



NATIVE HAWAIIAN
EDUCATION COUNCIL

2022 Annual Report

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

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

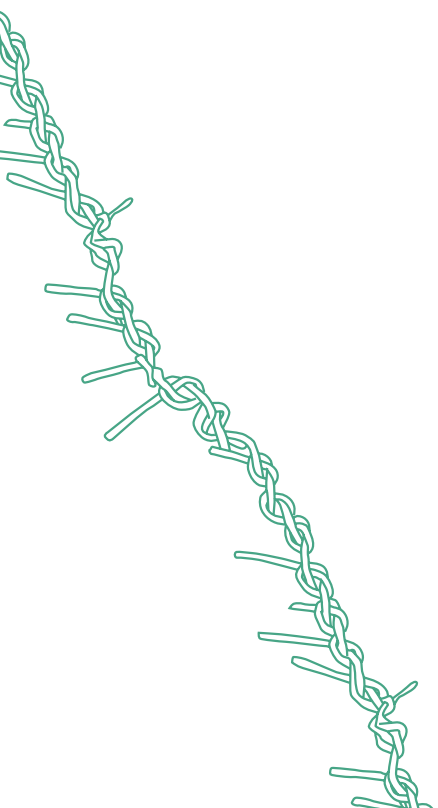


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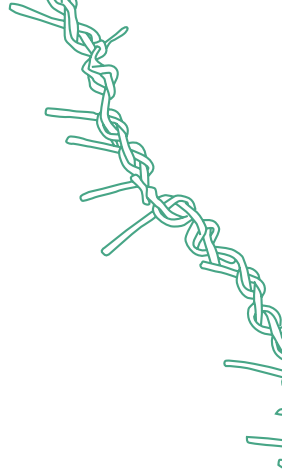


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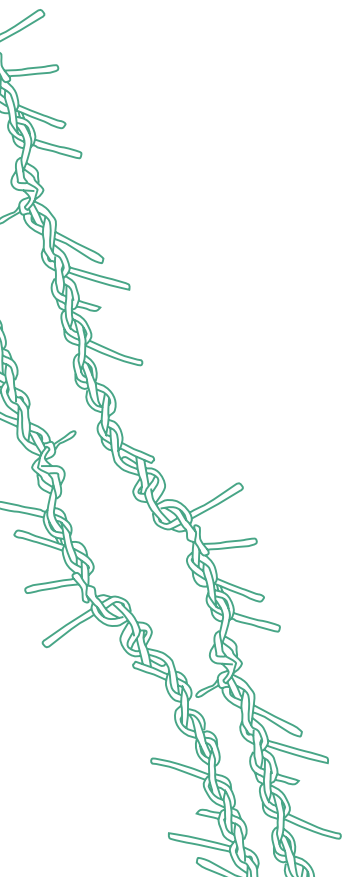
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**Priority
Recommendations
for Native Hawaiian
Education**

Priority Recommendations *for* Native Hawaiian Education



Priority Funding Recommendations for Native Hawaiian Education

Assert Hawaiian language-medium instruction 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

Support a culture of strategic investment in project evaluation and increase technical assistance for evaluation plan development.

Include a qualified program evaluator as a key team member for all NHEP grant projects and provide budgetary guidelines.

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

Increase technical assistance and support to NHEP grantees.

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 or the Council), in its demonstrated commitment to annual consultations with Native Hawaiian communities and ongoing impact, assesment, and learning study following the three-year funding term of the Native Hawaiian Education Program (NHEP) 2020 grantee programs, reaffirms the following priority recommendations for funding to the United States Department of Education (ED):

Assert Hawaiian language-medium instruction 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 stabilized learning continuum and connection for Native Hawaiian communities to engage in cultural practices in a pandemic crisis of emerging COVID variants remains critical. This is critical to life as Native Hawaiian and Pacific Islanders (NHPI) have the highest death rates from COVID-19 compared with any other racial group (Hofschneider, 2020). This is also critical to health-care access as NHPIs have the highest rate of COVID-19 cases compared to other racial and ethnic groups (UH News, 2020).

The pandemic put a historical context of disease population decimation of Native Hawaiians due to American imperialism and its impact on loss of cultural practices, language, and land (NHEA, 2015). Ramifications of this—directly and indirectly—adversely affects long-standing mistrust of government institutions and increased vaccination hesitancy of NHPIs in the pandemic (UH News, 2022). To address this crisis, the Native Hawaiian Pacific Islander COVID-19 Response, Recovery, and Resilience Team was formed. This

multi-agency team understood that culture-based programs and cultural belief systems and practices are powerful tools for helping Native Hawaiian communities make sense of and interpret the pandemic and its effects. For example, the team supported the creation of a Community-Based Subsistence Fishing Area to connect culturally-based practices, sustainable food systems, and public health benefits for NHPI communities (Kamaka, et al., 2021).

Native Hawaiians have strong connections to 'āina (*land, place*), culture, and language and thus are socially and culturally impacted by the pandemic (Kaholokula, Samoa, Miyamoto, Palafox, & Daniels, 2020). Participants of NHEC's 2022 community consultations reported a strong connection to culture and language in order to be successful. "Cultural programming, values, learning 'ōlelo Hawai'i, 'āina work is all so necessary," reflected an O'ahu participant, "and that's not what I used to say, but this pandemic has completely changed my perspective." (Native Hawaiian Education Council, 2022)

Priority funding for Hawaiian-language medium education and Hawaiian culture-based education programs in the next NHEP grant competition is paramount for supporting Native Hawaiian learner outcomes including resiliency and social-emotional well-being.

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

Participants of NHEC's community consultations shared experiences of food insecurity as stressors of the pandemic, which in turn underlines the incredible importance of 'āina-based learning or "teaching and learning through 'āina so our people, communities, and lands thrive" (Ledward, 2013). Nationally, 21% of Native Hawaiian Pacific Islanders, as compared to non-Hispanic White counterparts (8%), experience food insecurity 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 (Nguyen, Pham, Jackson, Ellison, & Sinclair, 2022).

Their relational value to food, to one another, and to the environment remains a priority for Native Hawaiian communities. A participant who attended NHEC's community consultation session for "Out of School and 'Āina" reflects on the importance of 'āina-based programming options in the community if traditional schools did not provide resources. "[Traditional schools] don't see the rigor in 'āina-based learning. I think that's the disconnect. I think that's why out-of-school programs are so important. It reminds our haumāna (*students*) that learning continues after the school bell rings".

'Āina-based learning as building relational value, connection, and identity between learners and the environment is in strong alignment with the goal of the Hawai'i State Aloha + Challenge: by 2030, increase school-community sites that provide 'āina-based education and stewardship opportunities for students to learn and experience 'āina that "can deepen their relationship with the natural environment, cultivate connections within their communities, and

build critical skills that can be applied to real-world issues" (Aloha+ Challenge Collective, n.d.).

The increased value of and access to 'āina-based learning and education programs generated greater attention on Hawaiian-focused charter schools (HFCS), which 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 'āina-based programs to adapt hybrid and/or virtual delivery for whole family engagement to meet the needs of 'āina learning and feeding communities. Hawaiian culture-based education principles are values-based, place-based, and land-based (Dragon Smith, 2020). A community participant that attended NHEC's community consultation session for "K-12 and Higher Education" stated the need of 'āina-based programming as an essential stabilizer in Native Hawaiian communities:

"If we don't do something drastically different, we're not going to have traditional farmers and fishermen. We're going to have people who can code but not feed themselves in the next emergency. How do we create policy that supports the things that anchor our society?"

Priority funding for expansion and support of 'āina-based programs reinforces the value of traditional wisdom in 'āina as an educational approach to cultivate critical skills for learners, as well as an inclusive recovery approach for communities. NHEC strongly recommends 'āina-based programming as a priority area for funding in the next NHEP grant competition.

"If we don't do something drastically different, we're not going to have traditional farmers and fishermen. We're going to have people who can code but not feed themselves in the next emergency. How do we create policy that supports the things that anchor our society?"

—NHEC Community Consultation community participant for K-12 and Higher 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 adolescents ages 12-17 (Leeb, et al., 2020).

The Council's engagement with community through the 2022 consultations reaffirms that mental health issues among students are an important public health concern as everyone continues to emerge from the COVID-19 pandemic. Social and Emotional Learning (SEL) competencies in relation to student well-being continues to be reinforced as a priority by community. "Staff who are well-trained, experienced, and know how to deal with traumatized kids are essential," stated a participant from a Moloka'i community consultation. In NHEC's 2017-2018 annual report, SEL

recommendations were also provided to ED 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 Hawai'i*) for innumerable generations. Findings from this project show that the wisdom of the Hawaiian culture is expressed in values and practices that more recently have been identified as SEL competencies. This congruence between Hawaiian value systems and SEL principles 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."


Priority and funding for programming that addresses increased mental health professionals in schools and communities including trauma-informed care training for all persons in contact with learners in the next NHEP grant competition is imperative to the mental health and well-being of Native Hawaiian learners.



Priority Recommendations for Native Hawaiian Education Program (NHEP) Grantee Support and Program Evaluation

"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



In the process of providing one on one coaching and consulting support to current NHEP grantees (see "Activities of the Council: Technical Assistance"), several observations and recommendations arose on how to provide grantees with greater support and how to improve the quality of data being collected and reported across the program overall. The Council makes the following priority recommendations for grantee support to ED:

Support a culture of strategic investment in project evaluation and increase technical assistance for evaluation plan development.

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. Although projects funded by NHEP are required to address program evaluation, the program does not have clear criteria for assessing the adequacy of evaluation plans, does not require grantees to use an independent evaluator or to submit evaluation reports, and does not provide guidance on how much grantees should invest in program evaluation.

The Council recommends that ED provide meaningful guidance and technical assistance to grant applicants/grantees on developing an evaluation plan for their program including what is expected of the evaluator/evaluation plan in alignment to the project logic model outcomes. 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 constraints. 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.

NHEC recognized that a kind of basic framework or guide for the evaluation of NHEP projects may be helpful, similar to the evaluation framework developed in 2011 for ED's 21st Century Community Learning Centers grant program. A copy of the framework is provided under 'Appendix A'.



Include a qualified program evaluator as a key team member for all NHEP grant projects and provide budgetary guidelines.

To better support grantees in developing stronger and more effective program evaluations, the Council recommends that NHEP grant projects include as a key member of their team a qualified program evaluator. The evaluator should have experience evaluating similar programs and be involved from the early development stages of the project to ensure that evaluation goals are built into project plans. Recognizing the value of participatory research and 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.

ED should also provide greater support and assistance to grant applicants/grantees in developing an evaluation budget to determine how much will be spent on evaluation tasks, or guidance on a minimum percentage of their program budget to devote to evaluation. In NHEC's portfolio analysis of 2010-2018 NHEP grant awards, only 22 of the 38 grants indicated evaluation as a component of their project budgets, and overall these grantees spent less than 1% of funding on program evaluation (Native Hawaiian Education Council, 2018). In 2016, it was reported that only 12% of nonprofit organizations spent 5% of their budget on evaluation due to long-standing barriers of funding and staff time (Innovation Network, 2016). 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% of small nonprofit organizations, which are defined by the Internal Revenue Service as tax-exempt organizations that have \$500,000 or less in total assets. Due to staff size and funding, small nonprofit 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, ED and the 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 make connections in the work being done by the program and the desired changes the program wants to achieve, therefore culturally responsive evaluation is needed for effectively measuring success in desired change. In the aforementioned NHEP portfolio analysis, only three of the 73 grants that shared their project's evaluation design indicated use of participatory approaches that involve stakeholders in design, implementation, and interpretation of the evaluation (Native Hawaiian Education Council, 2018).

The recommendation also aligns with NHEC's 2018 study of the GPRA measures for NHEP. The study precipitated a long-stated need among NHEP grantees that GPRA standards were inadequate for measuring growth, learning, successes, and achievements of Native Hawaiian learners. The standards were largely considered culturally incongruent (Native Hawaiian Education Council, 2018). The new GPRA program logic model is a step in the right direction in identifying program-relevant outcomes, though more can be done to support and enhance measuring what matters to the Native Hawaiian community.

Increase technical assistance and support to NHEP grantees.

During the coaching and consultation sessions, grantees expressed their appreciation for receiving from ED individual review and feedback on their project logic model and for the technical assistance webinars provided this past year, and found great value in receiving individual, direct technical support through NHEC's coaching and consultation sessions. However, along with wanting greater assistance with program evaluation planning and budgeting, grantees would like ED to provide individual review and feedback on annual performance reports (e.g., are they correctly responding to reporting requirements) and additional feedback on performance measurers immediately following approval of their project's logic model.

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 recognized 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)):

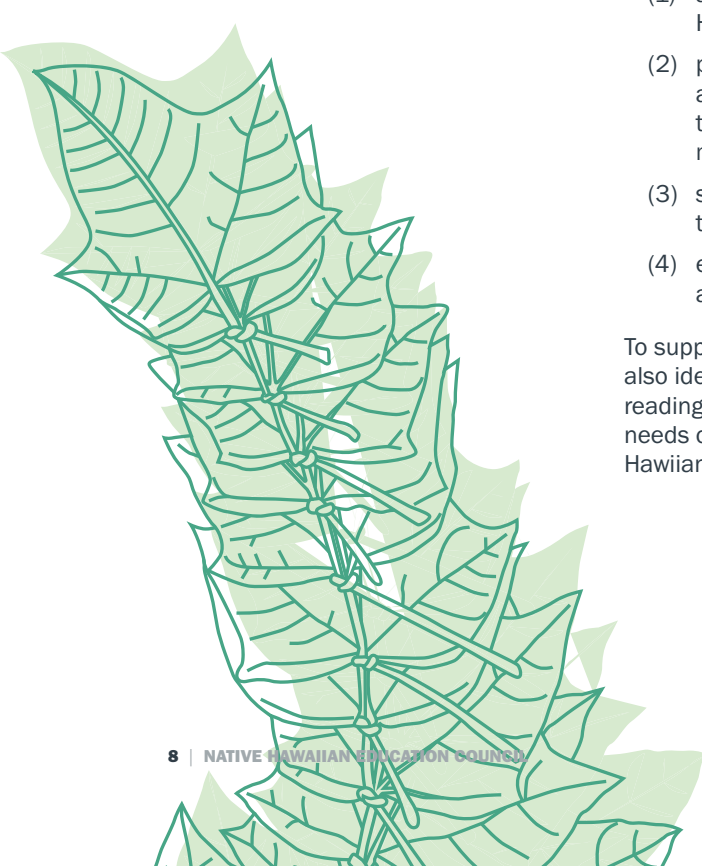
"The United States has recognized and reaffirmed that—

- (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 to—

- (1) authorize and develop innovative educational programs to assist Native Hawaiians;
- (2) 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) supplement and expand programs and authorities in the area of education to further the purposes of this title; and
- (4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

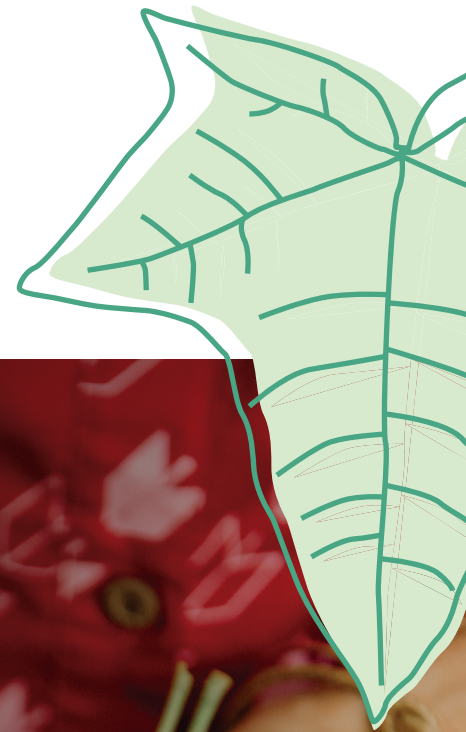
To support this purpose, the Native Hawaiian Education Act (NHEA or 'the Act') also identifies priorities for projects that are designed to address beginning reading and literacy among students in kindergarten through third grade, the needs of at-risk children and youth, needs in fields or disciplines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



Purpose of the Native Hawaiian Education Council

Section 6204(a) of the Act establishes the NHEC “to better effectuate the purposes of [the NHEA] through the coordination of educational and related services and programs available to Native Hawaiians, including those programs that receive funding under this part.” In essence, NHEC provides leadership and guidance from the Hawaiian community to ED.

The purpose of the Council, 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, which includes an annual report to provide priority recommendations to ED. 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 Council members were convened throughout the month of November 2022 and supported by NHEC staff for the purposes of reaffirming the criteria for priority recommendations for funding. The tasks outlined for the committee included: 1) review of previous Council needs assessment criteria with current data from multiple existing sources, including NHEC's FY22 community consultations analysis; and 2) determine, finalize, and agree upon new or updated data sources to support criteria.

Data Sources. Data informing the criteria was curated from multiple resources from various Native Hawaiian-serving organizations, including the Hawai'i Department of Education (HIDOE), the University of Hawai'i, the Kamehameha Schools, Office of Hawaiian Affairs, and Lili'uokalani Trust. A list of all cited data sources is included under the "References" section of this report.

After robust discussion and review of updated data sources, the ad hoc committee reaffirmed the five criteria used to determine the 2022 priority recommendations Native Hawaiian education funding and program support to ED:

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 HIDOE system 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. Participants of NHEC's community consultations reported new possibilities in cultural learning—virtual or in person—and 'āina-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 the pandemic 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 survival of Native Hawaiians.

Physical and mental health. Participants noted that having a strong identity in a very complex crisis, like the COVID-19 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 HIDOE system.

Within the last 10 years, U.S. Census 2020 reports that the Native Hawaiian-Pacific Islander population grew by 28%, making NHPs the fifth largest ethnic group with a total population of 1.6 million (Jones, Marks, Ramirez, & Ríos-Vargas, 2021). 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 HIDOE system (Office of Hawaiian Affairs, 2017). Further, schools where Native Hawaiian student enrollment exceeds 50% are concentrated in rural communities throughout the Hawai'i. Seventeen percent of Hawai'i public K-12 schools 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 locations 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 Hawai'i 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.

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. The HDOE reported for school year 2019-2020 (pre-pandemic) that 47.39% or 84,993 students, are considered economically disadvantaged (Hawai'i State Department of Education, 2021).

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, Lili'uokalani 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 economic 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 Hawai'i Department of Education.

During school year 2012-2013, the HDOE 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 reauthorization of the federal Every Student Succeeds Act and connects key state education policies and initiatives by optimizing data for progress and targeting resources.

The 2021-22 Strive HI results report overall positive gains in student academic recovery impacted by the pandemic. One example supporting this criterion is Kaunakakai Elementary on Moloka'i that reported double-digit acceleration in student academic proficiencies across English, Math, and Science. The report attributes this progress to high engagement partnerships with key stakeholders, such as parents and caregivers, which relates to Criterion 1 (Hawai'i State Department of Education, 2022).

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.

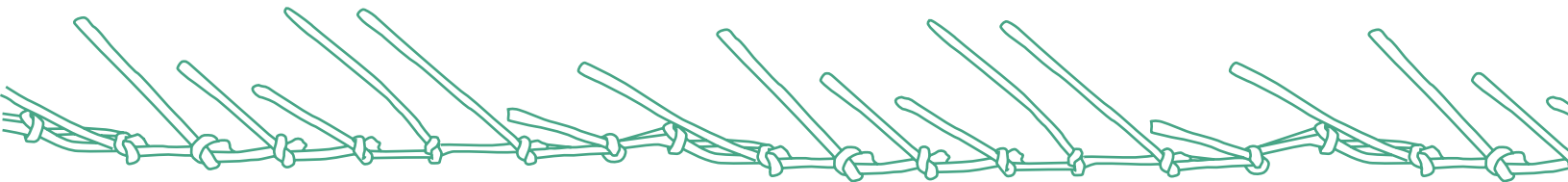
Building on the principles of community-based participatory research of equitable collaboration and mutual trust between partners is most aligned to Native Hawaiian cultural values. This approach to community participation and involvement promotes:

- **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 members most likely to utilize program services with its development and planning builds long-term trust, buy-in, and ultimately ownership of longitudinal success of educational outcomes.
- **Explores community 'ike (ways of knowing, understanding) 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 their 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***



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

HĪPU‘U NATIVE HAWAIIAN EDUCATION DATABASE

Background

In July 2021, The Council awarded American Institutes for Research (AIR) through a competitive bid process a contract to conduct an environmental scan and development of an online clearinghouse. Prior to this, The Council's research resources have been made available on our organization website. However, our website was not designed to support user interface needs for online searching or to categorize and house varying forms of resources such as multi-media, articles, or streaming video.

The purpose of our online database is a multifaceted approach to meet our statutory mandate, increase data access and Native Hawaiian education research resources with and within our communities, and foster evidence-based policymaking with allied partners at our local, state, and federal levels.

Methodology and Data Collection

The Council established two parts to address this mandate. The first was to conduct an environmental scan and stakeholder needs assessment that informs the design and delivery of an online database. The second part would be to utilize the stakeholder feedback to shape and inform a user-centered design of the online clearinghouse.

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.

There were four main areas of research identified to harvest data from stakeholders for Part 1 that could inform recommendations for the design and development of the online database that included goals and objectives, types of content, content organization, and user experience (UX). Based on these four areas, four research questions were established:

1. What do we want the database to accomplish?
2. What audiences should the database serve?
3. What content should the database contain and provide access to?
4. What kind of user experience should the database strive to deliver?

To obtain the necessary quantitative and qualitative data, we first identified the stakeholder audiences for the database that included primary, secondary, and tertiary audiences. Then we used three research methods to collect data to inform our discovery research: stakeholder interviews, online surveys, and a benchmarking review.

The table below identifies the stakeholder audience and data collection method:

STAKEHOLDER AUDIENCES	DATA COLLECTION
Primary Interviewees	
Council members, former members, staff, and a current grantee organization. and staff	Interview, survey
NHEP grantees	Interview, survey
Hawai'i state agencies and Native Hawaiian-serving organizations	Interview, survey
Federal policymakers for the state	Interview, survey
Secondary Audience	
Educational, community-based organizations in Hawai'i that provide funding or direct services to Native Hawaiians	Survey
Native Hawaiian community	Survey
Tertiary Audience	
U.S. Department of Education staff	Survey
Grant funders and philanthropic organizations	Interview, survey

Part 1 data collection methods included stakeholder interviews and a survey. The interview protocols and survey questions were intentionally aligned so that we could combine data and present a cohesive view of the wants and needs related to database goals and objectives, types of content, content organization, and the user experience.

In addition to the stakeholder interviews and survey responses, a benchmarking review was also incorporated.

A benchmarking review is a type of market research that compares organizations, or in this case websites, across existing performance criteria to assess or establish performance standards in an industry, domain, or product class. Having defined standards or levels of performance within that space, organizations can identify improvements or performance targets that fit their strategic plan or their approach to continuous improvement.



Data Analysis

The interview protocol and survey data analyses involved sorting and tabulating the data in a spreadsheet and conducting qualitative analysis of the open-ended responses and interview notes. Two raters analyzed the qualitative data collaboratively for interrater reliability. When appropriate, interview and survey data were combined and analyzed together. The results were then summarized to identify key takeaways, which guided our recommendations for the clearinghouse.

Summarized Findings

The following are summarized findings organized across the four overarching research questions for Part 1.

Hipu'u Goals and Objectives

In interviews, the following five themes were cited most often when discussing goals for the Hipu'u website development, in the following ranked order:

1. Disseminate data about impact/outcomes of approaches
2. Disseminate grantee materials that have practical value
3. Preference for raw data
4. Inform policymakers
5. Inform about educational program availability

Types of Content

Potential users of the Hipu'u site hope that Hipu'u can provide access to data-driven and technical assistance materials, which often are hard to find or require a lot of work to assemble. Those expectations fall into three general categories:

- Data-rich materials to learn about program or policy outcomes, in particular datasets, curated data, or visualized data.
- Technical materials that have practical value (e.g., serving as a reference or presenting best practices).
- Materials that reflect the work and accomplishments of NHEP grantees.

Adding to user preferences for data-driven and technical materials was also stated for Hipu'u to become a one-stop shop destination for online resources, whereby it would:

- Deliver the convenience of finding everything in one site or being directed to the right location to avoid lengthy and scattered searching;
- Provide access to a wide range of materials, some of which might otherwise require special access;
- Consolidate high-value materials on key topics and in various formats/types to streamline research and learning; and
- Provide access to disaggregated data on Native Hawaiian education in a searchable database.

The content preferences expressed by participants will guide and shape priority criteria for Hipu'u in determining which types of content to assemble and make available. These preferences also point to a high level of need and expectations that may be difficult to meet in the short term because some types of materials may take a significant amount of time to collect, curate, and vet.

Therefore, the Part 1 findings suggested to approach the launch and build out of Hipu'u in phased releases. The purpose and scope of each release should be carefully framed prior to release to manage user expectations.

Content Organization

At the highest level of content organization, potential users of the clearinghouse would prefer to see content organized first by topic and then by age bands.

Although the topics resonating the most with potential clearinghouse users cover a very broad spectrum of issues, they center on four themes, ranked in order of preference:

1. Education programs outcomes and best practices
2. Education and well-being research, trends, and metrics
3. Socioeconomic issues impacting education policy and programs
4. Pedagogical resources and curriculum

With regard to organizing content under a Native Hawaiian well-being section, potential clearinghouse users expressed strong preferences for five subtopics, listed in ranked order:

1. Native Hawaiian cultural and spiritual practice and identity
2. Mental health and behavioral development
3. Healthcare data/outcomes
4. Physical health and behavior
5. Physical environment and safety

The second layer of organization was proposed by age group, such as the following:

- Early childhood
- Elementary
- Middle school
- High school
- Postsecondary
- Adult education

User Experience (UX)

Zoom polling, surveys, and open-ended interview question responses point to many specific UX attributes and characteristics that potential clearinghouse users prefer and from which we might extrapolate what they would like to see in the clearinghouse. Listed in ranked order, they are as follows:

1. A choice of simple search or advanced search
2. Filtering
3. Related item suggestions
4. Metadata-rich result listings
5. Quick View
6. Feed of the latest resources

In addition, for “next step” options for what users would like to do with a selected item, they ranked the following, of which the first five do not require the user to create an account:

1. Download a resource
2. See related Items
3. Bookmark a resource
4. Share a resource
5. Print the resource
6. Sign up for email updates (requires creating an account)

**PART II:
Online Clearinghouse
Development**

The goal of Part 2 is to build on the findings of Part 1 and develop an online database 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 database content and resources; and is fully secure to withstand external threats (e.g., cyberattacks, viruses).

At the completion of Part 1, the summary findings and recommendations established a sound framework for the user-centered design development and project roadmap.



NHEC Part 2 Clearinghouse Project Roadmap

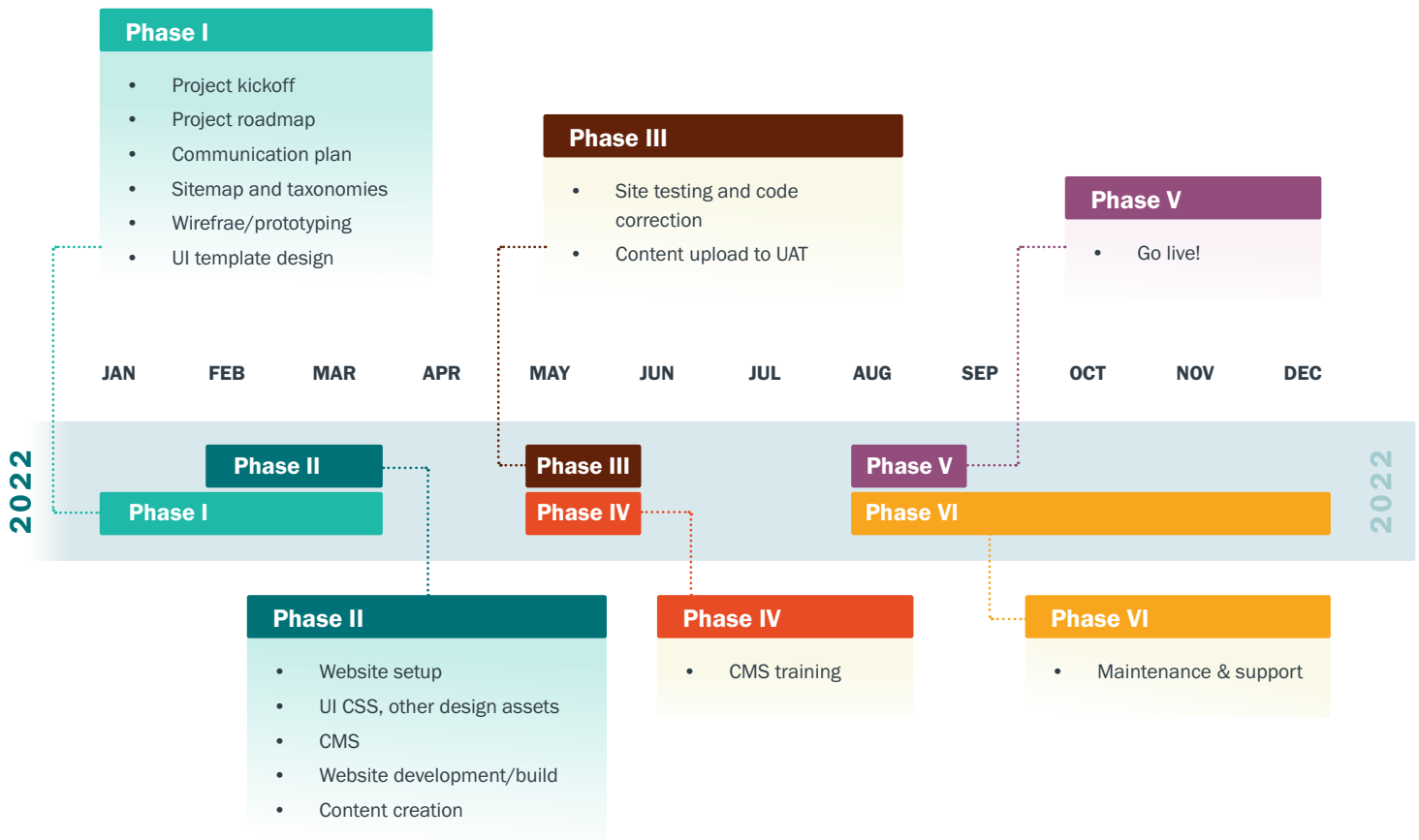


Figure 1. Hīpu‘u Project Roadmap for Part 2: Online Clearinghouse Development begins in February of 2022 through the end of the calendar year for the entire lifecycle of the site development, staff training of the site, and site maintenance and transition.

Part 2: Phase 1 and 2

Phases 1 and 2 of the Hīpu‘u development encompassed significant effort, dialogue, and iterative work in:

- Sitemap & Taxonomies:** Site infrastructure in how content will be organized and how resources are categorized for search functionality based on key determining factors from Part 1 participant feedback and community-relevant language (i.e. Hawaiian-medium education vs Native Hawaiian language education)
- Wireframes & Prototyping:** Along with site infrastructure, wireframes were established early on the development phase to visually layout content and functionality of a user journey with simple prototyping for the Council to test features.
- Communication:** The highly iterative nature of the wireframes and prototyping development meant weekly and biweekly meetings between the Council and development team to create a constant flow of testing, feedback, and updates.

Figure 2. Hipu'u home landing page with a simple search field and featured resources within the domains of education and well-being & culture.


HIPU'U EDUCATION ▾ WELLBEING & CULTURE ▾ MULTIMEDIA ▾

Aloha!
Your search begins here.

Search


[Advanced Search ▾](#)

FEATURED RESOURCES

 **Ho'ona'auao**
education


REPORT
[2020-2021 Native Hawaiian Education Council Annual Report](#)
Author: Native Hawaiian Education Council
Source: Native Hawaiian Education Council

AFTER-SCHOOL PROGRAMS - OUT-OF-SCHOOL-TIME | CAREER AND TECHNICAL EDUCATION (CTE) | CHARTER SCHOOLS | COLLEGE - CAREER READINESS | COVID-PANDEMIC | DIGITAL LITERACY | HAWAIIAN FOCUSED CHARTER SCHOOLS | HAWAIIAN IMMERSION - HAWAIIAN-MEDIUM EDUCATION | HEALTH - BEHAVIORAL | HEALTH - EMOTIONAL | HEALTH - MENTAL | HEALTH - PHYSICAL | HEALTH BEHAVIORS | HOME SCHOOLING | SOCIO-EMOTIONAL LEARNING | VIRTUAL LEARNING

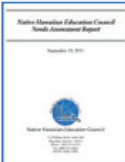
 **Maika'i a Mo'omeheu**
well-being & culture

RECORDING
[Report out on NHEC's 2021 Community Consultations](#)
Author: Native Hawaiian Education Council
Source: Native Hawaiian Education Council

AFTER-SCHOOL PROGRAMS - OUT-OF-SCHOOL-TIME | CHARTER SCHOOLS | COVID-PANDEMIC | FAMILY LITERACY SERVICES | HAWAIIAN FOCUSED CHARTER SCHOOLS | HAWAIIAN IMMERSION - HAWAIIAN-MEDIUM EDUCATION | SOCIO-EMOTIONAL LEARNING | VIRTUAL LEARNING

 **REPORT**
[Evaluation of the Native Hawaiian Education Program: Portfolio Analysis of the 2010-2018 Grants](#)
Author: Native Hawaiian Education Council
Source: Native Hawaiian Education Council

AFTER-SCHOOL PROGRAMS - OUT-OF-SCHOOL-TIME

 **REPORT STUDY - RESEARCH JOURNAL**
[Native Hawaiian Education Council Needs Assessment Report](#)
Author: Native Hawaiian Education Council
Source: Native Hawaiian Education Council

AFTER-SCHOOL PROGRAMS - OUT-OF-SCHOOL-TIME | CAREER AND TECHNICAL EDUCATION (CTE) | CHARTER SCHOOLS | COLLEGE - CAREER READINESS | FAMILY LITERACY SERVICES | GIFTED & TALENTED STUDENTS | HAWAIIAN FOCUSED CHARTER SCHOOLS | HAWAIIAN IMMERSION - HAWAIIAN-MEDIUM EDUCATION | HEALTH - EMOTIONAL | HEALTH - MENTAL | HEALTH - PHYSICAL |

Figure 3. User search interface for Hīpu'u.org based on domain, subject types, topic types, and further filtered by resource types, target population types, audience types, content types, and multimedia types.

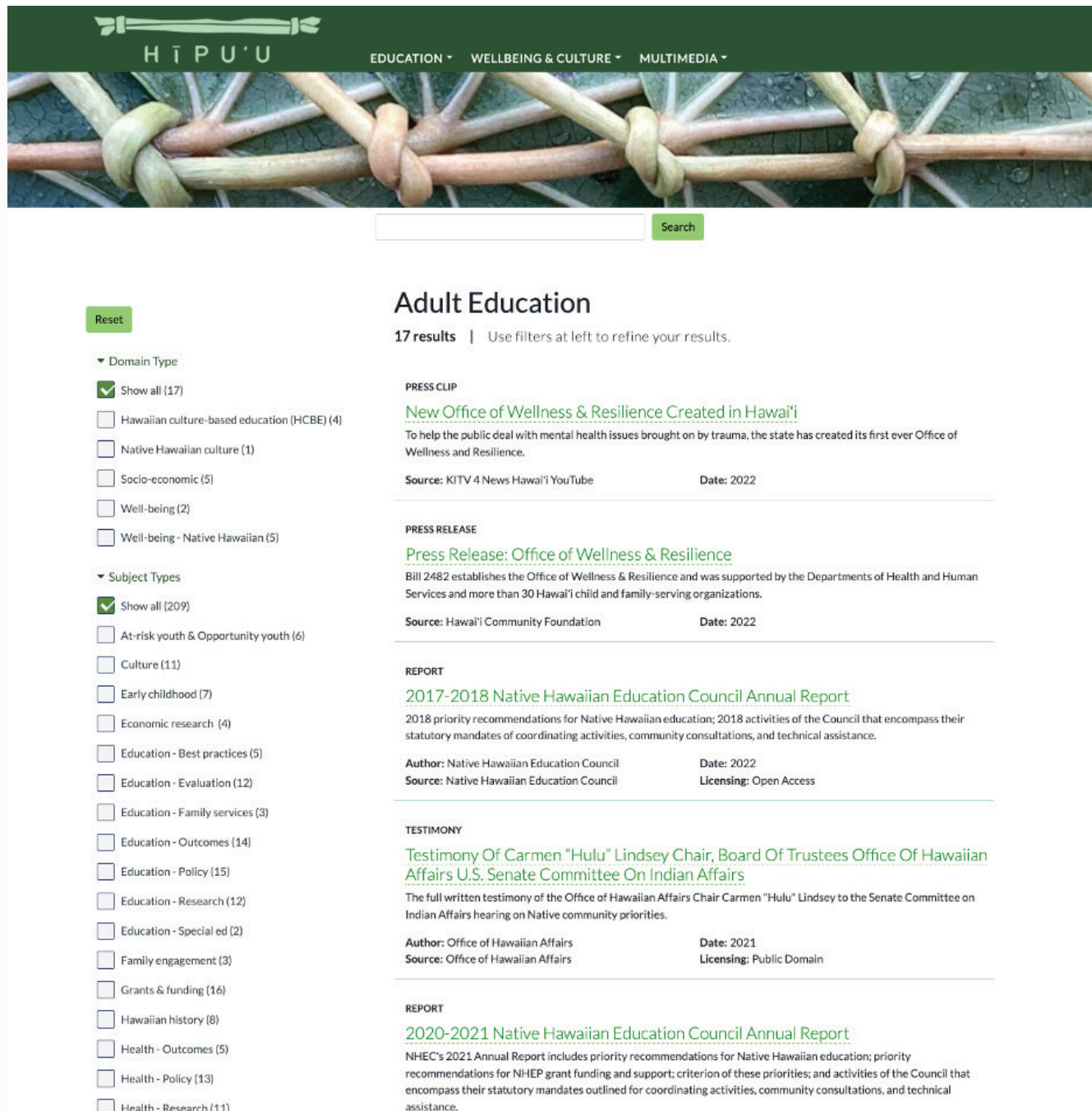


Figure 4. User search interface for Hipu'u.org based on multimedia filter that results in resources of videos and movies.

The screenshot displays the Hipu'u.org search interface. At the top, there is a navigation bar with the Hipu'u logo and menu items for EDUCATION, WELLBEING & CULTURE, and MULTIMEDIA. Below the navigation bar is a search bar with a 'Search' button. On the left side, there is a 'Reset' button and a list of filters under 'Domain Type' and 'Subject Types'. The 'Domain Type' filter has 'Show all (4)' selected. The 'Subject Types' filter has 'Show all (41)' selected. The main content area is titled 'Video and Movie' and shows '4 results'. Each result includes a title, a brief description, and metadata such as Author, Date, and Licensing.

Domain Type

- Show all (4)
- Hawaiian culture-based education (HCBE) (3)
- Well-being - Native Hawaiian (1)

Subject Types

- Show all (41)
- Culture (3)
- Early childhood (1)
- Education - Best practices (2)
- Education - Evaluation (2)
- Education - Family services (1)
- Education - Outcomes (4)
- Education - Policy (4)
- Education - Research (3)
- Family engagement (1)
- Grants & funding (3)
- Hawaiian history (2)
- Health - Outcomes (2)
- Health - Policy (2)
- Health - Research (1)
- Parents & Caregivers (1)
- Policy & Regulations (2)
- Program design-implementation (1)
- Socio-economic & outcomes (2)
- Well-being - Health factors (1)
- Well-being - Programs (3)

Video and Movie

4 results | Use filters at left to refine your results.

VIDEO & MOVIE

[Testimony Of Carmen "Hulu" Lindsey Chair, Board Of Trustees Office Of Hawaiian Affairs U.S. Senate Committee On Indian Affairs](#)

On February 24, 2021, Office of Hawaiian Affairs Chair Carmen 'Hulu' Lindsey testified before the Committee on Indian Affairs on Native Hawaiian community priorities.

Author: Office of Hawaiian Affairs **Date:** 2021
Source: Office of Hawaiian Affairs **Licensing:** Public Domain

VIDEO & MOVIE

[2017 Native Hawaiian Education Summit](#)

2017 Native Hawaiian Education Summit - Education Leadership Panel featuring Dr. Maenette Benhan, Sione Thompson, Ka'leo Duarte, Kau'i Sang, Dr. Kaua'ne Kamanā. Recorded September 8, 2017 at the Ko'olau Ballrooms. Please visit <http://www.keaomalalama.org> for more info.

Author: N/A **Date:** 2017
Source: Keaomalalama **Licensing:** Public Domain

VIDEO & MOVIE

[The Impact of the Native Hawaiian Education Program](#)

Overview of the Native Hawaiian Education Act (NHEA) history and Native Hawaiian Education Program (NHEP) and its impact on innovative programs for Native Hawaiians, featuring grantee programs such as Ka Pa'alana, Keiki Steps, Kūlia & Ka Lama Education Academy, 'Aha Pūnana Leo, and the Institute for Native Pacific Education and Culture.

Author: Native Hawaiian Education Council **Date:** 2017
Source: Native Hawaiian Education Council **Licensing:** Copyrighted

VIDEO & MOVIE

[The Native Hawaiian Education Council](#)

Established in 1988 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & Make Recommendations' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment

Author: Native Hawaiian Education Council **Date:** 2014
Source: Native Hawaiian Education Council **Licensing:** Copyrighted

Figure 5. Hīpu‘u resource search result that provides the content type (report), resource abstract, the source URL, download options, and related resources based on the user search criteria.

HĪPU‘U EDUCATION ▾ WELLBEING & CULTURE ▾ MULTIMEDIA ▾

REPORT

2020-2021 Native Hawaiian Education Council Annual Report

Fiscal year 2021

[Download Report](#)

Author: Native Hawaiian Education Council Date: 2021
 Source: Native Hawaiian Education Council Licensing: Open Access

Summary Abstract

NHEC’s 2021 Annual Report includes priority recommendations for Native Hawaiian education; priority recommendations for NHEP grant funding and support; criterion of these priorities; and activities of the Council that encompass their statutory mandates outlined for coordinating activities, community consultations, and technical assistance.

Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to Coordinate, Assess, and Report & Make Recommendations’ on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.

Source URL:
[NHEC Website](#)

RELATED RESOURCES

RECORDING
[Report out on NHEC’s 2021 Community Consultations](#)

REPORT
[2019-2020 Native Hawaiian Education Council Annual Report](#)

REPORT
[Native Hawaiian Education Program Grant Funding Patterns](#)

REPORT
[2016-2017 Native Hawaiian Education Council Annual Report](#)

REPORT
[2015-2016 Native Hawaiian Education Council Annual Report](#)

REPORT
 STUDY - RESEARCH JOURNAL
[Native Hawaiian Education Council Needs Assessment Report](#)

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 information and data regarding grants awarded under this part; [...] (5) assess and evaluate the individual and aggregate 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**

IMPACT, ASSESSMENT AND LEARNING STUDY OF THE 2020 NHEP GRANT AWARDS – YEAR 1

In 2021, American Institutes for Research (AIR), a national policy analysis and evaluation research firm, was contracted to develop an impact, assessment, and learning study of the NHEP 2020 cohort of grant recipients to effectively measure the progress and impact of meeting the goals of the NHEP as stated in the Act including development of a logic model for the NHEP as a whole.

The purpose of this project is to assess the data collected and produced by the grantees and provide technical assistance on the coordination and collaboration among the NHEP, HIDOE, and grantees to improve access to and sharing of data to inform the administration and evaluation of the NHEP

Activities for the study are divided into five distinct phases:

1. Planning, Communication and Project Management
2. Data Collection and Management
3. Technical Assistance and Evaluative Analysis
4. Impact, Assessment, and Learning Report
5. Presentation and Dissemination

The following is a summary of Year 1 project activities and an overview of activities occurring throughout Year 2.

Planning, Communication and Project Management

The study was kicked off in August 2021 with NHEC and AIR meeting to confirm the Council's vision for the study and ensure a common understanding of its scope and goals, and to discuss plans for data collection and logic model development.

Development of a Program-level Logic Model. AIR worked collaboratively with NHEC executive leadership and the project standing committee to create a draft version of the NHEP logic model. The Council created the vision statement for the logic model and generated early ideas related to long-term outcomes. This program-wide logic model is a living document that AIR continues to develop through grantee engagement activities. To date a small subset of grantees has contributed ideas related to long-term outcomes and potential measures.

Logic model development will continue during the second year of the project (September 2022-August 2023). An all-grantee meeting was held in September 2022, which gathered additional insights from the perspective of grantees and leverages the work they have done on their project level logic models. Community engagement events are being planned for Spring 2023 and will generate insights from the perspectives of some of the communities served by 2020 NHEP grants.

Data Collection and Management

Review of Literature and Extant Data. To increase understanding of the Native Hawaiian education context and leverage prior work accomplished by NHEC and other Native Hawaiian organizations, AIR conducted a gray literature review (evidence not published in commercial publications) on recent reports and relevant policy documents. Key topics in the summary of this review include background on the NHEP and the federal Act that created and authorizes the grant program; Native Hawaiian and other culture-based education models; and parent/family engagement frameworks. AIR continue to add to this summary as relevant documents become available and uses this internal document as a reference.

Development of a Program-level Logic Model. To inform the logic model development, data collection, and outcomes data collection tasks, AIR conducted an extant data review to create an inventory of existing data sources that potentially measure relevant outcomes related to student achievement, workforce development, and community health and wellbeing (broadly defined). The extant data inventory was completed in January 2022. AIR continues to refer to the inventory to help locate and describe available outcomes data. The focus in Year 2 will be on finalizing long-term outcomes and identifying measures that align with each outcome. In addition, The AIR team will clarify the short- and mid-term outcomes expected to contribute to those long-term outcomes and specify accompanied measures.

Grantee Engagement. The AIR team developed a grantee engagement plan and began engaging grantees in the logic model development task by asking them to identify long term outcomes and aligned outcome measures. To date, a small group of grant project directors have attended two meetings to design and facilitate an all-grantee meeting that took place in September 2022. Learnings from the September event will support the logic model development and inform the planning of future grantee and community engagement events.

Community Engagement. AIR has engaged two Hawai'i community-based consultants with experience working in Native Hawaiian communities to plan and facilitate community engagement events that will begin in Spring 2023. This team has developed a community engagement plan and has identified five target communities for initial engagement activities: Waimānalo, Māili, the Ka'ū -Kea'au-Pāhoa Complex Area, Keaukaha, and Moloka'i island. AIR will reach out to NHEP grantees serving these communities and community-based organizations for recruitment. These 2023 events will likely take place virtually, but as the COVID pandemic eases AIR will explore the possibility of conducting in-person events in one or two of the target communities.

Measurement of Outputs and Outcomes. In Year 1, AIR has progressed in this project by collecting annual grantee documents and reports and creating a database to store and code the data gleaned from these reports. To date, all Year 1 documents received from FY20 grantees have been reviewed and data entered into an Excel database. Quality control reviews are in progress and inform ongoing refinements to the database. The AIR team has also begun to collect grantee documents for Year 2 and continue to follow-up on missing documents from Year 1. These documents will be reviewed, and data extracted and entered into the grantee database.

With regard to outcomes data sources, AIR submitted a data request to the HIDEO, as confirmed when meeting with Hawai'i DXP to discuss data needs for the study. AIR is also looking into options for automated data scraping using R software, which would allow us to retrieve the publicly available data more efficiently in the event that HIDEO does not respond to our request in a timely fashion.



Technical Assistance and Evaluative Analysis

Data Analysis. The AIR team is utilizing Microsoft PowerBI to generate a customizable data dashboard tied to the grantee Excel database. The data visualizations on the dashboard can be displayed in reports and webpages as needed by NHEC. By end of November 2022, A draft PowerBI dashboard will be provided to the Council for review and comment on the most useful data to display visually to inform program monitoring over time.

Development of Data Collection Recommendations. AIR will begin drafting early recommendations related to data collection in 2023. These draft recommendations will be refined in Year 3.

Assistance with Articulating the Outcomes of the NHEP. AIR will begin sharing early learnings from the study with grantees and communities through engagement activities. The details of these activities will be finalized based on learnings from the initial all-grantee meeting (September 2022) and grantee engagement events (Spring 2023). AIR will work with NHEC to identify other relevant venues and forums for disseminating the cohort-level information produced through the study with Native Hawaiian communities across the state.

Impact, Assessment, and Learning Report

Preliminary Reporting and Final Report. AIR will report its preliminary findings to the Council for review and comments by June 2024. The final report is due in July 2024.

Presentation and Dissemination

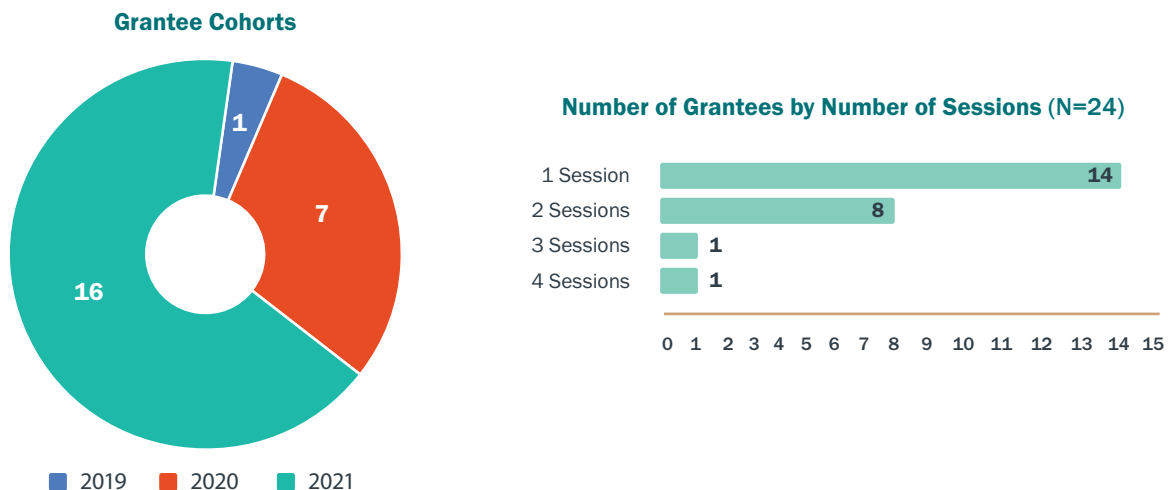
Council Briefing on Project Status. AIR provided a briefing to the full Council on the Year 1 project activities on August 10, 2022, receiving useful feedback and insights from the members on grantee engagement, community engagement, and data analysis. The Year 2 briefing is scheduled for July 2023.

NHEP GRANTEE COACHING AND CONSULTING SESSIONS

In FY22, NHEC continued its partnership 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.

This year, a total of 37 consultations with 24 grant projects. Seventeen of the sessions occurred from November 2021 through January 2022 as grantees were revising and finalizing their project logic models. The other 20 sessions occurred from April through July 2022 as grantees were preparing annual performance reports (APR).

Of the 24 grant projects that participated in the session, one is from the 2019 award cohort, seven from the 2020 cohort, and the majority (16) from the 2021 cohort. Most participating grantees requested only one coaching/consulting session, but ten had multiple sessions as shown in the chart.



Focused on four major topics:

1. Logic model design/development issues (raised by all of the grantees coached in January 2022, and all but five of the grantees coached in the spring/summer)
2. Performance measures (raised by all but four of the grantees)
3. Clarification of instructions for completing annual performance reports (APRs) (raised by all but two of the grantees coached in the spring/summer)
4. Program evaluation issues (raised by six 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 Development

Concerns raised:

- How to identify targets and measures, given that not all approved logic models distinguished short/medium/long term outcomes.
- Confusion about whether performance measures should focus on outputs or outcomes.
- How to use the logic model to structure data collection and reporting.

Recommendations and other supports:

- Recommended simplifying overly complex logic model to make it more useful.
- Explained relationship between objectives, logic models and APRs.
- Assisted in distinguishing short-term, medium term and long-term outcomes.
- Encouraged grantees to include performance measures for critical outputs other than targets for numbers served (which are reported in a difference section of the new APR) as well as for short/medium term outcomes.

Identification of Performance Measures

Concerns raised:

- How to prioritize rather than have 20 or more performance measures.
- How to ensure that performance measures are meaningful to project managers.
- How to use logic models to identify performance measures.

Recommendations and other supports:

- Assistance in identifying performance measures.
- Recommended revisions to ensure project objectives, intended outputs and outcomes, and performance measures align.

Annual Performance Reports

Concerns raised:

- What is the correct way to respond to some of the instructions for the APR? In particular, what is the correct way to report financial data and outcomes, given that the time frame for the APR is less than

the full grant year? (These concerns were mostly voiced by 2021 grantees. Some 2020 grantees were concerned about how the APR requirements were changing.)

Recommendations and other supports:

- Used PPT slides from ED that were used with the nine pilot grantees to describe the new MAX Survey report.
- Clarified APR instructions.
- Emphasized importance of including other evaluation results in the narrative, since the APR template only specifically requires numbers served and numerical results for performance measures.

Program Evaluation

Concerns raised:

- How to find a qualified evaluator (using standard UH system did not yield qualified candidates)
- Evaluation requirements unclear – ED does not seem to prioritize evaluation, evaluation reports are not required, unclear whether/to what extent to invest in program evaluation.
- Large, somewhat overwhelming number of performance measures requiring different data collection efforts.
- How can survey instruments be improved?
- How to analyze and report the data.

Recommendations and other supports:

- Recommended posting evaluator positions with Hawai'i Pacific Evaluation Association and commercial job posting sites rather than limiting to the University of Hawai'i recruitment system.
- Recommended prioritizing data collection to focus on data most useful to the Project managers to minimize data collection burden and ensure data analysis focuses on most useful information.
- Recommended following through with evaluation plans developed during grant writing and early program implementation stages, even if not explicitly required by ED.
- Reminded grantees that while ED prioritizes numerical data, it is the qualitative data that provides insights into how to improve the numbers.
- Recommended evaluating why participants drop out by collecting data from non-completers.
- Recommended labeling scales (e.g., strongly agree, etc.) rather than just using the numbers.
- Provided suggestions for how to analyze and report pre-post data, addressing percentage targets vs numerical targets, how to report on annual vs 3-year targets, and other analysis and reporting issues specific to individual projects.



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



FY22 COMMUNITY CONSULTATIONS

For fiscal year 2022, 'A'ali'i Alliance LLC (A'A) 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 the Council of consultation activities; and evaluate the results of the community consultation activities and responses gathered to inform future priority funding in relation to:

- Public awareness and engagement with current NHEP-funded programs and services;
- Gathering community reflections on immediate and emerging educational intervention, bright spots or promising practices, as well as needs and challenges;
- Understanding student, 'ohana (*family*), and workforce demands for educational resources and programming; and
- Improving the consultation process and data with community guidance and insights to trends as they relate to specific educational trends in the distinct geographical regions of Hawai'i.

Using these goals, the consultant and NHEC staff designed a consultation process that included the following components:

- A succinct and easy to understand set of guiding questions;
- A flexible schedule to include both virtual consultations and in-person consultations;
- Trained and prepared facilitators and Council members to inspire positive engagement during consultations; and
- Both island-specific consultations and affinity group consultations to attract a more diverse set of stakeholders in Native Hawaiian education.

2022 Community Consultation Schedule

January 20 – K-12 and Higher Ed
January 22 – Student, Teachers, Parents
January 27 – Out of School and 'Āina
February 3 – Early Childhood
February 19 – Windward Community College (in person)
March 3 – Waimānalo, O'ahu
March 10 – Hilo, Hawai'i
March 10 – Waimea, Hawai'i
March 12 – Central Maui
March 14 – Lāna'i
March 15 – Moloka'i
March 30 – open to anyone
March 31 – Hawai'i
April 5 – Moloka'i
April 8 – Maui
April 9 – Wai'anae, O'ahu (in person)
April 13 – Anahola, Kaua'i (in person)
April 14 – Līhu'e, Kaua'i (in person)
April 14 – Kekaha, Kaua'i (in person)
April 21 – Lāna'i
April 23 – Ko'olauloa, O'ahu
April 26 – open to anyone

The 2021 consultations focused on mo’olelo (story) of strength and bright spots in Native Hawaiian education during the pandemic. In 2022, the focus shifted slightly to build upon mo’olelo of strength and ask which programs, components, people, or services are absolutely essential to Native Hawaiian education. An appreciative inquiry approach was employed in 2022 to seek positive and uplifting stories to draw out creative problem solving and critical analysis. Participants were asked to share their mo’olelo about the essential programs and services they would like to see prioritized.

The guiding questions for the consultations were:

- **Based on what we learned during COVID-19, what education programs proved to be essential? What characteristics of programs or specific programs can you not live without?**
- **How did the community meet essential needs?**
- **What gaps in Native Hawaiian education remain? Why do these gaps persist?**

The first question sought specific references to programs and services. The second question asked how community deployed these essential programs during such challenging circumstances, and the final question asked participants to think about what gaps remain in Native Hawaiian education—particularly if these gaps prevent essential programs and services from flourishing—and why the gaps persist if they are essential.

A total of 22 consultations were scheduled from January through April 2022. A total of 17 virtual consultations were planned and facilitators were able to host five consultations in-person after COVID-19 safety restrictions were lifted across the state. Originally, the schedule included 13 in-person consultations, but due to the Omicron surge, many of these consultations were moved to virtual meetings

for safety or under recommendation by community members that participation would be better online. Given the uncertainty of the pandemic and recommendations that community members preferred virtual meetings in some cases, 17 consultations stayed in the virtual meeting format for 2022.

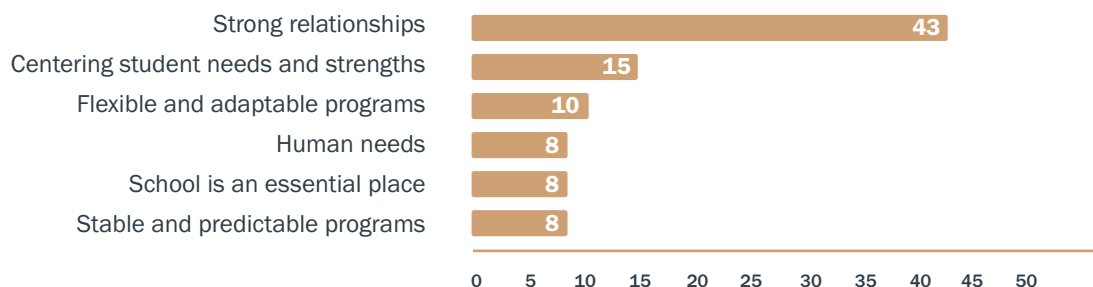
A total of 68 unduplicated community members participated in the community consultations from of which 79% were female and 32% were male. The largest age group consisted of participants ages 41-64 (51%), followed by participants age 25-40 (22%), and ages 19-24 (13%). The largest cluster of participants from a single zip code were from Kāne’ohe, O’ahu (14%), Hau’ula, O’ahu (8%), and Hilo, Hawai’i (8%). O’ahu had the most participants (59%), followed by Hawai’i Island (19%), Kaua’i, Maui, Moloka’i, and Lāna’i. All islands were represented in the 2022 consultation process.

In regards to the “educational role” of participants (i.e., current student, teacher at any type of school, at any level of education pre-K through post-high, etc), a full 45% of participants identified as current students, 42% identified as current teachers, and 13 participants or 19% identified as both a teacher and student.

This year, more challenges related to attendance at consultation. Participants noted feeling more fatigue with online meetings, wariness toward the safety of in-person meetings, community frustration with tourism that made some in-person meetings contentious, and a struggle to balance rapidly opening in-person activities—like youth sports—with meetings. The pandemic made clear there is no perfect option: each participant comes with preference for either in-person or online engagement and a busy schedule. Given this, the mo’olelo reflected in this report only represent those who were able to juggle schedules successfully and make time to attend. This has important implications in that busy individuals may be missing from the conversation.

Responses to each question were captured and coded. Several themes were prominent across the three questions and are interconnected.

Responses to question 1: Based on what we learned during COVID-19, what education programs proved to be essential? What characteristics of programs or specific programs can you not live without?





Strong relationships (connections, strong ties across educational stakeholders) were the most mentioned essential characteristic Native Hawaiian education. Other essential characteristics included student-centered education, flexible and adaptable programs, programs caring for human needs, school itself as an essential place, and stable and predictable programs. Participants talked about how important it is for students to have strong connections with their schools, teachers, administrators, counselors, mental health professionals, peers, and a strong connection to culture in order to be successful. Participants also talked about the essential connections between families and schools and other community resources.

Participants also said that putting student needs, strengths, talents, and interests at the center of the educational experience is essential. Not only do participants believe children need to be approached as individuals

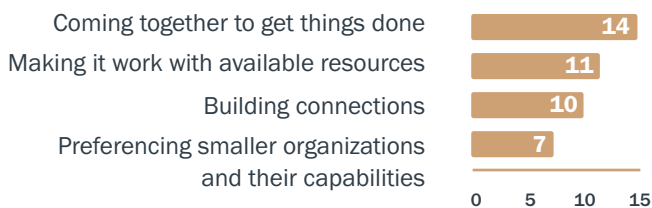
in the learning environment, but also as people who are unique and sometimes have difficult home environments.

Participants also mentioned that flexible and adaptable programs are essential. Flexible programs are those quickly able to change to meet emerging needs, especially pandemic-related issues.

Interestingly, the next most essential program characteristic after flexibility was a notion that programs or schools that provided a sense of stability, predictability, and structure proved essential. Participants did not mean to say that programs that refused to change did well, but rather, those who adapted while also providing a sense of stability—like predictable scheduling even if the program time of day changed—were most helpful.

It is also important to emphasize that schools themselves are essential. School helps to organize society: it is a predictable place where students go and where the services provided therein are relatively helpful and positive. Schools are essential places because of the human needs to which they attend. Taken together, these two categories of essential pieces of Native Hawaiian education show that both the physical space of schools is essential as well as the services provided at school.

Responses to question 2: How did the community meet essential needs?



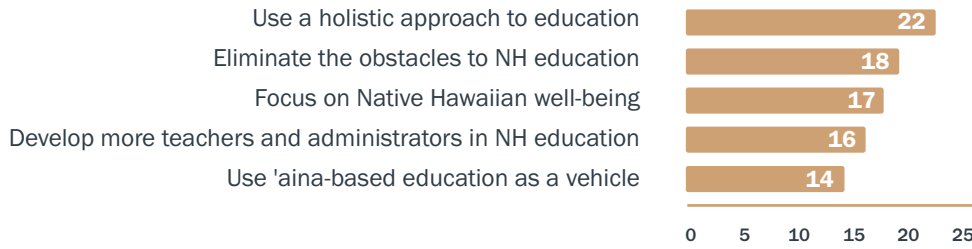
Facilitators tried to get participants to focus on the essential programs they had just mentioned in the first question and on how the need for essential services were met. Gaps were filled by community coming together and getting things done, making things work with available resources, by building connections, and having preference for smaller organizations and their capabilities.

Community also tried to get creative with the resources available to make essential programs possible. Some participants said they used the resources of their communities, and others were able to find success accessing institutional resources. What is clear is that communities have more tools and resources than maybe gets acknowledged.

Participants also mentioned that filling the essential needs in Native Hawaiian education was accomplished through relationship building. This comes as no surprise given the important role relationships play in Native Hawaiian education in general and as shown in the previous question.

The responses show that community was able to meet the essential needs of Native Hawaiian education by taking ownership to problem solve, work together, practice resourcefulness, and keep the scale of the work manageable. These are all critical approaches to successful community work, so it comes as no surprise that these elements are mentioned most. Programs looking to be successful in the future would do well employing similar approaches.

Responses to question 3: What gaps in Native Hawaiian education remain? Why do these gaps persist?



The final question was an attempt to direct participants with concerns about Native Hawaiian education toward sharing what they believe to be the root cause of any gaps or problems. Not all participants were able to think through the gaps in Native Hawaiian education and why the gaps persist during the time allotted; others came with professional experiences in education to share why gaps persist. Once participants were able to voice root causes, facilitators were able to probe for solutions to these root causes. It was found that potential points of leverage that the Native Hawaiian education system can use to solve some of its most challenging and persistent gaps. The most common idea is to create a more holistic education system, followed by eliminating obstacles to Native Hawaiian education, and focusing on Native Hawaiian well-being.

Participants talked most about the failures of the current educational system—both Native Hawaiian education and otherwise—as siloed, piecemeal, and unable to understand the holistic wellbeing of learners. Participants said that if education were constructed in ways that address total wellbeing, used processes that supported student success, and had an organizational culture that preferenced learning, Native Hawaiian children and all children could be more successful.

In addition to the larger, foundational pieces of education needing to operate as a healthier system, there are also

many barriers on the micro level to wellbeing. It is important to note that one online meeting consisted of participants from the Native Hawaiian hearing impaired and deaf community. These individuals expressed intersectional issues as people with disabilities and as Native Hawaiians. In addition to this specific issue from the deaf community, others expressed general concerns not being able to access Native Hawaiian education, not knowing about programs, their challenges with special needs in general, and the lack of willingness among school administrators to address barriers to learning.

Many participants brought up the conflicts between Western and indigenous wellbeing as the reason why gaps in education persist. Also, many brought up the lack of mental, emotional, or spiritual health resources as the reason why student achievement remains low. More approaches to holistic well-being could help address some of the persistent gaps in Native Hawaiian education, but this will not be easy work.

Across many consultations, participants wanted to raise a red flag that there is a critical shortage in teachers, particularly Hawaiian immersion and Hawaiian medium education teachers. Facilitators heard anecdotes about the number of open teaching positions at schools, students staying in the cafeteria most of the day for study hall due to a lack of teachers and substitutes, and the lack of fully



credentialed teachers. Additional follow up from NHEC and other important state-wide advocates is needed to confirm the true level of teacher shortages and also improve the flow of certified teachers to the classroom.

'Āina (*land, place*) continues to be an important vehicle not just for better educational outcomes, but potentially greases the wheel that could bring resolution to other challenges in Native Hawaiian education. For example, 'āina is a vehicle for building student understanding of connection and relationships was an essential component of Native Hawaiian education in Question 1 mana'o. It also is a vehicle for spirituality, mana, and social emotional learning that does not have to be loaded with religious connotation as was talked about in the paragraphs above. There are also barriers to 'āina-based education that prevent 'āina from becoming the solution to many Native Hawaiian educational issues.

Responses to the third question of the consultation process shows the numerous challenges in Native Hawaiian education as well as the tremendous amount of work that could be done to make more progress. Using a holistic approach that creates a more comprehensive educational process, eliminating all the micro-level obstacles, focusing on what Native Hawaiian well-being means, making sure there are enough qualified teachers who can also 'ōlelo Hawai'i (*speak the Hawaiian language*), and using 'āina-based education as a vehicle to champion Native Hawaiian education causes is extensive work. The next sections will reflect on the overall mana'o from the consultation process in an attempt to find practical and manageable steps to realizing the vision of NHEC.

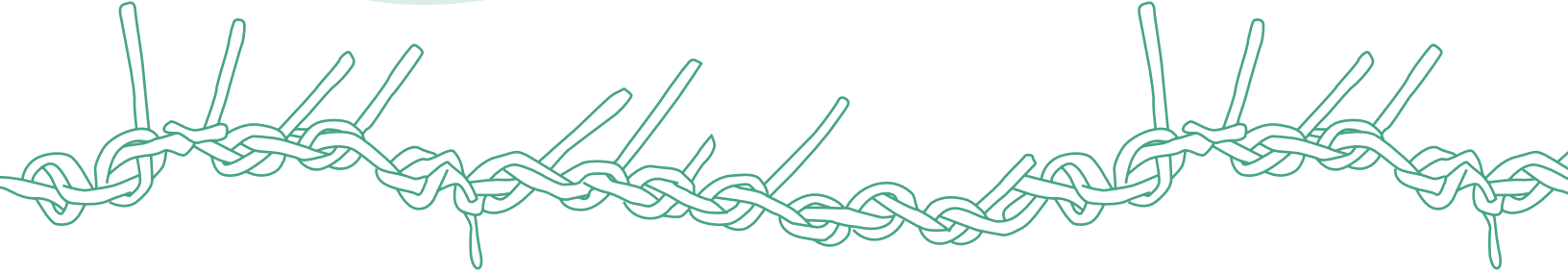
Conclusion

When using a wide perspective, Native Hawaiians have much to be proud of in terms of the achievements and progress in Native Hawaiian education. Native Hawaiian education has expanded, innovated, and elevated cultural values, practices, and language for decades. The participants in the 2022 consultations shared that now is not the time to be complacent—there is much work to do for current learners and future generations. The hope is for the COVID-19 pandemic and its effects on Native Hawaiians to be an unusual and small instance in a much longer history of a growing movement. In order for the pandemic to leave no scar, participants suggest the work lies in recreating a system of services that take care of the whole learner, and many participants continue to put their effort and dreams in reaching this goal.





About NHEC



Nu'ukia – Vision

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

*There will be a culturally enlightened Hawaiian nation.
There will be a Hawaiian nation enlightened.*

Ala Nu'ukia – Mission

Ma ka 'uhane aloha o ke Akua e koi 'ia ka 'Aha Ho'ona'auao 'Ōiwi Hawai'i
e ho'olauka'i, e ana loiloi, e hō'ike mana'o
a e ho'omau i ka 'ike po'okela o ka ho'ona'auao 'ōiwi Hawai'i.

*In the spirit of Aloha Ke Akua, the Native Hawaiian Education Council
will coordinate, assess and make recommendations
to perpetuate excellence in Native Hawaiian education.*

Logo

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

Storymap

Using visual mo'olelo, NHEC's storymap distills the unique complexities of our work and the role we serve within the Native Hawaiian education ecosystem (see pp.38-39).

2021-2022 NHEC Composition

APPOINTEE	CURRENT	DESIGNEE TO NHEC (if applicable)
The President of the University of Hawai'i	David Lassner	Tracie Ku'uipo Losch , <i>Leeward Community College</i> → Chair
The Governor of the State of Hawai'i	David Ige	Benjamin Naki, III , <i>Parents And Children Together/ Governor's Early Learning Board</i> → Treasurer
The Superintendent of the State of Hawai'i Department of Education	Keith Hayashi	<i>pending</i>
The Chairperson of the Office of Hawaiian Affairs	Carmen Hulu Lindsey	<i>pending</i>
The Executive Director of the Hawai'i Public Charter School Network	Sione Thompson	
The Chief Executive Officer of the Kamehameha Schools	Jack Wong	Shelli Kim <i>KS Nā Kula Kamali'i</i>
The Chief Executive Officer of the Lili'uokalani Trust (formerly Queen Lili'uokalani Trust)	Dawn Harflinger	Leialoha Benson, Ed.D. , <i>LT Program Design</i> → Secretary
An individual representing one or more private grant-making entities	Keahi Makaimoku , <i>Hau'oli Mau Loa</i> → Vice Chair	
The Mayor of the County of Hawai'i	Mitch Roth	Leilani Lindsey-Ka'apuni , <i>Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language</i>
The Mayor of the County of Maui	Mike Victorino	Cody Pueo Pata (from 7/2022), <i>Office of the Mayor</i>
The Mayor of the County of Kaua'i	Derek Kawakami	Coty "Buffy" Trugillo , <i>KS Dean of Community and 'Ohana Engagement for Residential Life</i>
A representative from the island of Moloka'i or the island of Lāna'i	Kainoa Pali , <i>Moloka'i Middle School</i>	
The Mayor of the City and County of Honolulu	Rick Blangiardi	Carly Makanani Sala , <i>Mayor's Office of Culture and the Arts</i>
The Chairperson of the Hawaiian Homes Commission	William Aila	Niniau Kawaihae , <i>HHC Office of the Chairman</i>
The Chairperson of the Hawai'i Workforce Development Council	Alan Hayashi	Dion Dizon (from 6/2022), <i>Hawai'i State AFL- CIO/Hawai'i Workforce Development Council</i>

Native Hawaiian Education Council Staff

Elena Farden	Executive Director
Erika Vincent	Director of Operations

History

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

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.

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 and 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

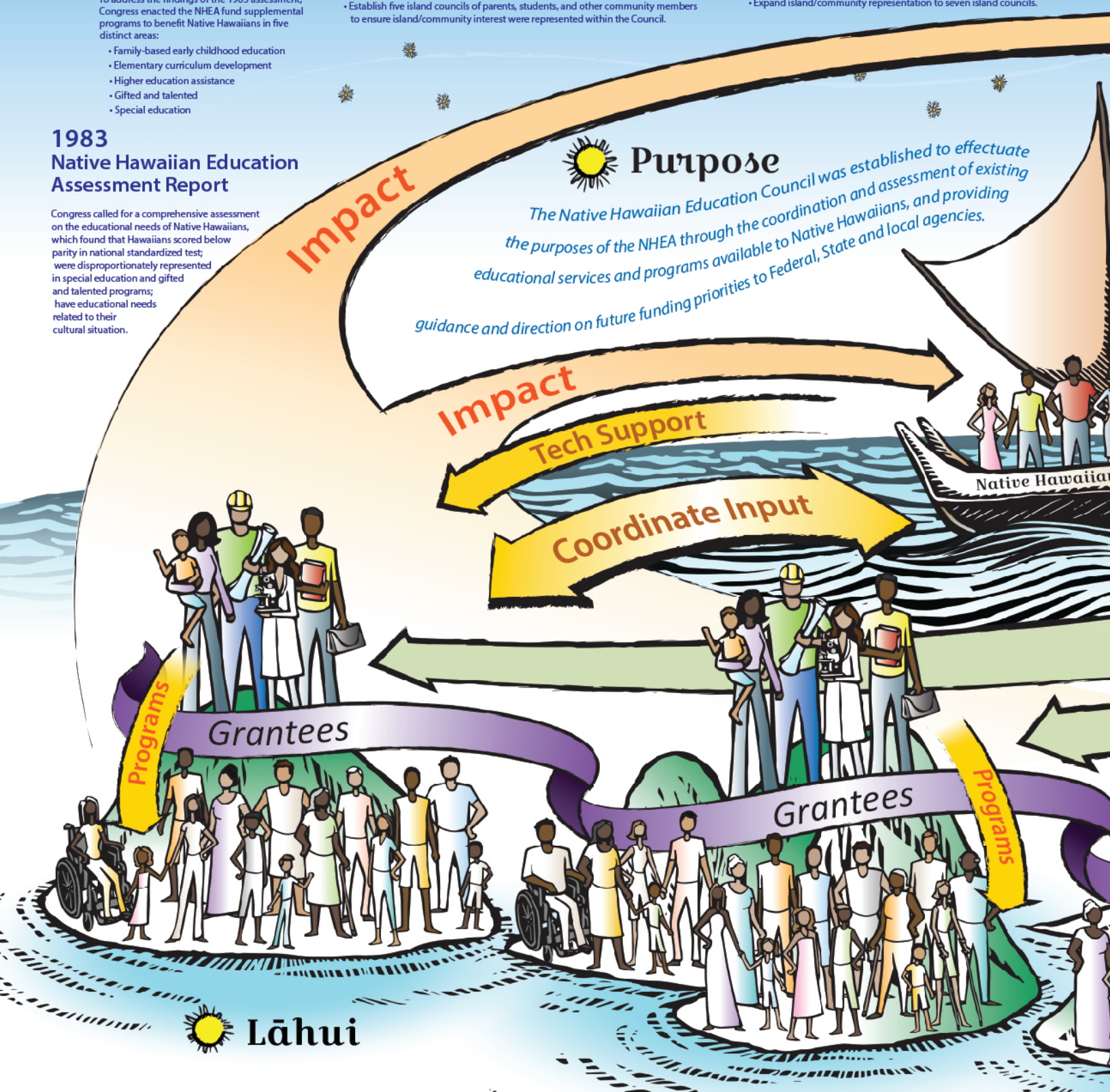
Coordinate Input

Grantees

Grantees

Programs

Programs



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.

Federal Government



Congress



U.S. Department
of Education



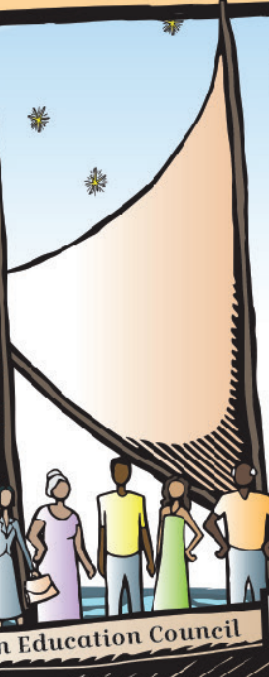
Hawai'i Congressional Delegation;
Senate Committee on Indian Affairs

Vision

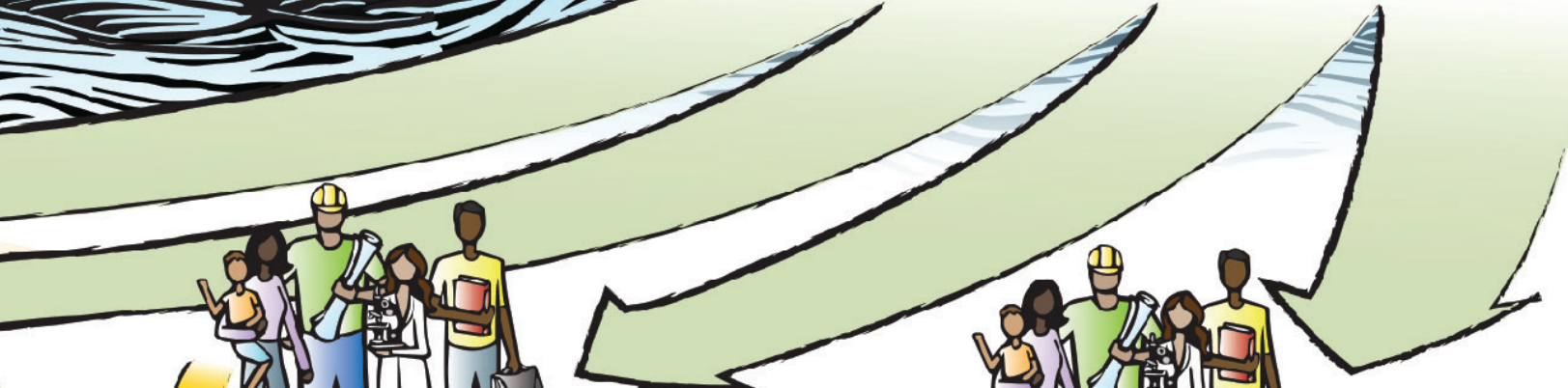
*There will be a culturally enlightened
Hawaiian Nation, there will be a
Hawaiian Nation enlightened.*



Grants, Funding,
Education Requirements



NHEC
National Hawaiian Education Council



Programs

Grantees

Programs

Grantees



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21st Century Community Learning Centers Grant Monitoring Support

Contract No. ED-04-CO-0027

Task Order No. 0005

For the U.S. Department of Education,
Office of Elementary and Secondary Education

Evaluation Framework for 21st CCLC Programs

April 15, 2011

Submitted to:

Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Submitted by:

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Evaluation Framework for 21st Century Community Learning Centers (21st CCLC) Programs

Introduction

This document has been developed to serve as a basic framework for the evaluation of 21st Century Community Learning Centers (CCLC) programs. This framework was developed by Berkeley Policy Associates (BPA) in collaboration with the U.S. Department of Education, and is based on current standards of practice, evaluation research¹ and the goals of the 21st CCLC program. The Department has contracted with BPA to support its 21st CCLC monitoring efforts, including providing technical assistance to State Educational Agencies (SEAs) for effective evaluations that can be used to support program improvement. This framework provides a basic structure for addressing both the state requirement to conduct a comprehensive statewide evaluation of the programs and activities provided with 21st CCLC funds, and the states' role in monitoring and supporting evaluation efforts at the local sub-grantee level, as described in the U.S. Department of Education Office of Elementary and Secondary Education's 21st CCLC Non-Regulatory Guidance²:

H-5: State evaluation requirements:

States must conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities provided with 21st CCLC funds. In their applications to the Department, States are required to describe the performance indicators and performance measures they will use to evaluate local programs. State must also monitor the periodic evaluations of local programs and must disseminate the results of these evaluations to the public.

H-6: Evaluation requirements for local grantees:

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness*.³ The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local grantees, working with their SEAs, must evaluate the academic progress of children participating in the 21st CCLC program.

¹ For example: Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users*, 3rd Edition, 2010.

² U.S. Department of Education Office of Elementary and Secondary Education, *21st Century Community Learning Centers Non-Regulatory Guidance*, February 2003.

³ As described in Section 4205(b) of the Elementary and Secondary Education Act (ESEA) principles of effectiveness stipulate that programs: (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities; (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

As the non-regulatory guidance suggests, at the state level, the focus of the statewide comprehensive evaluation of the 21st CCLC program is on evaluating the effectiveness of programs and activities provided with 21st CCLC funds, and SEAs are also responsible for monitoring local evaluation efforts. At the sub-grantee level, the focus is on assessing progress toward providing high quality services, using evaluation results to support program improvement. At both the SEA and sub-grantee levels, evaluation is to be guided by performance measures, and results are to be made available to the public.

This framework is intended for use by SEAs in support of their 21st CCLC grants. SEA coordinators and evaluators can use this framework to plan or assess the status of their comprehensive state-wide evaluations. SEAs can also use this framework to provide technical assistance and guidance to their sub-grantees in conducting local evaluations. This framework describes five key features of effective program evaluations, and gives examples of how these features are operationalized. It is recommended that 21st CCLC evaluations at both the state and local levels include the following five key features:

1. Qualified Evaluator
2. Articulated Program Goals and Measurable Objectives
3. Design Appropriate for Measuring Program Quality and Effectiveness
4. Analysis and Reporting
5. Use of Evaluation Results

1. Qualified Evaluator

To ensure both the quality and the credibility of the evaluation, it is important that evaluations be conducted by a qualified evaluator, either an individual or team of people with appropriate expertise and experience conducting evaluations of education or afterschool programs. This applies to any evaluation study, whether at the SEA or the sub-grantee level.

- Qualified evaluators have formal training in research and/or evaluation methods and have previous experience planning and conducting program evaluations.
 - *Examples of relevant training include:* A Master's degree or Ph.D. in education or a social science discipline, training in rigorous evaluation design and using relevant qualitative and quantitative methodologies such as conducting interviews and focus groups and/or analyzing survey and administrative datasets.
- Qualified evaluators have content knowledge of, and experience evaluating or studying, educational programs, school-based programs, and/or specifically after-school programs.
 - *Examples of relevant knowledge and experience include:* Experience evaluating other 21st CCLC programs or other school or community programs aimed at increasing student academic achievement, experience collecting and analyzing student outcome data (e.g. standardized test scores, grades) and implementation data (e.g., observing classrooms, surveys about program perception, collecting information about program quality).

- Qualified evaluators are independent of the 21st CCLC program thus avoiding any potential or perceived conflict of interest.

2. Articulated Program Goals and Measurable Objectives

It is recommended that evaluations explicitly articulate the goals of the program being evaluated and specify how program effectiveness and progress towards program goals are measured. At the SEA level, program goals align with the overall purposes of the 21st CCLC grant program. At the sub-grantee level, goals and activities are aligned with the state goals but may also reflect local priorities. According to federal statute, the purposes of the 21st CCLC are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer families of students served by community learning centers opportunities for literacy and related educational development.⁴
 - Program goals reflect a “theory of change⁵” or “logic model⁶” which defines the building blocks that are expected to contribute to the long term outcomes. The three broad purposes stated above embody the theory that providing opportunities for academic enrichment, additional youth development and enrichment services, and literacy services to families will result in better academic outcomes for students.
 - While the goals provide the overall theory or logic of the program, measuring success involves identifying measurable indicators for achieving program goals. Effective evaluations explicitly state and incorporate program goals and objectives in all phases of the process including planning, design, and reporting.
 - SEA and sub-grantee evaluations can address the same basic program goals and evaluation questions, or sub-grantees may supplement the state goals with additional goals that are specific to their local needs.
 - *Examples of state program goals:* Increase students reading skills.

⁴ Part B, Section 4201 (a), *Elementary and Secondary Education Act (ESEA) of 1965*, as amended.

⁵ Weiss, Carol, *New Approaches to Evaluating Comprehensive Community Initiatives*, Aspen Institute Roundtable on Community Change, 1995

⁶ Rogers, P.J. 'Logic models' in Sandra Mathison (ed) *Encyclopedia of Evaluation*. Beverly Hills, CA: Sage Publications, 2005.

- *Examples specific sub-grantee goals:* improve communication with teachers at host school in order to strengthen linkages between 21st CCLC activities and school day lessons. Increase middle schools students' academic performance in English language arts.
- Objectives are specific statements that include measurable indicators for reaching the goals.
 - *Example of state goal and measurable objective:*
Goal: To improve student achievement in math.
Objective: To increase the percentage of students participating in 21st CCLC achieving grade level proficiency in math by 10% on the state math assessment
 - *Example of sub-grantee goal and measurable objective:*
Goal: In a community where violence and behavior are particular challenges, a program goal may be to improve school safety.
Objective: Reduce student disciplinary incidents among students participating in the 21st CCLC program by 15%.

3. Design Appropriate for Measuring Program Quality and Effectiveness

It is recommended that evaluations use designs that are systematic, well-documented, and measure progress towards achieving program goals and objectives. Designs should be sufficiently rigorous to measure the quality of implementation and to support a reasonable hypothesis that the program is, or is not, contributing to achieving the desired outcomes.

Comprehensive and effective evaluation designs include the following components:

- **Evaluation Questions:** Evaluations explicitly articulate the purpose or questions that the evaluation is designed to address.
 - *Examples of evaluation questions include:* Is the statewide 21st CCLC program reaching the target population? How well are sub-grantee activities aligned with the goals and objectives of the state's 21st CCLC program? Is the 21st CCLC program contributing to an increase in reading scores for student participants?
- **Measures:** As specified in the non-regulatory guidance, SEAs are required to specify performance indicators and performance measures that are used to evaluate sub-grantee programs. In some cases SEAs may specify a uniform set of performance measures statewide. In other cases, SEAs may want to allow sub-grantees the flexibility to choose between specific performance measurement options, or supplement a core set of statewide measures with additional measures specific to the objectives of their local programs. Comprehensive evaluations include both process and outcome measures.
 - *Process measures include measures of implementation fidelity (was the program implemented as intended?), program quality, and program intensity or dosage. Examples of process measures include:* program attendance, types

of academic or enrichment activities, frequency of these activities, or student/parent/staff satisfaction with the program.

- *Outcome measures are measures of behavior or performance (usually of students) that the program is designed to improve. Examples of outcome measures include:* standardized test scores, grades, school attendance records, rates of suspension and other disciplinary actions based on district data.
- **Integrating Process and Outcome Measures:** Comprehensive evaluations combine process and outcome measures. Outcome measures identify “what” has been achieved. Process measures supplement outcome measures with information about “how” programs are implemented. Evaluations designed to combine these two types of measures can explore “why” programs may be more successful in some areas than others and what strategies might be effective in addressing program weaknesses. This approach results in an evaluation that is designed to support program improvement.
 - *Example of integrating process and outcome measures at the state level:* The state evaluator may find that some sub-grantees have shown greater student achievement gains than others. Review of sub-grantees’ Quality Improvement Process reports shows that several sub-grantees with lower student achievement gains have identified the need to increase attendance. Such findings could help the SEA identify a need for TA to sub-grantees on successful strategies for increasing and maintaining high student attendance.
 - *Example of integrating process and outcome measures at sub-grantee level:* an evaluator may find that reading scores have significantly increased for 21st CCLC participants but math scores have remained stable. Through focus groups, students may reveal that staff members have found ways to make reading groups fun and have created ways to keep student engaged. Such findings could help programs identify successful practices and apply those strategies to math activities, in order to increase student interest and engagement in math. Such information will be uncovered only by asking the right evaluation questions, and linking them to program goals and objectives.
- **Rigorous Design:** Using the most rigorous evaluation design that is feasible will provide the best quality evaluation. Simply reporting achievement on performance measures without some analysis of how the program’s achievements compare to the results that would have been achieved in the absence of the program is not considered to be a rigorous design. Even comparing program outcomes from one year to the next is not considered a rigorous design, if the comparison does not either follow the same group of students over time or control for differences in the characteristics of students from one year to another. The following are examples of different types of rigorous evaluation designs:
 - ***Experimental (randomized control trial) design:*** The only way to truly determine causality (if the outcomes achieved are attributable to the program) is through an experimental study using random assignment. In such studies, students or schools would be recruited to (or express interest in) the program and then be randomly assigned to either a program or control group.

Experimental designs can be challenging to implement and costly, so they may not be feasible for many grantees.

- **Comparison group designs:** quasi-experimental designs compare outcomes between two groups but do not randomly assign individuals to the two groups. Some examples of comparison groups include:

Comparison with district or state averages. This is the simplest type of comparison, and while it does not take into account potential differences between participants and non-participants, it does use district or state averages as a kind of benchmark against which the program can gauge its relative success.

Comparison with a similar group or community. For example, outcomes for adolescents in a Boys and Girls Club in one neighborhood might be compared with outcomes for adolescents in another Boys and Girls Club in a similar neighborhood.

Comparison with matched individuals. For example, comparisons might be made between students involved in a program and students not involved in that program who are matched to program participants in terms of key variables such as their age, gender, race, grades, receipt of free/reduced lunches, absenteeism, and other characteristics.

Use of statistical methods to control for measured and unmeasured variables. For example, pre-test and post-test scores for participants can be compared with scores for a comparison group in that school or agency the year before the program opened, controlling for student characteristics.

Regression discontinuity design is the most rigorous quasi-experimental design, but it can be used only under very specific conditions. If students are admitted to a program based on exceeding a “cutoff” score on a consistent pre-program measure (such as income, test scores, or grade point average), and if an outcome measure is available for both admitted and non-admitted students (those above and below the “cutoff”), this design may be possible.

- **Single group pre-/post-test design:** This design is the least rigorous and while it does provide a measure of change for the individual student participants, it cannot be used to infer that the change is due to the program.

*[For more information on social science research designs used to evaluate educational programs, see: <http://www.socialresearchmethods.net/kb/design.php> or Chapter A6 (p. 201) of *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users, 3rd Edition (2010)*]*

- **Stakeholder Representation:** To produce results useful for program improvement, evaluations collect data from all relevant stakeholders, that is, representatives of all of the key parties who participate in or are directly affected by the program. These include students, teachers, parents, program staff and community partners.
 - *Examples of collecting data from key stakeholders:* Interviews, focus groups, or surveys of students, teachers, and parents. At the SEA level, an evaluator may

interview the state 21st CCLC staff for their input about the program. At the sub-grantee level, an evaluator might interview or survey relevant community partners.

- **Proper Documentation:** Evaluations document their designs, methods, sources of data and outcomes. Evaluators should describe the methodology used, data collection strategies and instruments used, analysis plan employed, and any assumptions made. Procedures and methods should be systematic and purposeful.
 - *Example:* For a sub-grantee evaluation, if 10 students were interviewed at a school about the program, the evaluation should describe how and why those students were selected to be interviewed. Those students should be described (without identifying the individual students); the reader should get a sense of whether those students are representative of other 21st CCLC participants or other students at the school.
- **Data Management:** Evaluations use information management and storage procedures that maintain the accuracy of data.
 - *Example:* Evaluators ensure that data files are backed up; evaluators can have research assistants double enter data for accuracy, all data elements and files are carefully and accurately labeled, all data and artifacts (interviews, documents collected, etc) are securely stored in the evaluator’s office or other safe facilities. Quality control checks are in place to ensure that data are managed and analyzed carefully and accurately. Analysis procedures are documented and accessible to the program or a third party should they be needed for replicating the analysis at a later time.
- **Ethical Standards:** Evaluators maintain the confidentiality of participants and use methods and procedures that meet ethical standards.
 - *Example:* Experienced evaluators are familiar with ethical standards and evaluation participants’ rights in their state and local context. Students are not individually identified in evaluation reports, and informed consent is obtained if students or parents will be interviewed. For more information, evaluators may visit U.S. Department of Health and Human Services, Office for Human Research Protections at <http://www.hhs.gov/ohrp/>.

4. Analysis and Reporting

Data collected is analyzed to answer the evaluation questions, and evaluation reports document both the evaluation methods and results so that findings and conclusions can be clearly articulated and shared with relevant stakeholders.

- Evaluation reports use data analysis procedures that can statistically determine if an effect is found for program participants.

- *Examples of statistical analyses:* regression, analysis of variance, or t-tests accompanied by significant testing to determine whether any differences found are real differences or are due to random error.
- Evaluation reports include an explanation of how the findings are linked to program goals and evaluation questions.
 - *Example of linking findings to state program goals and evaluation:* If one program goal is to improve reading skills among student participants, the evaluation report would include a question such as, “Did 21st CCLC program contribute to improvement in reading scores for participants?” The report would then describe how the necessary information was gathered and analyzed. The findings would interpret the analysis to state whether a program effect was indicated.
 - *Example of linking findings to sub-grantee goals and evaluation questions:* If one of the sub-grantee’s goals is to reduce disciplinary incidents, the evaluation report would include a question such as “How does the number of disciplinary incidents during the current year compare with the previous year?” Then, rather than simply presenting the number of disciplinary incidents, the findings would be presented in terms of whether the goal of reducing disciplinary incidents had been achieved.
- Evaluation reports describe the characteristics of the sample used to evaluate the program.
 - *Examples of descriptions of sample:* A statewide evaluation might provide information on how many students, centers, or sub-grantees are in the sample. It might also include information on the demographic characteristics of the students or the size or type of programs (e.g. faith-based organization, school district).
- Evaluation reports include a description of the data collection methods, including response rates, and sources of information.
 - *Example of description of methods:* An evaluation that includes a teacher survey would describe the survey instrument, to whom the survey was administered or given, and who completed the survey. It would also provide a response rate (how many surveys were returned and analyzed in comparison to the number of surveys distributed.)
 - Evaluation reports describe any limitations associated with their designs or methods, and their associated limitations in interpreting their findings.
- Evaluation reports provide recommendations linked to program goals based on findings from the data, including identified strengths and areas for improvement.

5. Use of Evaluation Results

As mentioned earlier, the non-regulatory guidance requires that sub-grantees use evaluation results to refine, improve, and strengthen their program and to refine the performance measures. Effective use of evaluation results includes:

- Creating and carrying out an improvement plan based on the findings from the evaluation.
 - *Examples of SEA uses of results:* identify technical assistance needs of sub-grantees (e.g. strategies for increasing attendance); set academic performance targets for the coming year.
 - *Examples of sub-grantee uses of results:* identify program needs (e.g., better recruitment of participants); prioritize which academic programs to emphasize to meet academic performance targets in the coming year.
- Engaging the evaluator in the program improvement process.
 - *Example of state level evaluator role in improvement process:* attend management team meetings to consult with the management team on the interpretation and use of evaluation results to identify sub-grantee TA needs and set performance targets for the coming year.
 - *Example of sub-grantee level evaluator role in improvement process:* facilitate meetings with program staff to engage them in the process of synthesizing evaluation findings and developing action steps.



NATIVE HAWAIIAN
EDUCATION COUNCIL

Supplemental Materials

FY2022 EXPENDITURES - UNAUDITED

Summary of Categories	TOTAL FY22 EXPENDED
PERSONNEL	\$ 172,488.74
FRINGE BENEFITS	\$ 59,517.04
6175 Employee Pension Plan	\$ 17,000.45
6177 Professional Development	\$ 3,000.00
6183 TDI Insurance	\$ 780.03
6187 Workers Compensation Insurance	\$ 543.92
6195 Medical Insurance	\$ 23,959.11
6570 Tax-FICA	\$ 13,022.10
6580 Tax-FUTA	\$ 84.00
6585 Tax-SUTA	\$ 1,127.43
TRAVEL	\$ 0.00
EQUIPMENT	\$0.00
CONSUMABLE SUPPLIES	\$ 7,683.20
5100 Program Expenses	\$ 504.05
6160 Dues / Subscriptions	\$ 1,814.72
6250 Postage & Delivery	\$ 68.91
6550 Office Supplies	\$ 454.18
6555 Computer Supplies	\$ 5,345.39
CONTRACTUAL SERVICES	\$ 501,040.08
5270 Professional Services	\$ 415,812.69
6145 Payroll Services	\$ 1,647.47
6243 Internet Services	\$ 4,192.77
6245 Copier Maintenance	\$ 729.34
6246 Website Maintenance	\$ 4,858.88
6273 Computer Maintenance	\$ 99.00
6295 Office Lease	\$ 43,578.32
6340 Telephone Services	\$ 2,881.99
6650 Accounting Services	\$ 27,239.62
OTHER OPERATING EXPENSES	\$ 3,141.29
5200 Registration Fees	\$ 368.75
5260 Printing & Reproduction	\$ 221.33
6185 Liability Insurance	\$ 2,551.21
TOTAL	\$743,870.35



Native Hawaiian Education Council

NHEC Meeting
Friday, October 22, 2021
Video Conference via Zoom

MINUTES

Approved January 21, 2022

Agenda Items

I. **Call to Order:** 9:03 a.m. by Chair Tracie Ku'uipo Losch.

Quorum established with 7 of 10 filled seats present.

Final attendance noted below: (X = present, AB = absent, P = proxy, A = alternate)

Council Member (seat)	X/AB/P/A	Council Member (seat)	X/AB/P/A
Benson, Leialoha (D-QLT CEO) ☞ <i>Secretary</i>	X	Makaimoku, Keahi (Private grant-making entity) ☞ <i>Vice Chair</i>	AB
Kawaihae, Niniou (D-HHC Chair)	X	Naki, Benjamin (D-Governor) ☞ <i>Treasurer</i>	X
Kim, Shelli (D-KS CEO)	X	Pali, Kainoa (Moloka'i/Lāna'i Rep)	AB
Lindsey-Ka'apuni, Leilani (D-Hawai'i Mayor)	X	Sala, Carly Makanani (D-Honolulu Mayor)	X
Losch, Tracie Ku'uipo (D-UH President) ☞ <i>Chair</i>	X	Thompson, Sione (HPCSN ED)	AB
Staff (role)	X/AB	Staff (role)	X/AB
Farden, Elena (Executive Director)	X	Vincent, Erika (Director of Operations)	X

Guest/Observers: Raquel Sanchez, Linda Toms Barker, and Jen Chingwe from American Institutes for Research (AIR)

II. Welina

A. Welcome new Council members Shelli Kim and Leilani Lindsey-Ka'apuni!

III. Review of Agenda

IV. **Meeting Minutes:** June 7, 2021 Council Meeting

Action: Moved by B.Naki, seconded by N.Kawaihae to approve the June 7, 2021 Council meeting minutes as posted; motion approved.

V. **Treasurer's Report:** no report at this time, FY21 closing still pending; however, see tables below for final G5 balance for FY21 (ending 8/31/21) and beginning balance for FY22 (9/1/21 – 8/31/22), which includes carryover balances and FY22 new award.

Status of Active NHEC Grants for FY21					
Description	G5 Beginning Balance	As of 11/30/2020 (Q1)	As of 2/28/2021 (Q2)	As of 5/31/2021 (Q3)	As of 8/26/2021
FY19 (carryover)	\$206,148	\$184,560	\$160,969	\$79,060	\$0
FY20 (carryover)	\$182,610	\$166,407	\$166,407	\$166,388	\$128,115
FY21 (current award)	\$500,000	\$432,215	\$343,465	\$261,837	\$172,457
TOTAL FY21 FUNDS	\$888,758	\$783,182	\$670,841	\$507,285	\$300,572



Agenda Items

Status of Active NHEC Grants for FY22					
Description	G5 Beginning Balance 9/1/21	As of 11/30/2021 (Q1)	As of 2/28/2022 (Q2)	As of 5/31/2022 (Q3)	As of 8/31/2022 (Q4)
FY20 (carryover)	\$128,115				
FY21 (carryover)	\$172,457				
FY22 (new award)	\$500,000				
TOTAL FY22 FUNDS	\$800,572				

VI. Legislative Updates

- A. Joint letter to SCIA and Hawai'i congressional delegation re: ED's administration of NHEP
1. Shifting of funding going on, away from cultural-based organizations and nonprofits and toward state agencies. This was a concern to the Council. NHEC sent a letter to delegation asking them to support Hawaiian Culture-Based Educational efforts. Expressed gratitude for their support and concern for monies that have been shifting to agencies who have other avenues for funding. Asked to have a greater voice for decision-making. Asked for a formula for funding so Native Hawaiian educational agencies are represented and Native Hawaiian communities have equitable access to support.
 2. NHEC sent out the letter and a number of Native Hawaiian nonprofits who agreed to sign their organizations to the letter. The joint-letter will be sent out today.

VII. Presentation: Update on NHEC Projects (Raquel Sanchez, Linda Toms Barker and Jen Chingwe from AIR)

- A. **Native Hawaiian Education Online Clearinghouse:** Project is part of NHEC's statutory mandate under 'Coordination of Activities.' The position of the Council is to assess and make recommendations to the ED; we are the "go-to" for Native Hawaiian education data, as we should be. Often data is asked for policy push or change. Data is on the NHEC website, but could be presented clearer and with greater access. The data belongs to everyone and not just the Council. AIR will help to build the clearinghouse. There will be an ask of the Council to help build this out: user functions and vision moving forward. Goal: open-access online clearinghouse for Native Hawaiian resources produced by NHEC and others.
- B. **2020 Cohort Impact Assessment, & Learning Study:** also part of NHEC's statutory mandate for 'Coordination of Activities.' Ask of Council will be to offer feedback to a draft of mined data. Goal: Measure and assess the progress of 2019/2020 NHEP cohorts of their projects to see if they align with their logic models and achievement of stated objectives. Also, to draft an logic model for the NHEP using the cohort information to see alignment to NHEC goals.
- Q&A:
- Should all Council member have received an email to respond to Council feedback? Answer: not all Council members will be engaged for feedback. If you have received an email, please respond. An additional survey to the Council is forthcoming.

VIII. Executive Director's Report

- A. Federal updates
1. NHEC x USDOEd check-in 10/18/21: Big take-away: 2Q and 3Q meetings will focus on priority recommendations on 2023 NHEP grant competition
 2. State: See State & Fed updates slides from Elena
 3. Council Composition
 - a. Kaua'i County Mayor Designee – Buffy Trigillo
 - b. Council seats still vacant: Maui County Mayor, Hawai'i WDC, OHA, and HIDEOE

Agenda Items

- B. Statutory Mandates
 - 1. CC – ‘A‘ali‘i Alliance contracted for FY22 community consultations
 - 2. TA – Project logic model consultation office hours for grantees
 - 3. CA – Online clearinghouse; IAL study
 - 4. FY21 Priority Recommendations – Council members for ad hoc committee needed; Ben Naki, Makaanani Salā, and Ku‘uipo Losch volunteered.
 - C. FY22 ED Goals
 - 1. NHEC Federal Strategy
 - a. USDOE administration
 - b. Long-term funding for NHEP project management & coordination with standing committees regarding statutory mandates: Online Clearinghouse, IAL Study, and FY21 AR
 - 2. Strategic visioning for Council
 - 3. Monitor succession planning for Council
-

IX. New Business: Review and approval of NHEC bylaw amendments

Action: Moved by L.Benson, seconded by N.Kawaihae to approve the NHEC bylaw amendments as circulated; motion approved.

X. Agenda Setting for next Council Meeting: January 21, 2022

- A. Update on Native Hawaiian Summit in Spring 2022
 - B. Appropriations request for NHEP
 - C. Presentation on the environmental scan for the online clearinghouse
 - D. Update on funds and activities regarding \$30M [follow-up with Niniau regarding this item]
-

XI. Next Steps, Announcements, Other Business

- A. ‘Ōiwi Leadership article published by KS: https://www.ksbe.edu/assets/research/Imi_Pono-Oiwi_Leadership-October_2021.pdf
-

XII. Adjournment: 10:22 a.m.



Native Hawaiian Education Council

NHEC Meeting
Friday, January 21, 2022
Video Conference via Zoom

MINUTES
Approved April 8, 2022

Agenda Items

I. **Call to Order:** 9:03 a.m. by Chair Tracie Ku'uipo Losch. Pule wehe/mana'o by Elena Farden.

Quorum established with 8 of 11 filled seats present.

Final attendance noted below: (X = present, AB = absent, P = proxy, A = alternate)

Council Member (seat)	X/AB/P/A	Council Member (seat)	X/AB/P/A
Benson, Leialoha (D-QLT CEO) & Secretary	X	Naki, Benjamin (D-Governor) & Treasurer	AB
Kawaihae, Niniau (D-HHC Chair)	X	Pali, Kainoa (Moloka'i/Lāna'i Rep)	AB
Kim, Shelli (D-KS CEO)	X	Sala, Carly Makanani (D-Honolulu Mayor)	X
Lindsey-Ka'apuni, Leilani (D-Hawai'i Mayor)	X	Thompson, Sione (HPCSN ED)	AB
Losch, Tracie Ku'uipo (D-UH President) & Chair	X	Trugillo, Coty "Buffy" (D-Kaua'i Mayor)	X
Makaimoku, Keahi (Private grant-making entity) & Vice Chair	X		
Staff (role)	X/AB	Staff (role)	X/AB
Farden, Elena (Executive Director)	X	Vincent, Erika (Director of Operations)	X

Guest/Observers: Raquel Sanchez, Jessica Cadima, and Colleen McLelland from American Institutes for Research (AIR)

II. Welina

- A. Welcome new Council member Buffy Trugillo!
- B. Norms & Engagement for community attendees

III. Review/of Agenda

IV. Meeting Minutes:

 October 22, 2021 Council Meeting

Action: Moved by C.Sala, seconded by K.Makaimoku to approve the October 22, 2021 Council meeting minutes as amended; motion approved.

V. Treasurer's Report

Action: Moved by K.Makaimoku, seconded by C.Sala to approve the January 21, 2022 Treasurer's Report as posted; motion approved.

VI. Presentation: NHEC Logic Model for Impact, Assessment (Raquel Sanchez, Jessica Cadima, and Colleen McLelland from AIR)



Agenda Items

Guiding questions for Council as we learn and lean-in on the logic model presentation from AIR:

- *As a Council, how do we understand how change might happen in Native Hawaiian education within the context (policy, grantee support, federal funding, etc.) of our work?*
 - *As a Council, what strategies do we have at our disposal – and don't have – to make change happen within Native Hawaiian education?*
 - *As a Council, do we have clear and common understanding of benchmarks and success indicators within our work of Native Hawaiian education?*
- A. Presenters from AIR asked the NHEC to review and revise the draft goal statement using Padlet and Zoom discussion. The Padlet will stay live for additional thoughts.
- B. Links to framing resources below:
1. 1983 Native Hawaiian Educational Assessment Report:
 2. Kūkūlu Kumuhana 2017
 3. OHE Hawaiian Education and Theory of Change
 4. Ka Huaka'i 2021
- C. AINext steps
1. Work with NHEC IAL workgroup to draft long-term outcomes component.
 2. Continue to articulate mid- and short-term outcomes through engagement with current grantees.
 3. Fill in program activities that summarize current grant projects.
 4. Specify outputs related to specified activities that are expected to contribute to the outcomes.
 5. Reflect on evolving draft logic model and note gaps or misconceptions

Q&A:

- Does advocacy belong in the goal statement, too, or is it assumed in the activities?
- Add to the goal: to develop innovative and diverse educational programs.
- What are the parameters when we consider “innovative” educational programs?
- Innovation can be influential in the long-term outcomes, it's not automatically bad, but I believe it should be more. What about impactful? Influential?
- The draft goal is still missing an end vision of what Native Hawaiian education will/should look like. Should we include a vision along with goal on the logic model?
- Outcome: connects to workforce and job placement.

VII. Legislative Updates

- A. FY23 Appropriations Request
1. Drafting FY2023 appropriations request to the Hawai'i delegation and to our White House partners, which is the White House Initiative for Asian Americans, Native Hawaiians and Pacific Islanders.
 2. Working with ALU LIKE, Inc. and 'Aha Pūnana Leo in getting updates for the Native Hawaiian CTE program. Put appropriation request in one letter and sent out of the Legislative Hui to get sign-on; there's some tweaking that needs to be done. Asking that other partners provide updates. Would like to get done before appropriation request closes.
 3. The appropriation request is an opportunity to advocate for additional funds for grantees to allow programs to apply to an annual competition rather than a 3-year competition for program funding.
 4. The appropriation request is also important for the NHEC to carry-out statutory mandates and activities attached to fulfilling those mandates, and considers the amount of work and cost that is needed. The appropriation is important for reauthorization and funding needed to support Council mandates and grantee programs.
- B. NHEA Resolution (Rep. Daniel Holt)
-

Agenda Items

1. State legislation opening day was this past Wednesday, January 19, 2022.
2. Rep. Holt drafted a NHEA Reauthorization. This was shared with the Executive Committee at December 2021 meeting. Support the way it is written, but ask that the transmittals also include the NHEC. Believe he will champion the bill.

VIII. Executive Director’s Report

A. Federal updates

1. NHEC x USDOEd check-in 1/18/22
 - a. No NHEP competition planned for 2023, pending budget. As long as there isn’t enough funds to support an annual competition, it will remain a 3-year window to apply/compete for funding. Need to make annual competitions a priority. The ARPA \$85M funded 44 grantee programs for 2021-2024.
 - b. New Group Leader expected on board by April 2022; don’t know who this will be, should know by March 2022
 - c. Next check-in: April 11, 2022 – will be talking about the next grant competition to be run in FY2023.
2. HI Congressional Delegation (January 19th)
 - a. Budget – CR ends February 18th, anticipating a short CR and unsure on CDS
 - b. Council seats still vacant: Maui County Mayor, Hawai’i WDC, OHA, and HIDEOE

B. Statutory Mandates

1. CC – First consultation held January 20, 2022
 - a. Council members to sign up for consultations
 - b. Invite community members to register and attend 2022 community consultations
2. TA – Project logic model consultation office hours for grantees
3. CA – Online clearinghouse Phase II kick-off for Jan. 31st; IAL study

C. FY22 ED Goals

1. On track: operations program effectiveness
2. Delayed/not started: strategic direction

IX. New Business: Standing Committee assignments and schedule



A. Schedule for first committee meeting

- CA: First meeting on 1/26/2022, sometime between 1:00p-3:00p
- CC: Schedule for a Wednesday morning, preferably 2/2/2022

Agenda Items

- TA: Next meeting will be scheduled 1/31/2022 in the morning
 - B. Updates on funds and activities re: \$90M; Council member Niniau Simmons to shared updates
 - Consolidated Appropriations Act December 2020: not less than \$30M to DHHL for broadband use and adoption; broadband infrastructure.
 - Infrastructure Investment & Jobs Act November 2021: not less than \$60M to DHHL for broadband use and adoption; broadband infrastructure.
 - Expend within 4 years of funds awarded.
 - National Telecommunications & Information Administration the agency in charge of funding.
 - DHHL submitted application to NTIA on 8/31/21 with about \$18M for broadband use and adoption and about \$48M for broadband infrastructure (the buildout of 2.5 GHz licenses awarded by the Federal Communications Commission in late 2020 and early 2021 for DHHL trust lands on neighbor islands).
 - DHHL awaiting NTIA approval of its August 2021 application. DHHL also requested to utilize the same application for the \$60M set aside.
 - Some of the activity's pili to NHEC: funding for devices/equipment for NH charter schools; funding for internet subsidy for DHHL applicants/lessees.
-

X. Agenda Setting for next Council Meeting: April 15, 2022

- A. Standing Committee Reports
-

XI. Next Steps, Announcements, Other Business

- A. CNHA Resources – provide mortgage and utility assistance, as well as housing and legal counseling, for homeowners on O‘ahu impacted by the COVID-19 pandemic. Eligible expenses: past mortgage, utilities, homeowners insurance fees, homeowner association fees, real property tax, housing counseling services, and legal services
-

XII. Adjournment: 10:50 a.m. Pule ho‘oku‘u by Elena Farden.



Native Hawaiian Education Council

NHEC Meeting
Friday, April 8, 2022
Video Conference via Zoom

MINUTES NOTES

No minutes; action items deferred

Agenda Items

I. **Call to Order:** 9:06 a.m. by Chair Tracie Ku'uipo Losch. Pule wehe/mana'o by Elena Farden.

QUORUM NOT MET WITH 5 OF 11 IN ATTENDANCE; DEFER ACTION ITEMS TO BASECAMP OR TO NEXT COUNCIL MEETING

Final attendance noted below: (X = present, AB = absent, P = proxy, A = alternate)

Council Member (seat)	X/AB/P/A	Council Member (seat)	X/AB/P/A
Benson, Leialoha (D-QLT CEO) & Secretary	AB	Naki, Benjamin (D-Governor) & Treasurer	X
Kawaihae, Niniau (D-HHC Chair)	AB	Pali, Kainoa (Moloka'i/Lāna'i Rep)	AB
Kim, Shelli (D-KS CEO)	X	Sala, Carly Makaanani (D-Honolulu Mayor)	AB
Lindsey-Ka'apuni, Leilani (D-Hawai'i Mayor)	X	Thompson, Sione (HPCSN ED)	AB
Losch, Tracie Ku'uipo (D-UH President) & Chair	X	Trugillo, Coty "Buffy" (D-Kaua'i Mayor)	AB
Makaimoku, Keahi (Private grant-making entity) & Vice Chair	X		
Staff (role)	X/AB	Staff (role)	X/AB
Farden, Elena (Executive Director)	X	Vincent, Erika (Director of Operations)	X

Guest/Observers: none present

II. Welina

- A. Norms & Engagement for community attendees
- B. Breakout rooms by Standing Committees:
 1. Breakout Room 1: Coordinate Activities (Benson, Kawaihae, Naki, Sala)
 2. Breakout Room 2: Community Consultations (Lindsey-Kaapuni, Makaimoku, Pali, Trugillo)
 3. Breakout Room 3: Technical Assistance (Kim, Losch, Thompson, Watkins-Victorino)

III. Review of Agenda

Meeting Minutes: January 21, 2022 Council Meeting – DEFERED

IV. Treasurer's Report – DEFERED

V. Legislative Updates

- A. FY23 Appropriations Request submitted



Agenda Items

VI. Executive Director’s Report

- A. Federal updates
 - 1. NHEC x USDOEd check-in on 4/11/22 with new Team Leader Erin Samson
 - a. Updates on APR forms and grantee technical assistance (TA)
 - b. Updates on next grant competition planning
 - 2. HI Congressional Delegation check-in on 4/20/22
 - a. CDS
 - b. June 1st – SCIA Field Hearing [“Upholding the Federal Trust Responsibility”](#)
- B. June 1st – SCIA Field Hearing “Upholding the Federal Trust Responsibility”

NEW GOAL	COMPLETED	ON TRACK	DELAYED	NOT STARTED
NHEC Continuity Plan (draft)	Contractor selection CC; Asst. Bylaw amends.; PD	State+Fed advocacy; PM active contracts; Continuity plan; KWO columns	Succession planning	n/a

VII. New Business

- A. 3Q and 4Q projections for standing committee work
- B. Statutory Mandates and Standing Committees – status update
- C. Standing Committee Reports:
 - 1. Coordinating Activities (Project: Online Clearinghouse): report by B.Naki
 - a. Completed taxonomies and sitemap
 - b. Project in development phase and meetings have been scheduled in 2-week sprints with the contractor’s schedule
 - c. Next item coming up will be wireframes and UI interface for review
 - 2. Community Consultations: report by K.Makaimoku
 - a. In-person consultation for O’ahu and Kaua’i, Moloka’i and Lāna’i wants virtual
 - b. Request Council to sign up for sessions and share out information flyer to boost sign-ups
 - c. Council feedback document is available for record any pertinent notes and next community consultation will be today, April 8th at noon.
 - 3. Technical Assistance (Project: IAL Study): report by S.Kim
 - a. Lisa Watkins-Victorino joined committee in March
 - b. Looking to coordinate meeting with grantees with NHEC and contractor

VIII. Agenda Setting for next Council Meeting: July 15, 2022

- A. 4Q Standing Committee Reports
- B. NHEC FY23 Grant Application

IX. Next Steps, Announcements, Other Business: none reported

X. Adjournment: 10:58 a.m.



Native Hawaiian Education Council

NHEC Meeting
Friday, July 15, 2022
Video Conference via Zoom

MINUTES

Approved November 9, 2022

Agenda Items

I. **Call to Order:** 9:00 a.m. by Chair Tracie Ku'uipo Losch. Pule wehe/mana'o by Elena Farden.

Quorum established with 11 of 13 filled seats present.

Final attendance noted below: (X = present, AB = absent, P = proxy, A = alternate)

Council Member (seat)	X/AB/P/A	Council Member (seat)	X/AB/P/A
Benson, Leialoha (D-QLT CEO) & Secretary	X	Naki, Benjamin (D-Governor) & Treasurer	X
Dizon, Dion (D-WDC Chair)	X	Pali, Kainoa (Moloka'i/Lāna'i Rep)	AB
Kawaihae, Niniau (D-HHC Chair)	X	Pata, Cody Pueo (D-Maui Mayor)	X
Kim, Shelli (D-KS CEO)	X	Sala, Carly Makanani (D-Honolulu Mayor)	X
Lindsey-Ka'apuni, Leilani (D-Hawai'i Mayor)	X	Thompson, Sione (HPCSN ED)	AB
Losch, Tracie Ku'uipo (D-UH President) & Chair	X	Trugillo, Coty "Buffy" (D-Kaua'i Mayor)	X
Makaimoku, Keahi (Private grant-making entity) & Vice Chair	X		
Staff (role)	X/AB	Staff (role)	X/AB
Farden, Elena (Executive Director)	X	Vincent, Erika (Director of Operations)	X

Guest/Observers: none present

II. Welina

- A. Welcome new Council members Dion Dizon and Cody Pueo Pata!
- B. Celebrating outgoing member Tracie Ku'uipo Losch!

III. Review of Agenda

IV. Meeting Minutes: January 21, 2022 Council Meeting

Discussion: Leialoha to change last name of Niniau to Kawaihae.

Action: Moved by N.Kawaihae, seconded by B.Naki to approve the January 21, 2022 Council meeting minutes as amended; motion approved.

Meeting Notes: April 8, 2022 Council Meeting; quorum not met, no action taken

Discussion: No discussion

V. Treasurer's Report

Action: Moved by L.Benson, seconded by K.Makaimoku to approve the July 15, 2022 Treasurer's Report as posted; motion approved.



Agenda Items

VI. Legislative Updates

- A. July 11th – SB2511 Bill signing at Washington Place (Kalima Case). A historical amount of funding and support for Hawaiian Homes. Although it appears that it is not related to education, it is, as it impacts housing and health, it also impacts education
- B. July 21st @ 4:15p – NHEC presenting policy priorities at CNHA Convention @ Sheraton Waikīkī

VII. Executive Director’s Report

- A. Federal updates
 - 1. NHEC x USDOEd check-in 7/11/22
 - a. 2023 NHEP competition, peer reviewers, priority recommendations, student data. They are working on the timeline for this competition. ED asked that NHEC help with peer-reviewer recruitment. For the last decade, the NHEP competition is run every three year, not annually like before 2012. It is pivotal for NHO’s to apply in 2023 or risk having to wait another 3-years for the next competition.
 - b. Ask of the Council: Share with your networks; inform the Council on needs from orgs interested in applying; orgs interested in getting grant-ready (LTB, HANO resources).
 - 2. DOI/WHIAANHPI/HI Congressional Delegation
 - a. DOI and OMB specific questions to address on NHEP Max.gov, data sharing, role in reviewing/approving new NHEP priorities (due end of July 2022 to Summer Sylva @ DOI). Putting together specific questions to get clarity on process of recommendations to the ED.
 - b. June 1st – SCIA Field Hearing “Upholding the Federal Trust Responsibility”
- B. FY22 ED Goals

NEW GOAL	COMPLETED	ON TRACK	DELAYED	NOT STARTED
NHEC Continuity Plan (30% completed)	Contractor selection CC; Asst. Bylaw amends.; PD	State+Fed advocacy; PM active contracts; Continuity plan; KWO columns	Succession planning (45% completed)	n/a

I. New Business:

- A. Executive Committee vacancy (Chair)

Action: Moved by L.Benson, seconded by L.Lindsey-Ka’apuni to approve Keahi Makaimoku as Chair, Leialoha Benson as Vice-Chair, and Niniau Kawaihae to fill the seat of Secretary beginning September 25, 2022, and ending August 31, 2023. Motion passed unanimously.
- B. 4Q Projections for Standing Committee Work
 - 1. Council feedback and live polling: a live poll was conducted to collect Council feedback on the following:
 - a. Committee Expertise & Decision-making: as a committee member, do you find being part of the regular contractor progress meetings helpful in the collective decision making as a committee?
 - b. Effective Committee Work: Name 1-2 things working well for your committee you would like to see carried forward?
 - c. Committee Support & Resources: Name 1-2 areas in your committee that you’d like to see adjusted or have increased support (from staff, contractors, members, other expertise)?
- C. Standing Committee Reports:
 - 1. Community Consultations

Action: No action items for Council

Agenda Items

2. Coordinating Activities
 - a. How coordinating activities shows up: CARES Act; FY22 Appropriations; BBB; FY23 Appropriations
 - b. Hīpu‘u launch to support other committee work; FY22 4Q – FY23 2Q (August-December)
 - c. Website to launch the end of August. We would like test reviewers to view site prior to the launch.

Action: No action items for Council

3. Technical Assistance

Action: No action items for Council

VIII. Meeting Schedule for FY23 (September 1, 2022 – August 31, 2023): Council agreed to change Council meeting schedule for FY23 on the third Wednesday of the month, every three months starting in November 2022. Meetings will continue to be held virtually via Zoom and scheduled from 9:00 a.m. to 11 a.m.

The FY22 Council meeting schedule is as follows:

- November 9, 2022 (changed due to conflict)
 - February 15, 2023
 - May 17, 2023
 - August 16, 2023
-

IX. Next Steps, Announcements, Other Business

- A. Early August: AIR IAL Study Year 1 Presentation to the Council on August 3rd at 9:00a
 - B. Thursday, August 25th: Chair Ku‘uipo Losch’s last EC meeting – Council invited for farewell
 - C. October 4, 2022, Oklahoma City – Native Language Summit and implementation of the Native Languages Memorandum of Agreement
-

X. Adjournment: 10:14 a.m.

MAHALO



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