



Governor's Every Student Succeeds Act (ESSA) Team

September 24, 2016 / 8:00 AM– 4:00 PM

Aiea High School Multipurpose Room

Attendance of team members: Catherine Caine, Darrel Galera, Keith Hayashi, Susan Kltsu, Ann Mahi, Lisa Watkins-Victorino, Steve Nakasato, Takashi Ohno, Catherine Payne, Amy Perruso, Stacey Roberts, Carol Shikada, Linda Takayama, Andrea Lynn Mateo

Attendance of support team: Mike Tokioka, Karen Aka, Carm Minami, Val Kardash, Louise Wolcott, Ken Kang

INFORMATION BRIEFING: Native Hawaiian Education Council

by Sylvia Hussey, Executive Director, Erika Vincent, NHEC Operations Manager, Ahniwake Rose, Executive Director for the national Indian Education Association, and Dimple Patel, Tribal/State Policy Associate for NIEA.

- Sylvia Hussey provided an explanation of the history and background of the Native Hawaiian Education Council
- Excellent infographics were provided for team members and used to brief ESSA Team on the activities of the NHEC:
 - Native Hawaiian Education Act History
 - 2016 Federal and State Policy Implementation Priorities
 - Strategic Plan 2020
 - NHEC Needs Assessment Recommendation Report Sept 2015
 - K-12 Public Education Constructs
 - Native Hawaiian Education Systems and Education Programs or Systems Serving Native Hawaiians
 - ESSA Native Hawaiian Act Reauthorization
- NHEC Recommendation for Governor's ESSA Team
 - Comment - First time it is clear what 3 pieces (blueprint, start plan, ESSA plan) are – community in general is confused; we totally support more school level empowerment, more resources to the school, supporting our teachers, our families, and the vision focus areas.
 - Recommendation #1: We totally support more school level empowerment, more resources to the school, supporting our teachers, our families. While Na Hopena A'o is there as a specific framework, perhaps messaging a broader message around the fact that it is Hawaii, there is a second language, there are a large number of community members who want to educate their children in that culture – and so maybe a little bit more explicitness in this is what makes Hawaii unique, otherwise it looks like you could pick this plan up and plop it into

California or Texas. Encourage that the blueprint has a flavor for Hawaii and all of the elements that makes Hawaii Hawaii. That melting pot and that inclusiveness.

- Question and Answer: Questions on Title VI, ELL
- Debrief by ESSA Team:
 - Importance of the uniqueness of Hawaiian education and culture as underpinning of our work – what makes us unique from every other state
 - Our unique island life and environmental limits focus on sustainability and viability
 - Key ideas are that our students receive education in a manner that is appropriate for their needs; what we do may not be the right way to teach our students; examples of how students learn on the coast, do not do well on “endurance tests”; need to relate uniqueness to student learning and sound citizenship
 - What role can this group play around community organizing around these ideas; example of other meetings; struck by what they are advocating; how to mediate and start discussions
 - Teaching and assessment needs to go hand in hand
 - Struck by not just for only native Hawaiian students but think in a broader spectrum; is Hawaiian culture and values “woven” into what we do
 - Discussion of civil rights – need to think broader

INFORMATION BRIEFING: Harwood Institute for Innovative Practices – Rich Harwood

- Harwood Institute work spans 30 years and across the US and in 40 countries
- How does change emerge? How to get to common enterprise? How to get to greater possibility and hope?
- Teach and embed “public innovators” in communities
- Focus is on being turned outward vs turning inward
- Rich Harwood shared 5 key areas that need to be focused on:
 - #1 - What does it mean to develop community ownership of challenges faced among stakeholders in a way that helps focus on shared aspirations for moving forward
 - # 2 - Develop strategies that fit the context of the community (rather than imposed from outside the community)
 - There are 5 stages of community life – each is in one stage – strategies may be for stage 4 or 5 but community may be in stage 1 or 2; each stage is different for the implications, change needed, pace of change, capacity needed, metrics - This has implications for school empowerment and community empowerment in Hawaii. How to calibrate strategies so that there is not a one size fits all but sense of common direction moving forward.
 - #3 - How to build the right enabling environment for sustainable change including the culture to support change in order for change to take root and grow and spread – leaders, norms, networks for learning and innovation, spaces to innovate, how do you design and develop and

implement strategies that move the needle and they help to build environment

- # 4 - Impact and belief – each child can learn – we need to pay more attention to beliefs that we can come together and get it done; how do we engender confidence in each community; how we create a culture of change; partly the solution is a challenge; but lack of belief is an equal part of the challenge
- #5 - Narrative of the community; often there is a negative narrative – change can't happen, we don't trust those leading change, we tried but there is no transparency, we tried but no follow through. Narratives shape our mindsets, attitudes, behaviors, and actions ... the narratives of communities is the greatest hidden factor to whether communities move forward or not. The question is how do we develop genuine authentic narratives that we can come together and create change. Need to help community generate a new narrative that is rooted in authentic actions that are moving in a new direction.
- Provided examples of Battle Creek, Michigan case study.
- Need leaders to develop culture; norms, relationships, spaces, partnerships, need ways to come together differently; do things that are not one shot things – but rather that become the norm
- Example of Collective impact movement in Australia. Need to develop fundamentally new relationships and bonds of trust that will enable the work to move forward. Without that our best set of intentions can stall, fall flat, or simply fail. Need the right conditions to support the change we hope to come about.

ESSA TEAM UPDATES & DISCUSSION

Discussion and Updates:

- Review of meetings with: UH College of Education Dean, Partners in Education, Kealakehe Intermediate School, NHEC Conference, and Colonel David Tom of JVEF and parents and representative.
- Education blueprint forums
 - Focus on co-creation of blueprint
- ESSA meeting schedule updates

ESSA TEAM WORK SESSION

ESSA Team members worked on the design of the blueprint

- Discussion of blueprint forum process
- More discussion on vision focus areas and recommended actions
- Work session on actions related to vision focus areas
- Next Steps – discussion on upcoming meetings with Governor

Meeting adjourned at 3:30 p.m.