'A'ohe hana nui ke alu 'ia

No task is too big when done together by all (#142)

Time	Topic	Presenter(s)
11:00am	**Opening Protocol, Agenda, 'Ōlelo No'eau** Advisory member to provide opening protocol ODE Staff to go over the meeting agenda & 'ōlelo no'eau Assistant Superintendent/ Director Updates	Carol Matsuzaki Advisory Member Carol Matsuzaki Mariana
11:20am	**Emerging Themes** Continuation of the large group discussion theme work from 11/30. (Task was to define/give examples for themes; further align with strategies from HB3144, Section 1, No. 4; fill out the associated jamboard page; and select a po'o to share out) • Data (In)Justice • Community Building/Family Engagement • Resource Availability/Accessibility • Sustainability • Culturally-Appropriate Training	Advisory Group Breakout room, po'o (leader) to share in a large group setting, followed by a large group discussion about each theme to arrive at a definition and example of each that is agreed upon.
Jamboard	**Data (In)Justice** For us, data is representative of it's people and can be showcased through storytelling. Rather than data being the responsibility of the student, data needs to be addressed in terms of structural racism and the impact that data (or the lack of data) has on students. We also need to look at the ways that data is collected and shared. It is important to have NHPI data as its own grouping and to show the differences between Islander groups (and what the data means for each). A starting point would be to look at the availability of data, how it's collected and methods for retrieving data in a timely manner. **Community Building/Family Engagement** Group's definition: Culturally focused, active, and engaged with community and family - experience is that it has been very challenging. **Resource Availability/Accessibility**	

	Accessibility was the main point of focus and increasing family accessibility void of youth (i.e.- used as translators, carriers of info, etc…) needs to be prioritized.

A previous problem with (ODE) doing culturally responsive work was NOT including cultural experts; thus, not having adequate background knowledge or cultural support to do the work sufficiently.

Sustainability

Sustainability is a long process that brings life into our plan and should be included in each strategy and not be a stand alone theme. What is the process that we're considering to keep the NHPI SSP alive?

Culturally Appropriate Training

We need to develop a culturally responsive curriculum/packets reflecting our people that can be used in the school systems. The challenge is where do we find experts with cultural knowledge? | |
| | ### WHAT DO WE THINK?

Data (in)Justice is approved as a header

Definition of data sovereignty: We need to have another conversation surrounding the use of "sovereignty" and what that means to the NHPI population.

- ❖ What works for us when collecting data?
- ❖ Is this data really decolonized if it is held by ODE? These are technical issues that we as a group need to consider.
  - ➢ How does ODE interface with tribal governments around pieces of sovereignty?
- ❖ What do we mean by data sovereignty and know how to explain the term if we want to use this term.
  - ➢ The term lends itself to the idea of island governments owning and controlling data
  - ➢ Do we take out the word sovereignty because it's controversial or does it add power to the statement that would argue the case to keep it in?
- ❖ We are developing a plan funded by the legislature; therefore, if we want refunding, our outcomes have to be western in a sense. | |

- ❖ Proposal to use the term Data Governance in lieu of sovereignty
- ❖ Support changing the term to data governance which includes policies, procedures, standards for storing and gathering and processing data. We can weave data sovereignty in the definition at different layers.
- ❖ Don't throw the word sovereignty away, but let us take time to mull on it.
- ❖ The programs we are funding are the owners of the data, for example the development divisions; we are in ODE but we don't do anything with ODE's data system. We get reports from other groups that own the data. Each organization drives what they are collecting. The intention of data being rooted in communities is a strong idea
- ❖ Whatever we land on should be with the vision and goal of sovereignty and self determination. A community sees what they need and tells the story from their perspective. Whatever data we lift up shows culturally specific interventions and needs to avoid getting caught in a place where we're using other students as the control group and then doing what works for other communities but not for the NHPI cultures.
- ❖ In the chat - Yes I like that the suggestion of naming the context we're operating under and what we're seeking to enact the principles of
  - ➢ Agreement with this above statement in the chat
  - ➢ What we want is to see equality. We can look at the document and say, "What can I do for these students to feel wanted and belonging and achieve equality."

Data (In)Justice

Community Building/Family Engagement

- ❖ It's important for our families to participate and be communicated with.

- ❖ Lack of funding for minority groups to celebrate and learn more about their culture; they never receive the funds to do this. Celebrating their culture in the school allows them an idea of what it's like to be or participate in their culture. If there's a way to set aside funds for schools to have financial assistance to help students with cultural events that would be awesome. In some cases, learning about the culture has been tied into receiving credit which

provided incentive and boosted involvement.

➤ 100% agree; a majority of OPIC's sponsorships have been for PI student groups who need funding for food, cultural performances, etc.

Resource Availability/Accessibility

❖ If funds are available, instead of giving funds to new programs, give funds to existing organizations. We provide family and youth advocates who work with students and do family nights. Do something where it can be given to already existing services. This causes people to do double or triple work because their initial work runs out of funds and now they are working with 2-3 programs. Provide culturally specific supports to students.
  ➤ chat: definitely at IRCO PI programs, providing PI staff to work during school, in class academic & behavior support, the bridge between students & teachers, students & office as well as to parents & school too, with the after school programs, etc...
❖ How can we increase the education of parental rights? I see this as a very big need. In the office, how our students are being dealt with might be unfair. How can we equip parents to deal with this? Making sure that parents have access to information. Culturally, we might be saying yes but not mean yes and don't know how to ask questions and advocate for things.
  ❖ Agreement with the above statement. How can we require schools to train staff to make parents aware of what their rights are?
❖ Maybe the word "resource" is not the right word. If we think of resources, we're not thinking of people as resources, culturally knowledgeable people as resources. People who can build gaps and connect and reach families are resources.
❖ When I look at the title, I don't find it very available or accessible. When it is available, we have to create it ourselves. We discover a need/lack. I am interested to know if IRCO has a further reach, what is the success rate? In the school system we're rarely being called to be proactive, usually just to put out fires.
❖ What is IRCO's success rate with the strategies that they are using?

Sustainability

This is a long process that brings life into our plan and should be included

	in each strategy and not a stand alone theme. The process of keeping a plan alive. **Culturally Appropriate Training** Address the rate of disciplinary incidence	
12:00pm	**Break** Find your ʻĀina (land)	All
12:10pm	**Student Success Plan Work**	Carol Matsuzaki

12:40am	**Business**
	
	Approval of the 11/30/23 minutes
	
	Meeting protocol sign ups
	   - January 25, 2024- Samoan
	   - February 29, 2024- Tongan
	   - March 21, 2024- Hawaiian
	   - April 25, 2024- Micronesian
	   - May 16, 2024- Samoan
	   - June date TBD- Tongan
		Carol Matsuzaki

12:50pm	**Announcements** ODE staff will share any last announcements and invite the Advisory Group to share any announcements they have.	Carol Matsuzaki, All
1:00pm	**Closing** **ʻAʻohe hana nui ke alu ʻia** *No task is too big when done together by all (#142)* **Protocol**	Carol Matsuzaki Advisory Member