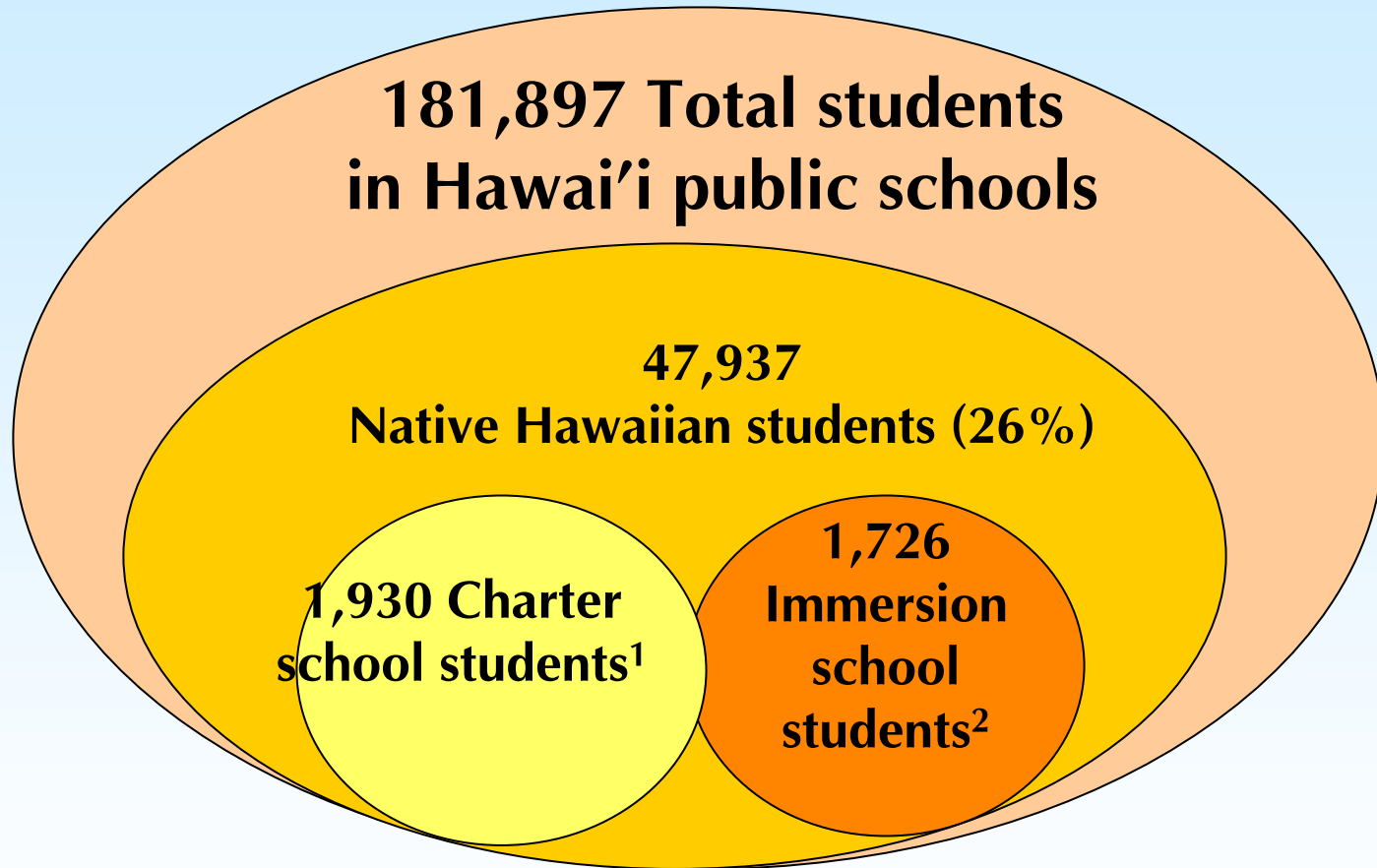


Nā Lau Lama Statewide Collaboration to Improve Hawaiian Educational Outcomes in Public Schools

Nov. 16, 2006

Presented at the 2006 Ku'i Ka Lono Conference on Hawaiian Indigenous Education, Research and Well-Being, held Nov. 15-17 at the Hawai'i Convention Center. The conference was a partnership between Nā Lei Na'auao, a Native Hawaiian Charter School Alliance, Kamehameha Schools, the Hawai'i Department of Education (DOE) and the Office of Hawaiian Affairs (OHA).

Hawaiian students in public schools: 2004-05



1 Charter school student count includes conversion charters, Hawaiian start-ups, and non-Hawaiian start-ups, including Hawaiian medium charter schools.

2. Immersion student count is for 2005-06 school year and may include some non-Hawaiian students.





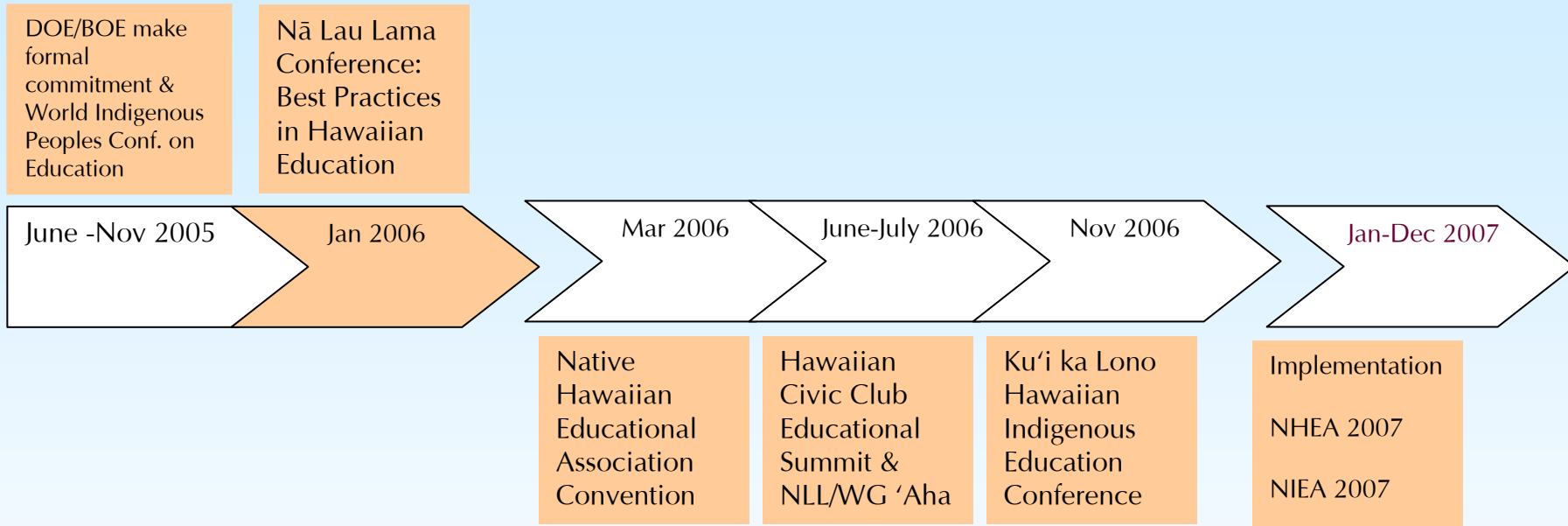
Nā Lau Lama Overview (based on March 2006 report to stakeholders)

- **Purpose:** To improve outcomes for Hawaiian students in public schools.
- **Premise:** Hawaiian students will perform better if cultural ways of teaching, learning, and doing are part of the standard curriculum.
- **End goal:** Stronger presence of Hawaiian cultural relevance in public classrooms, and better outcomes among Hawaiian learners.





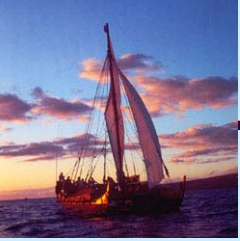
Nā Lau Lama is part of a multipronged effort to improve outcomes for Hawaiian learners in the DOE.



Nā Lau Lama Working Groups:

- Professional Development
- Culture-based Education (content/context and classroom delivery)
- Family and Community strengthening
- Advocacy (policy, funding)
- Indigenous Assessment





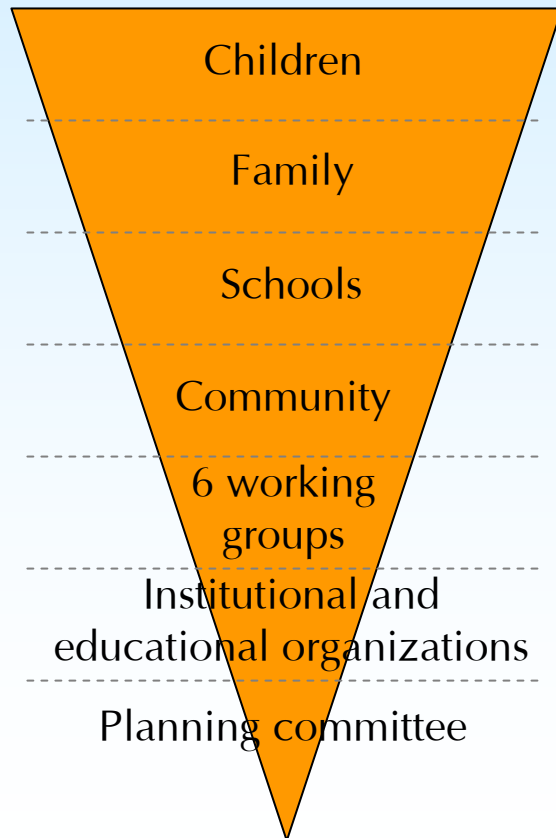
What are we trying to accomplish?

- **Gather input** on what is working with Hawaiian children.
- **Identify core approaches** to serve as guidelines for schools/classrooms throughout the public school system.
- **Develop collaborative partnerships** between the Hawaiian educational community and DOE schools.
- **Help DOE schools implement** approaches and strategies (e.g., professional development, curriculum, teaching methods, etc.).





How is Nā Lau Lama organized?



- Community-based, grass-roots approach
- Keiki focus (“remember Keola”)
- Leaders emerge at different levels.
- Key funding partners in 2006: Hawai‘i DOE; Office of Hawaiian Affairs; Kamehameha Schools
- Ongoing service and commitment from many public and private organizations
- Planning committee kuleana: service and facilitate





What are the key strategies of Nā Lau Lama?

1. Build collaborative exchanges
2. Identify what works (in five critical areas)
3. Expand resource infrastructure
4. Provide training, technology, and publications
5. Evaluate progress and impact

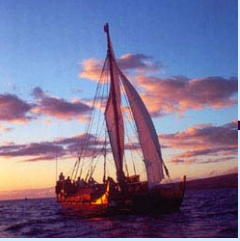




Who currently is working on Nā Lau Lama's key strategies?

- Six working groups
- 150 volunteers (40-50 active)
 - Professional development
 - Culture-based education
 - Family and community strengthening
 - Advocacy
 - Indigenous assessment
 - Parallel system; integrated alternative system; etc





Let's celebrate our successes!

Phase I:

- ☑ Establish DOE and BOE commitment to Native education
- ☑ Mobilize community initiative to support collaborative exchange
- ☑ Hold best practices conference to identify what works
- ☑ Identify working group areas and initial membership for carrying out Phase II
- ☑ Secure funding commitments for Phase II and III

Phase II:

- ☑ **Develop collaborative exchange** by
 - ☑ conducting assets-based inquiry training for bridge-building and sustainability
 - ☑ creating Nā Lau Lama website
 - ☑ establishing communication plan and team
 - ☑ showcasing Hawaiian indigenous education at the Aukahi Summit with OHA
- ☑ **Identify what works** by activating working groups with formats for templates, processes, meeting, work agendas, guiding principles, July 'aha for working group members
- ☑ **Expand resource infrastructure** by attracting more organizations to the table (e.g., Na Lei Na'auao, 'Eleu ECE Consortium, UH-Hilo, UH-Mānoa, INPEACE)
- ☑ **Develop training, technology, publications** by:
 - ☑ Creating matrix of culturally based curriculum (Alu Like/Ulukau; NHEC; PAF, etc)
 - ☑ Identifying existing teacher training and professional development opportunities
- ☑ **Evaluate progress and impact**
 - ☑ Milestone 1: Initial identification of some proposed pilot communities
 - ☑ Milestone 2: Continued funding commitments: KS, OHA, DOE
 - ☑ Milestone 3: Coordinator position in DOE and increased awareness-raising efforts





What are the goals and next steps?

- On-going: Secure continued DOE coordination and initiate internal communications plan for DOE
- On-going: Solidify partnerships (e.g., Bishop Museum, Alu Like, UH, ECE) to leverage existing resources for curriculum and teacher training
- Nov. 2006: Hold Ku'i Ka Lono conference with Nā Lei Na`auao; introduce teacher training, curriculum, principles
- Jan. 2007: Kick off tactical planning for implementation
- Jan-March 2007:
 - Needs Assessment & Hawaiian Education matrix completed with schools
 - Create inventory of culturally relevant educational materials and lesson plans
- SY 2007-08: Small pilot implementation in one or two schools





Tactical Planning for Next Steps

By June 2009...

- ***Providing innovative content:***
 - Curricula complete with HCPS III articulation, linked assessment tools, teacher guides/lesson plans, student-centered materials list
 - Books and instructional materials
- ***Investing in educators:***
 - Teacher orientation module
 - Preservice and Inservice enrichment
 - Relicensing, certification, promotion integration
 - Leadership development
- ***Building education resource networks:***
 - Examples shared in yesterday's presentations
- ***Communicating and disseminating information***
 - March 2007 NHEA convention
 - October 2007 NIEA conference





Nā Lau Lama Hosted Debrief

- Friday
- 3:00 pm to 4:15 pm
- Makiki Room 302 A
- Hawai'i Convention Center
- Conference Presentation Feedback
- Upcoming meetings with Planning Committee

This slide references a meeting held during the Ku'i Ka Lono Conference on Friday Nov 17, 2006.

