of the County of Maui	Mike Victorino	*vacated;pending new designee*
The Mayor of the County of Kaua'i	Derek Kawakami	**Mahina Anguay** (through 6/2021), *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	Rick Blangiardi	**Carly Sala** (from 6/2021), *Mayor's Office of Culture and the Arts (MOCA)*
The Chairperson of the Hawaiian Homes Commission	William Aila	**Niniau Kawaihae** (from 6/2021), *Office of the Chairman*
The Chairperson of the Hawai'i Workforce Development Council	Leslie Wilkins	*vacated;pending new designee*

NATIVE HAWAIIAN EDUCATION COUNCIL STAFF

Elena Farden	Executive Director
Erika Vincent	Director of Operations

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

History

1983
Native Hawaiian Education Assessment Report

Congress called for a comprehensive assessment on the educational needs of Native Hawaiians, which found that Hawaiians scored below parity in national standardized test; were disproportionately represented in special education and gifted and talented programs; have educational needs related to their cultural situation.

1988
Native Hawaiian Education Act (NHEA)

To address the findings of the 1983 assessment, Congress enacted the NHEA fund supplemental programs to benefit Native Hawaiians in five distinct areas:
- Family-based early childhood education
- Elementary curriculum development
- Higher education assistance
- Gifted and talented
- Special education
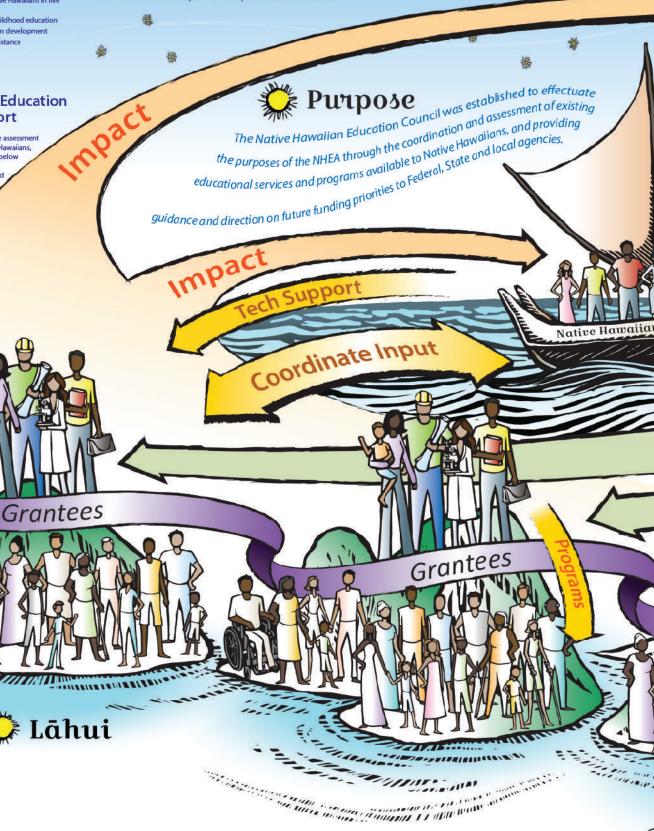
1994
NHEA Reauthorization

Under the Improving America's Schools Act of 1994, the NHEA was amended to:
- Extend funding to curriculum development for secondary education and teacher training/recruitment and for establishing community-based education learning centers;
- Establish the Native Hawaiian Education Council composed of 25 NHEA grant recipients, Native Hawaiian-serving organizations, and island reps to provide guidance and direction of Native Hawaiian education resources to government agencies; and
- Establish five island councils of parents, students, and other community members to ensure island/community interest were represented within the Council.
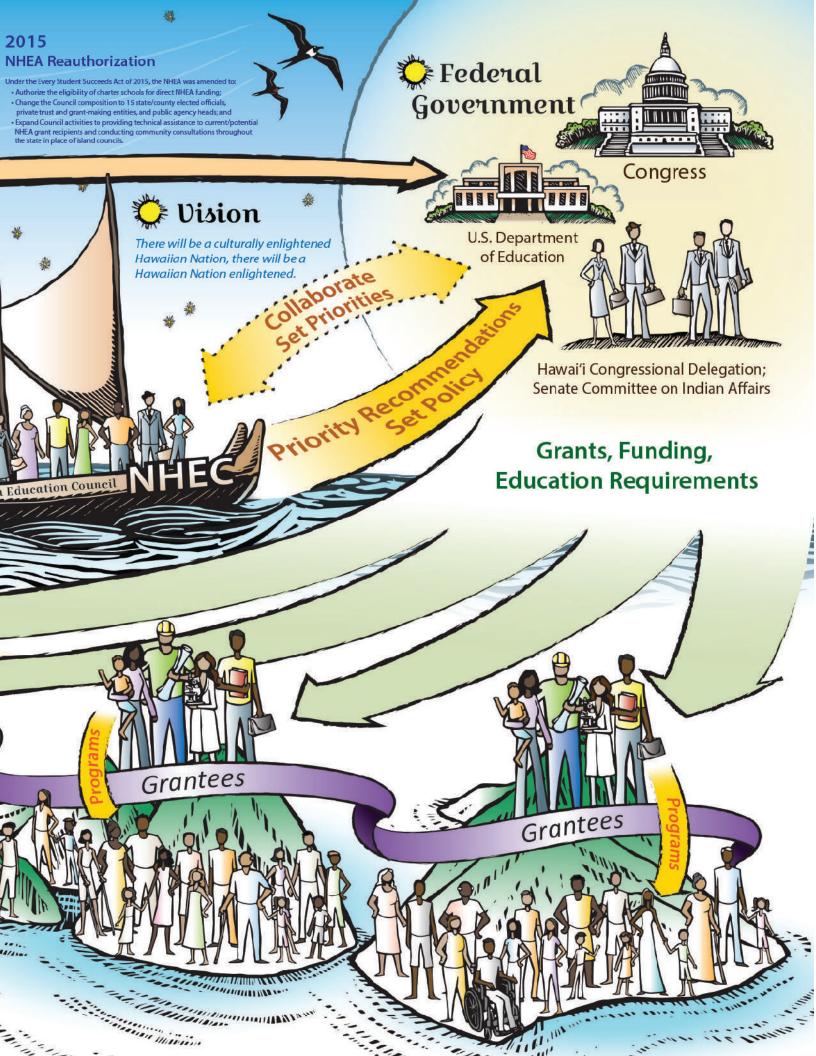
2001
NHEA Reauthorization

Under the No Child Left Behind Act of 2001, the NHEA was amended to:
- Give awarding priority to projects addressing beginning reading/literacy for K-3; the needs of at-risk children/youth; fields/disciplines of Native Hawaiian underemployment; and use of Hawaiian language in instruction;
- Change the Council composition to 10 Native Hawaiian education providers, 10 Native Hawaiians or Native Hawaiian education consumers, and one Office of Hawaiian Affairs representative; and
- Expand island/community representation to seven island councils.

Purpose

The Native Hawaiian Education Council was established to effectuate the purposes of the NHEA through the coordination and assessment of existing educational services and programs available to Native Hawaiians, and providing guidance and direction on future funding priorities to Federal, State and local agencies.

Impact

Impact

Tech Support

Coordinate Input

Native Hawaiian

Grantees

Programs

Grantees

Programs

Lāhui

'Aha Ho'ona'auao 'Ōiwi Hawai'i

NATIVE HAWAIIAN EDUCATION COUNCIL

2015 NHEA Reauthorization

Under the Every Student Succeeds Act of 2015, the NHEA was amended to:
- Authorize the eligibility of charter schools for direct NHEA funding;
- Change the Council composition to 15 state/county elected officials, private trust and grant-making entities, and public agency heads; and
- Expand Council activities to providing technical assistance to current/potential NHEA grant recipients and conducting community consultations throughout the state in place of island councils.

Vision

There will be a culturally enlightened Hawaiian Nation, there will be a Hawaiian Nation enlightened.

Federal Government

Congress

U.S. Department of Education

Hawai'i Congressional Delegation; Senate Committee on Indian Affairs

Collaborate Set Priorities

Priority Recommendations Set Policy

Grants, Funding, Education Requirements

Education Council NHEC

Programs

Grantees

Grantees

Programs

REFERENCE LIST

Bridging The Gap Hawai'i. (2020). *2020 Bridging the Gap Point-In-TIme Count*. Bridging The Gap Hawai'i. Bridging The Gap Hawai'i.

Dragon Smith, C. (2020, April 8). Creating Ethical Spaces: Opportunities to Connect with the Land for Life and Learning in the NWT. Toronto: The Gordon Foundation.

Haliniak, C. (2017). A Native Hawaiian Focus on the Hawai'i Public School System, SY2015. *Ho'ona'auao (Education) Fact Sheet, 2017, 1*. Honolulu, Hawai'i: Office of Hawaiian Affairs, Research Division, Special Projects.

Hawai'i State Department of Education. (2015, November 9). *Hawai'i State Department of Education Equitable Access to Excellent Educators*. Retrieved from U.S. Department of Education: https://www2.ed.gov/programs/titleiparta/equitable/hiequityplan120715.pdf

Hawai'i State Department of Education. (2021, October 21). *2020-21 Strive HI System results*. Retrieved from Hawai'i State Department of Education: https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2020-21-results.aspx

Hawai'i State Department of Education. (n.d.). *Media Kit*. Retrieved November 2021, from Hawai'i State Department of Education: https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.aspx

Kaholokula, J. K., Samoa, R. A., Miyamoto, R. E., Palafox, N., & Daniels, S.-A. (2020, May 1). COVID-19 Special Column: COVID-19 Hits Native Hawaiian and Pacific Islander Communities the Hardest. *Hawai'i Journal of Health & Social Welfare*, 79(5), 144-146.

Kamehameha Schools' Strategy & Transformation Group, Lili'uokalani Trust, & Office of Hawaiian Affairs. (2021). *'Imi Pono Hawai'i Wellbeing Survey 2021: COVID-19 Impacts*. www.ksbe.edu/research/imi_pono_wellbeing_survey.

Kana'iaupuni, S. M., Ledward, B., & Jensen, U. (2010). *Culture-based education and its relationship to student outcomes*. Honolulu: Kamehameha Schools, Research & Evaluation.

Leeb, T. R., Bitsko, R. H., Radhakrishnan, L., Martinez, P., Njai, R., & Holland, K. M. (2020, November 13). Mental Health–Related Emergency Department Visits Among Children Aged <18 Years During the COVID-19 Pandemic — United States, January 1–October 17, 2020. *Morbidity and Mortality Weekly Report*, 69(45), pp. 1675-1680. Retrieved from Center for Disease Control and Prevention.

Morariu, J., Athanasiades, K., Pankaj, V., & Drodzicki, D. (2016). *State of Evaluation 2016: Evaluation Capacity and Practice in the Nonprofit Sector*. Innovation Network.

Office of Hawaiian Affairs. (n.d.). *Hawaiian-focused charter schools*. Retrieved November 2021, from Office of Hawaiian Affairs: https://www.oha.org/hawaiian-focused-charter-schools/

Rogers, A., Awo Chun, K., Keehne, C. N., & Houglum, L. (2020, July 28). Connecting While Disconnected: Nurturing the Relationship Between Culture, Land, and Learners. Learning Policy Insitute.

U.S. Department of Education's Office for Civil Rights. (2021). *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*. Case studies and research papers, Department of Education, Washington, D.C.

MAHALO

735 BISHOP STREET
SUITE 224
HONOLULU, HI 96813

OFFICE: (808) 523-NHEC [6432]
EMAIL: NHEC@NHEC.ORG

WWW.NHEC.ORG