There is no success without preparation

Add your hands to the growth of the māla.
At this year’s Summit held on July 20 and 21, 2015, approximately 360 educators, community members, and others interested in supporting the growth of Native Hawaiian education gathered at Ka‘iwakīloumoku Cultural Center on the Kamehameha Schools’ Kapālama campus. This two-day event, the fifth in a series of summits that have spanned four decades, provided participants with an opportunity to listen to keynote speakers, panelists, and leaders describe their work in context to the progression of two goals established at last year’s summit:

Goal 1—advance, actualize, amplify, and normalize ‘Ōlelo Hawai‘i

Advance ‘Ōlelo Hawai‘i Expectations
Actualize a Hawaiian Speaking Workforce
Amplify Access and support
Achieve Normalization

Goal 2—actualize, amplify, and advance ‘Ike Hawai‘i.

Actualize ‘Ike Hawai‘i
Amplify Leo Hawai‘i
Advance Hana Hawai‘i

Participants then were asked to gather in smaller groups to discuss and present how they have supported in the last year the forward movement of these goals. Attendees also decided on specific targets to collectively work on in the next couple of years. The focus of this year’s event was to continue the momentum of excitement and support for the goals, vision and mission established at last year’s Summit:

Vision: In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new ‘ike to sustain abundant communities.

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2015 Summit Objectives

Keaomālamalama—organization leading the summit—established three objectives for this year’s Native Hawaiian Education Summit.

**Objective 1:** Recap 2014 Summit—commitments, goals, etc.

**Objective 2:** Gauge the progress of the 2014 Summit Goals—‘Ōlelo Hawai‘i & ‘Ike Hawai‘i;

**Objective 3:** Focus attention on developing a set of Success Indicators that would help us tell our own/Lāhui mo‘olelo (determine what we know).

These three objectives represented avenues to review our recent efforts in fulfilling the two goals, mission, and vision established last year. This year’s event allowed participants to re-engage with the work done at the last Summit, gauge individual and collective progress toward achieving the 10 year vision, and determine from a Hawaiian standpoint what Success for our young is in order to tell a powerful, new story about Hawaiians.

Participation

Due to the efforts to advertise early this year’s event, the number of attendees who registered nearly doubled as compared to last year. Of participants (350 on Day 1; 335 on Day 2; not including those in attendance who did not register for the event), 216 individuals completed an electronic evaluation of this Summit.

Though the largest groups attending this year were classroom educators and program staff, 35% of respondents represented other groups or did not respond to this question.

Remarkably, participants represented a diverse blend of folks from various professions as well as communities. Such diversity offered rich discussions and the subsequent decisions made by the entire group offers organizations that educate Hawaiians to utilize the information from the summit as a way to refine and improve educational opportunities for the lāhui.
The Office of Hawaiian Affairs analyzed both the quantitative and qualitative data gathered from this year’s participants to produce the following pages of this report. 216 attendees completed the survey.

When asked about the venue, attendees overwhelmingly thought that the Kamehameha Schools’ Ka‘iwakīloumoku Cultural Center on the Kapālama Campus was an excellent (n=108, 50%) or very good (n=70, 32%) site for this year’s event (see figure 3). 205 rated the site as good, very good, or excellent as compared to only 5 (2%) of individuals rating it as fair and 6 who left this question blank.

Participants generally confirmed that this year’s Summit achieved its three intended objectives: 1) to recap the 2014 Summit goals, commitments, and other objectives, 2) to gauge and celebrate the accomplishments since last year’s event, and 3) to develop a set of Success Indicators to be able to tell our own lāhui mo‘olelo and determine what we know. 83% (n=180) of participants thought this year’s Summit either exceeded or met Objective 1. 167 (77%) believed that Objective 2 had been met or exceeded while 159 (73%) that that Objective 3 had been met or exceeded. In comparison, only 2 (1%) felt that the Summit did not meet Objectives 1 & 2 while only 4 (2%) rated similarly for Objective 3.

In terms of the keynotes, participants were asked four questions—were the keynotes: 1) interesting, 2) thought-provoking, 3) informative, and 4) inspiring. 187 attendees or 87% found the keynotes both interesting and informative. When asked about whether the keynotes were thought provoking and inspiring, 180 or 84% (see figure 4) felt that they were both. In contrast, an average of 9.5 (4%) participants disagreed or strongly disagreed that this year’s keynotes were interesting, thought-provoking, informative, or inspiring.

Participants were asked the same four questions—interesting, thought-provoking, informative, and inspiring—in relation to the panels. 186 or 86% of attendees’ strongly agreed or agreed that both the ‘ōlelo and ‘ike panels on Day 1 were informative. 175 (81%) found them to be inspiring and 180 (84%) agreed or strongly agreed that they were interesting. 174 (81%) felt that both panel discussions were thought-provoking. On average, only 4.5 (2%) individuals disagreed and only 1 strongly disagreed about the quality of Day 1’s panels.
Even though one of the two panels on Day 2 was planned for and the other was constructed without preparation, 176 or 81% of folks (80%) strongly agreed or agreed that both panels on Day 2 were informative. 173 (80%) found them to be inspiring and interesting while 172 felt that the panels were thought-provoking. An average of 2.5 individuals disagreed and 1.5 strongly disagreed with the quality of Day 2’s panels.

In general, both the keynotes and panels received high marks from the audience. An average of 82% of attendees felt that the speakers were interesting, informative, inspiring, and thought-provoking. Very few rated these presentations poorly (disagree/strongly).

One of key characteristics of the Native Hawaiian Education Summit’s is the ability to hear the voices of participants. This year, participants were asked to rate the facilitated conversations’ process: as an opportunity for audience participation, on how the discussions were led, and whether or not people were engaged. 173 (80%) participants strongly agreed or agreed that they were given an opportunity to participate in the discussions. 75% (n=162) of 216 respondents felt that the groups were well led while 170 (79%) strongly agreed or agreed that people were engaged throughout the discussions. Overall 165 (76%) strongly agreed (n=76) or agreed (n=89) that they were able to meaningfully contribute during the facilitated conversations.

Two other processes—interactive agreements and the use of triads—were rated. Participants agreed (n=75, 35%) and strongly agreed (n=68, 31%) that they were engaged throughout the interactive agreements while 78 (68%) agreed and 71 (33%) strongly agreed that this process ensured a final product. In terms of the triads, 78 (36%) agreed and 74 (34%) strongly agreed that this helped folks share out to the larger group.

When asked about how successful the overall process (see figure 5)—using facilitated conversations, triads, and interactive agreements—was to ensuring that everyone had input in deciding on the next steps to advancing the 2 goals of ‘ōlelo and ‘ike Hawai‘i, 186 or 82% of individuals agreed or strongly agreed that the Summit process was very successful. Very few—4 disagreed and 1 strongly disagreed—that the Summit’s processes worked.

Now in the second year of its use, the Summit processes—facilitated conversations and interactive agreements—functions well to garner participant voices and more importantly, agreements about the work of advancing Native Hawaiian education. There is a clear vote of confidence in the Summit’s processes.
When asked for three “Take-Aways” from the summit, qualitative analysis of participants’ responses indicated six (6) major themes.

**Theme: Advancement on Native Hawaiian Education** (34.5% of responses fell within this theme)

One of the most common themes found throughout participant responses was the importance of strengthening and advancing Native Hawaiian Education throughout all educational systems and life. Participants’ appreciated that this year’s Summit provided clear and more unified goals to clarify the direction of growth for the next 10 years. Many expressed support for the advancement of Native Hawaiian Education and applauded that there were multiple pathways to achieving the two goals—ʻōlelo Hawai‘i and ʻike Hawai‘i. Others described the interrelated nature of these goals.

ʻŌlelo Hawai‘i: participants felt that the expanded use of ʻōlelo Hawai‘i in daily life—in education systems, at home, in the workplace, and throughout the community—is vital to advancing Native Hawaiian education. One participant stated:

*We need to continue to build capacity in ʻōlelo Hawai‘i workforce to address the shortage and need for kumu and staff in existing school settings. We need to provide opportunities for the mainstream community to explore, experience, and learn in order for our language/culture to have value to others not in our work.*

ʻIke Hawai‘i was also seen by many as essential to Native Hawaiian Education. Participants commented that ʻike must be perpetuated throughout all sectors of education as well as throughout our communities. Many made personal commitments to "live and practice the Hawaiian culture" in their own lives and to pass this knowledge to younger generations.

**Theme: Call to Action/ Implement Change** (46.5% of responses fell within this theme)

A second theme that emerged from participants’ comments is a call to implement change at all levels to continue forward progress of Native Hawaiian education. Comments expressed a need to act now and indicated a general sense of timeliness—that this was a good time—for action to take place. While participants varied in terms of a starting point for such action, most identified that change must occur in order to better educate Hawaiians.

Lāhui/Collective Action: the first pathway toward change was identified as Lāhui or Collective Action. Many commented that this Native Hawaiian education movement must include the entire community—keiki, makua, kupuna, ʻohana, kaiaulu, others—in order to see real change. Most noted that both Hawaiians and non-Hawaiians should join together to ensure that educational systems improve opportunities for Hawaiians to flourish.
Self/ Personal Action was a second pathway to change. Many felt that the most effective transformation would take place if individuals improved their lives, behaviors, and commitments to the fulfillment of both Summit goals. Most noted that change starts within themselves as well as in their ‘ohana, workplace and communities. Some further described how these personal actions would contribute to the larger educational goals of the lāhui.

Leadership was also cited by participants as a significant path to either lead or support the advancement of Native Hawaiian Education. In order for the movement to be successful, leaders must support the work of implementing the goals in order to achieve the overarching vision, “In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new ‘ike to sustain abundant communities."

Theme: Commitment and Kuleana (15.5% of responses fell within this theme)

Another theme emerged when participants noted the importance of making commitments and likewise, their kuleana to advancing Native Hawaiian education. Responses described the dedication needed by all to support the forward progress of the vision and goals of Native Hawaiian education. This commitment must be made by all who work to educate Hawaiians. One of the most significant ways to actuate this kuleana is for individuals to make personal commitments to the movement. Specifically highlighted in the comments was a clear statement of re-commitment to expanding the use of ‘ōlelo Hawai‘i in their lives and ‘ohana.
Theme: Reflecting on the Progress Made (11% of responses fell within this theme)

Another major theme emanating from the attendees was reflection on and acknowledgment of past accomplishments in Native Hawaiian education and how far the movement has progressed. This theme also incorporates comments related to current progress and the benefits of sharing these achievements with those in attendance at the Summit.

One participant noted that this year’s summit provided:

*Strong affirmation of actions in progress in formal and informal settings by public and private programs informed by knowledgeable practitioners.*

Individuals tied their applause of the progress made thus far to a call for further action and the need to implement more changes in order to continue the forward momentum of this movement.

For example, one responded: *We have accomplished much. We still have lots of work to do moving forward. The time is right for small and big strides to be accomplished.*

Theme: Continued Work on the Success Indicators (8.5% of responses fell within this theme)

Respondents identified the importance of continuing the development of descriptions, definitions and characteristics of a successful Native Hawaiian education in producing a successful young adult Hawaiian. Comments included thoughts about measurement, assessments, and indicators of this success. Individuals recognized that defining Success from a Hawaiian lens is vital to improving the education of Hawaiians. Others requested more process time dedicated to evaluation—for example, the development of evaluation methods around na’au checks, hō’ike, and kūpuna assessment. Participants took-away from the Summit a desire for “success defined by Hawaiian, Measurements defined by Hawaiian, Everything in a Hawaiian context.”
Theme: Empowerment through Native Hawaiian Identity (7.5% of responses fell within this theme)

Participants took away for the Summit a sense of the connection between a strengthened Native Hawaiian identity or pride in Hawaiian culture and its practices, to the empowerment of individual Hawaiians and the larger lāhui. Responses indicated that education in Native Hawaiian identity is necessary to fully equip students to be successful.

A participant stated that she/he left the Summit with an awareness of:

“What others see as our deficits are actually our strengths, and that who we are as Hawaiians, our identity and roots, gives us the resiliency to move forward despite the challenges we face.”

General Feedback about the Summit

Some of the participants utilized the survey as an opportunity to provide feedback on the organization and logistics of this year’s Summit.

Some noted that the Summit’s direction, planning, goals addressed, and selection of panelists was appropriate.

Two participants commented that the use of ʻōlelo Hawai‘i during one panel made it difficult for those who did not speak Hawaiian and suggested to Summit organizers that translation be provided as an alternative to when Hawaiian was spoken.

A number of participants responded about the beauty of the venue and enjoyment of the food and the music. As a counter point, one participant thought the breakfast was “non-Hawaiian and diabetes-inducing” and thus not reflective of appropriate cultural approach to food served to Hawaiians.

Overall, most were positive and recognized the Summit for providing: an opportunity to network, an event where warmth and aloha was felt between all in attendance, a place to learn about various programs, have conversations and discover best practices, and an avenue to connect to resources. The majority of the comments about this year’s event were positive.
At the close of day 1, the participants voted on the following topics as targets for the work in the next two years. Building and empowering the kauhale—connecting work of various organizations like the DOE, OHA, and KS—to advance both ‘ōlelo and ‘ike Hawai‘i earned the most votes and garnered nearly double the number of votes as the next target, building Moku-based facilities.

On day 2, the Summit ratified Nā Hopena A’o as the Success Indicators for a 20 year old Native Hawaiian. The overwhelming ratification by the participants secures these six indicators as the end outcomes for the completion of Goals 1 and 2 in nine years.
These Summit reflections are drawn from various data points and are meant to support the preparation of future Summits.

1) The cost—financial, manpower, others—to prepare for and operationalize this large event requires additional resources beyond what currently exists. The heavy lift was done by a few; more people lent support in the final two weeks prior to the Summit.

2) Some confusion arose when the Summit took a course change on Day 2; the confusion impacted not only Keaomālamalama but the event’s supporting cast—logistics people, facilitators & note takers, food service, others. The confusion required quick thinking, flexibility, hearing all voices, and ability to adapt—both for those running the event as well as those in attendance.

3) No/not enough time available to review/edit the event program, updates to participants, and deal appropriately with transportation and other issues. With so few leading and preparing for this year’s event coupled with delays getting information from Keaomālamalama folks in-charge of specific areas, these problems were resolved on the fly and not always in appropriate ways.

4) Generally, most attendees found the Summit useful, purposeful, and inspirational. Most felt that both days were well-organized, allowed for networking, flowed well, strengthened Hawaiian identity, generated a call to action, and promoted the vision, mission, and two goals from last year’s Summit.

5) Though 478 registered for the Summit, actual attendance fell between 350 and 360—which includes those who signed in at the registration table and those who didn’t but were at the event (i.e. workers, Keaomālamalama). The average attendance rate in comparison to those who registered was 78%; 22% of registered participants did not show up to the event.

6) The Summit’s MC’s made for a lively, energetic two days. Both Aaron and Mehana certainly stepped up to the podium this year; extending a tradition of Summit MC-ing that is entertaining, enjoyable, and energetic.

7) The diverse group of attendees representing multiple organizations, communities, ages, grade levels, professions, approaches, and understandings contributed to a strong voice that reflects the larger Hawaiian community. The marketing and advertising for this year’s event certainly generated a lot of excitement and early registration.

8) Many found Day 2 to be important to the advancement of Hawaiian education. Such conversations and decision-making around what constitutes “Success” from a Hawaiian lens seems to be a critical step toward controlling the future of Hawaiian education and telling our own story.

9) This year’s Summit attendees verified the relevance of Nā Hopena A'o and called for further steps to incorporate the six outcomes throughout Hawai‘i’s Department of Education as well as other organizations.

10) Most consider the last three Summits as steps in the movement to advance Hawaiian education. Many at this year’s event called this a “movement” and feel as if the momentum is growing and generating more excitement.
Recommendations

1) Keaomālamalama must seek and secure additional resources to prepare for and run future Summits.

2) Summit preparation must start earlier and more time/commitment spent by all in Keaomālamalama toward development and preparation.

3) A fee should be levied to a) decrease no-shows, b) decrease the overall cost of running the Summit, c) possibly create a fund stream for Keaomālamalama. Additionally, a lower fee should be charged for Kūpuna and ‘Ōpio to increase their presence at the Summit.

4) Keaomālamalama should consider asking a new male-female team for the next event.

5) While the value and worthiness of the Summit are evident, Keaomālamalama should hold the Summit bi-annually.

6) Early marketing of this Summit nearly doubled participation. More individuals registered earlier and in larger numbers than at previous Summits. Keaomālamalama should invest in advertising future Summits.

7) Youth engagement from planning through participation and evaluation is valuable and should be expanded for future Summits and related events.

8) Keaomālamalama will investigate supports for those who have difficulty understanding ‘ōlelo Hawai‘i.

Conclusion

This report has been generated from multiple sources of data and seeks to present analysis and recommendations that will support the preparation of the next Summit. Clearly, the need for future Summits is evident. Convening large numbers of Hawaiians from various walks of life to be informed, converse, and decide on the future of Hawaiian education is not only needed but also necessary if the momentum for change is to grow. In addition, having key educational leaders present at the close of the event allows attendees to hear how organizations and systems are working to advance the Summit’s vision, mission, and goals as well as what these leaders are committing to work on in the next year or two.

As a process, these Summits are vital avenues to determining the future of how Hawaiians are educated. They have become an access point to multiple Hawaiian communities and walks of life. Most importantly, the Summits have created a momentum for changes to Hawaiian education that is rooted in the Hawaiian collective. Hopefully soon, Hawaiians will control the education of their keiki and tell stories of success.