



## NATIVE HAWAIIAN EDUCATION COUNCIL

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Honolulu, Hawai'i 96813  
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www.nhec.org

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.

## Post Convening Report

# Community Based Systems Mapping of Culturally Relevant Assessment Work

HOSTED BY THE NATIVE HAWAIIAN EDUCATION COUNCIL

Wednesday, January 17, 2018

9:00 a.m. – 3:00 p.m.

University of Hawai'i – West O'ahu

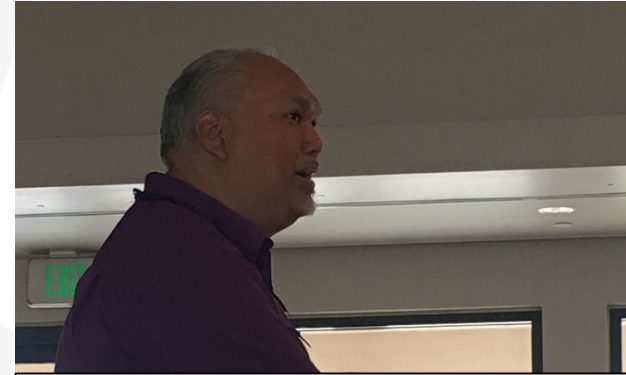
University of Hawai'i-West O'ahu  
our hosts for the day



UNIVERSITY  
of HAWAII®  
WEST O'AHU

40  
years  
1976-2016  
UH West O'ahu

In 2016, the University of Hawai'i–West O'ahu celebrates 40 years of providing quality higher education to the people of Hawai'i. Since its establishment in 1976, UH West O'ahu has offered a baccalaureate education for students in the fastest growing region on O'ahu through a curriculum that emphasizes professional, applied science, humanities, and social science programs.



Dr. Walter Kahumoku sharing about the Pueo Scholars Program and Grow Our Own Teacher initiative at UHWO



UH – West O'ahu Hosts – Wahie  
Pueo Scholars Program



Native Hawaiian Education Council  
Community Based Systems Mapping of  
Culturally Responsive Assessment Work  
Wednesday, January 17, 2018

Agenda Items	Time
Continental Breakfast Available at 8:30 a.m.	
<b>Welcome – Sylvia Hussey, Native Hawaiian Education Council</b> A. UHWO Protocol and Pule Wehe B. Background and Context for Day's Work C. Communities in the Room	9:00 a.m.
<b>Background and Context for the Initial Gathering – Sylvia Hussey</b> A. Overview B. Overview of Day's Activities, including Working Definitions for the Day	9:15 a.m.
<b>Objective 1: Share Experiences, Efforts, Learnings and Advancements in Culturally Responsive Assessment (CRA) Work:</b> A. Sharing from NHEC, community organizations, programs, etc.	9:30 a.m.
Mid-morning break and transition to next activity	10:30 a.m.
<b>Objective 2, Activity A: K-12 Public Education Systems Mapping – Kamehameha Schools</b> A. Introduction and Overview to Systems Thinking B. Systems Mapping Exercise, including familiarity with Terms & Tools	10:45 a.m.
Lunch	12:00 noon
<b>Objective 2, Activity B: Create a Community Based Systems Map of CRA Work; Objective 3: Recommend Next Steps for Community Based Action and Advocacy</b> A. Applying Thinking, Terms & Tools to CRA B. Overview of Work Areas C. Rotating Work Areas	12:45 p.m.
Large Group Sharing and Assembly of Picture Pieces, Gallery Walk and Observations	2:00 p.m.
Mahalo and Event Evaluation	2:45 p.m.
Pau Hana	3:00 p.m.

NHEC Staff: Sylvia Hussey, Executive Director; and Erika Vincent, Operations Manager



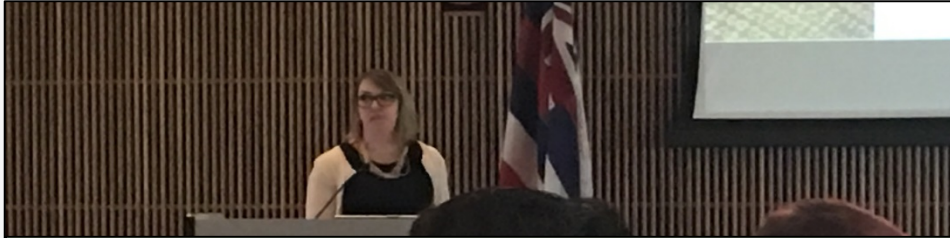
## Welcome by NHEC Chair Dr. Lisa Watkins-Victorino

No ke aha? An opportunity for...

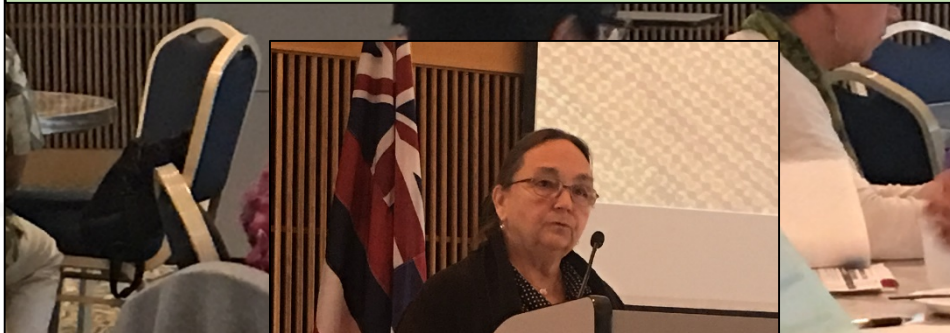
- ☐ **Share Experiences, Efforts, Learnings and Advancements in Culturally Responsive Assessment (CRA) Work;**
- ☐ **Create a Community Based Systems Map of CRA Work; and**
- ☐ **Recommend Next Steps for Community Based Action and Advocacy.**



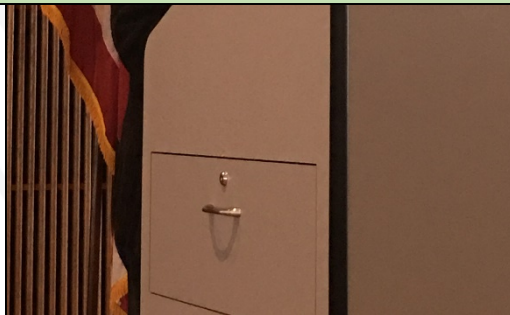
## Sharing of Hawaiian Focused Charter School Culturally Relevant Assessment Work By Kamehameha Schools and Participating Schools



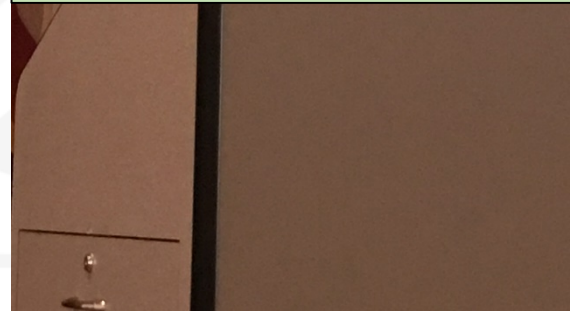
**Dr. Chelsea Keehne, Kamehameha Schools**



**Charlene Hoe, Hakipuu Learning Center**



**Kelly Broadus, Kamehameha Schools**



**Additional Hawaiian Focused Charter School Leaders: Mahina Paishon Duarte, Kanu o ka 'Āina; Dr. Meahilahila Kelling, Ke Kula 'o Samuel M. Kamakau; and Dr. Denise Espania, Mālama Honua**





# Sharing of Hawaiian Focused Charter School Culturally Relevant Assessment Work By Kamehameha Schools and Participating Schools

## Hawaiian-focused Charter School Culturally Relevant Assessment

### Literature Reviews:

- Cultural Competency
- Growth Focused Assessment
- Community/College/Career/ Readiness



The following document was compiled to provide Hawaiian-focused Charter Schools (HFCS) information to support existing and developing efforts to conduct HFCS Culturally Relevant Assessment (CRA) in their schools. This is not a traditional literature review which exhausts all potential theory and research on a given topic to answer a specific question. Instead, the summaries and supportive literature included here are narrow and intended to provide relevant research and theory to support local emerging approaches to CRA. Embedded hyperlinks provide access to additional resources: videos, CRA tools, spreadsheets including abstracts and findings of all literature referenced.

## Hawaiian-focused Charter (HFC) School Culturally Relevant Assessment CRA Website [kaneokana.net/cra](http://kaneokana.net/cra)

hyperlinks open additional CRA resources

- 14 start up ■ 6 immersion ■ 3 conversion ■ >4000 haumāna ■ 81% Native Hawaiian ■ 88% accredited ■ receive 34% less funding than conventional DOE schools ■

### HFC School Vision of the Graduate (2013)

#### Cultural Knowledge, Responsibility to Family, Community and Environment:

Demonstrate, understand, apply Hawaiian values, respect and honor genealogy, recognize and accept leadership roles to manifest cultural knowledge, know a place (history, resources) as a piko and a foundation for making larger connections, understand importance of reciprocal relationships and responsibilities in a cultural context.

#### Community, College, Career Readiness:

Communicate effectively (verbal, oral, technologies), a lifelong learner for future competence, able to plan to attain current and future goals, provide adequately for self and family.

### RESEARCH QUESTIONS

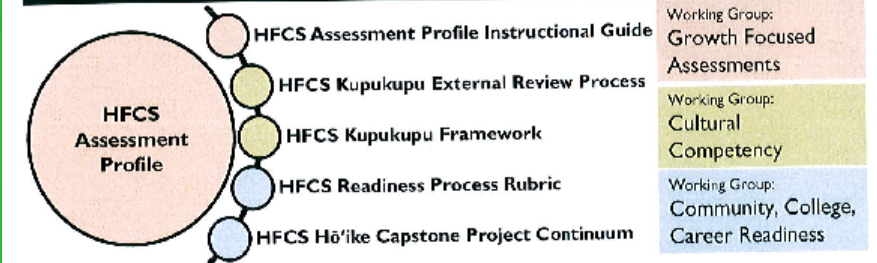
What is system-wide evidence of the HFCS Vision of the Graduate?

How can assessments illustrate the breadth of Hawaiian student growth and development?

3 Literature Reviews: 1) [Cultural Competency](#) 2) [Readiness](#) 3) [Growth Focused Assessments](#)

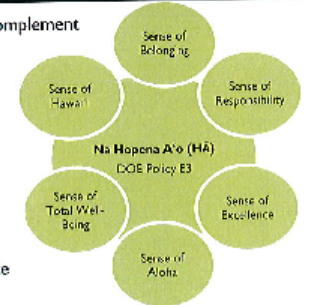
### PK-12 ASSESSMENTS

### CREATED BY CRA WORKING GROUPS



### PROJECT PRINCIPLES

- Celebrates School Similarities
  - Honors Unique School Missions
  - Led by HFCS Po'okumu
  - Research-based
  - Project Charter 2017-2020
- System-wide definitions and assessment tools complement school processes and cultural practices
  - Strengths-based inventory of processes implemented across all HFCS
  - 100% HFCS participation
  - 3 literature reviews provide research and theory to support CRA and [Nā Hopena A'o](#).
  - Managed by Kamehameha Schools Ho'olalo Like Department and CRA Steering Committee



2017-2018 CRA Core Handout



## GUIDE TO ACTOR MAPPING

### What is an actor map?

An actor map is a visual depiction of the key organizations and/or individuals that make up a system, including those directly affected by the system as well as those whose actions influence the system.

*Note: Actor maps are sometimes referred to as stakeholder maps; however, given that important influencers (e.g., government) are not always stakeholders in a systems change initiative, we use the more inclusive term “actor maps” for purposes of this guide.*

### How can actor mapping support systems thinking and practice?

- ✓ **Context**
  - Understand general landscape (e.g., key actors, organizations, initiatives)
  - Determine who needs to be involved
- ✓ **Connections**
  - Explore various actors’ roles in the system
  - Diagnose the strength of connections among actors
  - Consider how relationships, roles, or information flows are changing
- ✓ **Patterns**
  - Determine where the energy is in the system and where there are gaps or blockages
  - Understand how structures are changing
- ✓ **Perspectives**
  - Consider who is, has been, or should be involved
  - Identify opportunities to build new relationships and explore other parts of the system

### Actor Mapping versus Stakeholder Analysis

Actor mapping is related to, but fundamentally distinct from, traditional stakeholder analysis. Stakeholder analysis is “a process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program.”<sup>1</sup> Stakeholder analysis seeks to assess individuals’ or groups’ ability to influence specific projects, policies, or outcomes. The goal of these analyses is typically to produce a prioritized list of key individuals or groups to target as part of an action plan. By contrast, actor mapping explores the relationships and connections among actors, as well as their relationships to a given issue, project,

<sup>1</sup> *Stakeholder Analysis Guidelines*. (undated) Kammi Schmeer. Available online [here](#).

## What is an actor map?

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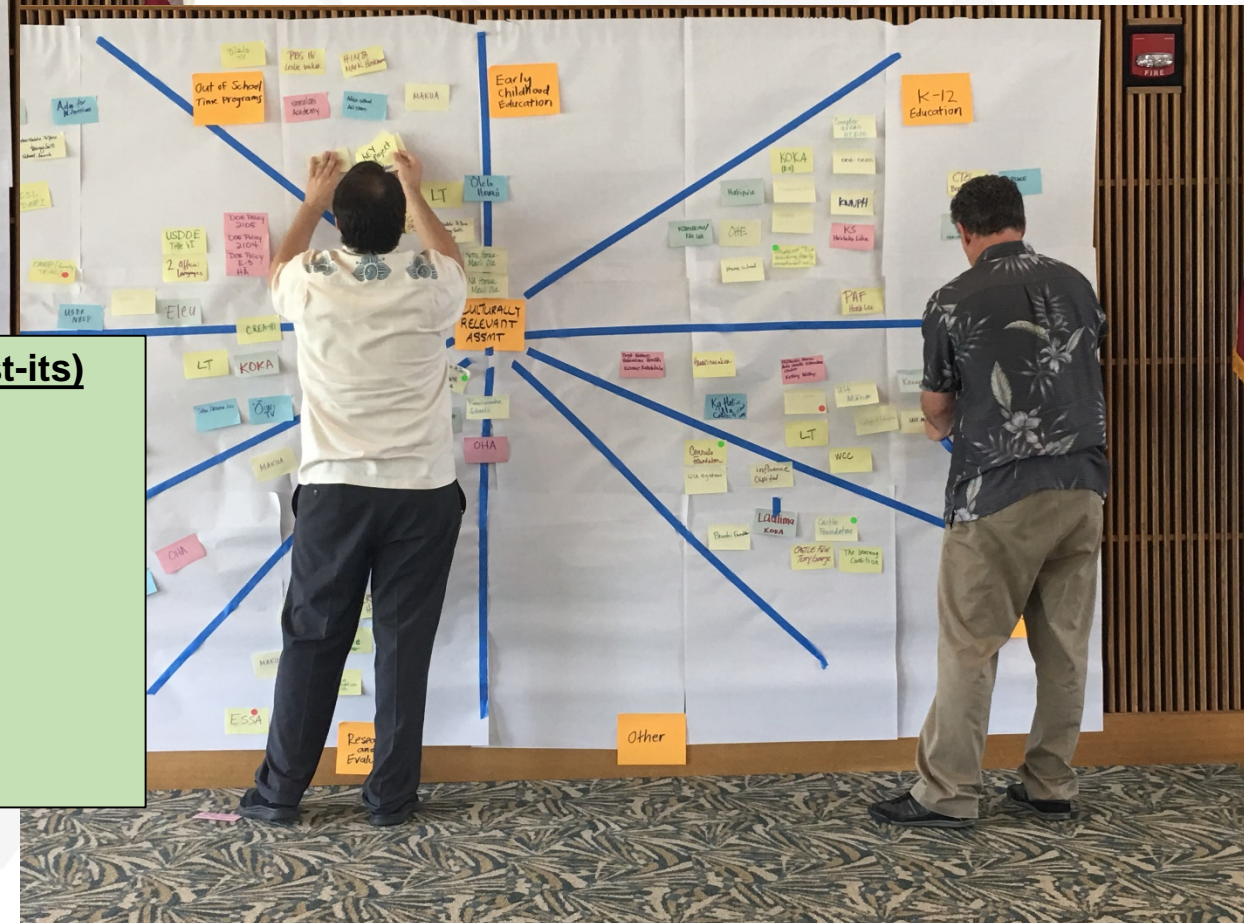


## Culturally Responsive Assessment Sectors (orange, large post-its)

Higher Education  
 Philanthropy  
 Research & Evaluation  
 Social Determinants of Health  
 Family Learning/Strengthening  
 Policy & Regulations  
 Out of School Programs  
 Early Childhood Education  
 K-12 Education







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Hard working participants



Hard working participants





# EVENT EVALUATION

Please provide your feedback by circling your response below:

The event...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Objectives were clear.		1	111 (3)	1111111 (7)	11111 (5)
2. Format (e.g., open work spaces, work time), aided in meeting the event objectives.		1	11 (2)	1111111 (7)	1111111 (7)
3. Venue (UHWO) aided in meeting the event objectives.			11 (2)	11111111 (9)	111111 (6)
4. Room set up aided (e.g., table rounds of 8, food and beverage in room) in meeting the event objectives.			1	11111111 (8)	11111111 (8)
5. Food and beverage selections were maika'i.				11111111 (9)	11111111 (8)





**Please list 3 takeaways or insights gained from today's event (in no priority order):**

- Need to define “culture” better;
- HFCS;
- People/programs got to interact and see visually where they intersect and also work in similar places;
- Assessment needs to be org./school specific;
- Getting a clearer understanding of certain frameworks already in place, and thinking of ways to improve them;
- Assessment are important for growth/changes;
- Loved morning sharing from charter schools' assessment work – strong alignment;
- HFCS work on HCBA is awesome!;
- Awesome outcome;
- The map activities showed the breadth of work connected to CRA;
- More focus on research/or early childhood education involvement;
- Current work happening across organizations—need to have opportunities like those to share and connection more;
- Need for supporting education efforts for & by Kanaka oiwi;
- A low tech way of putting together a systems map;
- I want to learn more and look forward to attending the workshops;
- Systems thinking applied areas sub-systems;
- Great work happening in many stakeholder groups;
- Need for social enterprise (Aunty Verlie's comments) (\$\$\$ sources);
- Mapping;
- Connections & influence reach further than we realize;
- Build your network and understand the many facets and layers involved;
- Connections, relationship, working together are key to success of lahui;
- More acronyms--:>)—kidding...in seriousness, broadened my knowledge of many programs and entities working in this area;



**Please list 3 takeaways or insights gained from today's event (in no priority order):**

- Mapping exercise maika'i;
- Map will prove to be a useful tool;
- Some definite “pressure points” were identified;
- Specific organizations are in the way or need to be influenced more;
- Liked the idea of bridging the workforce goals/initiatives and education—put the pressure on each other;
- Pattern spotting highlighting what's helping & hindering CRA;
- HFCs how they \_\_\_ CRA;
- Kupukupu framework, Na Hopena Ao, CRE;
- Specific, commonalities & relational;
- Fabulous to see it documented! Great 1st step;
- There is a LOT going on (good), but need more communication and awareness to avoid duplication of efforts AND to collaborate
- Networking
- Learn who the big players are;
- Common goal to be culturally connected;
- Heavy perspectives from ppl I don't often work/hear with/from;
- Networking with other is my favorite part;
- Update of CRA (HFCS) work;
- Framework that other organizations are using;
- Networking opportunities, learning about own area information;
- The impact that culture based assessments/learning have made and will continue to mak in preserving our Hawaiian culture;
- It was wonderful to have talk story time, sharing & work time. MAHALO :>); and
- Hawaiian Focused Charter Schools (HFCS).





## **7. What is the most valuable insight gained from today's event?**

- Need for social enterprise (Aunty Verlie's comments) (\$\$\$ sources);
- Hawaiian-focused charter school culturally relevant assessment presentation;
- Good to see who else was working on similar issues & who you could partner with to do similar goals;
- Get to know the NHEC community & begin to network;
- How important each assessment effects new growth;
- Affirmed my conviction that the tipping point/growth/"boom" point is approaching;
- Mapping is easy;
- The breadth of work being done connected to CRA;
- Being able to see what organizations are doing for advocacy;
- Sharing and networking—keeps everyone connected to the different pulses of the work. Mahalo for bringing us together!
- Kanaka oiwi ways of learning require kanaka oiwi frameworks to understand success;
- I learned a simple way to create a systems map, to see dynamics of different entities at play;
- Knowing that my schooling was “backwards”; our keiki, wherever they are being educated, must have this curriculum;
- Kako`o, sharing and increased understanding of kuleana; and
- Great work happening in many stakeholder groups.



## **8. Suggestions for future convening events, grantee symposiums, etc.**

- Get a clearer understanding of goal of each objective to be able to participate with more round table talk with other orgs;
- Would love a rep from each “post it” present, any possibility for increased presence from groups off O‘ahu?;
- Providing some of the programs (INPEACE, KOKA) to show/present the work they are doing around CRA;
- Clearer reasons for activities we do from the start;
- How can we begin to plan for short & long term next steps;
- N/A;
- Restate objectives for the day up front. Tighten up down-time to keep parties busy & moving;
- Training on assessment. Focus on training teachers and especially future teachers to be licenses with CRE;
- What is a kanaka organization; and
- Looking forward to a follow up meeting soon to review systems map.





## 9. General/Open Comments

- How do we define “culture”?
- How do we measure it?
- Glad to be here – hope to have future events that don’t conflict with community events;
- Mahalo nui for setting and food;
- Mahalo for allowing Ai Pono school lunches to be a part of NHEC;
- Mahalo nui for your intentional and thoughtful planning and facilitation;
- It is interesting that while early ed, K-12 & post-secondary were represented on the map, I didn’t see links across all three;
- Great facilitation of mapping—maybe for future doing individual maps for each of the “pie” slices and then do an over lapping visual with those individual maps;
- Good day. Objectives seemed achieved. Engage us when “map” is produced.;
- Appreciate the expertise in the room, the facilitators’ approach to hands on practice & activities to clarify concepts;
- Bottle water? The breakfast, lunch, snacks was yummy & nutritious;
- Mahalo for building a new landscape to generate multiple foundations to online \_\_\_\_\_; and
- Mahalo piha!



The Native Hawaiian Education Council (NHEC), in collaboration with Pacific Policy Research Center (PPRC) is pleased to announce:

## A Community Approach to Culturally Relevant Assessment Development

Three interactive full-day workshops designed for Native Hawaiian education and culture-based programs to develop and/or revise program outcomes and cultural assessments

**Offered February-April 2018**

*Specific details (e.g., guests members) will be announced before each workshop.*

**Purpose:** To build capacity among Native Hawaiian and culture-based programs to create and utilize cultural assessments

### Workshop Info

**Location:** Mānoa Innovation Center  
2800 Woodlawn Dr, Honolulu, HI 96822

Doors open at 8 am, workshops start at 8:30 am.  
Lunch will be provided.

#### Friday, February 23

Assessing community needs & starting the cultural assessment process

8:30 am - 4 pm

RSVP: <https://goo.gl/forms/1NAyVln0M8m1vsD2>

#### Friday, March 16

8:30 am - 4 pm

RSVP: <https://goo.gl/forms/aYzrVY1muZHPdTA3>

#### Friday, April 20

8:30 am - 4 pm

RSVP: <https://goo.gl/forms/N1u6WRyG2CQ9S2eWB3>

#### Goals:

- Review lessons on cultural assessment development presented in Year 2 CISF project workshops
- Engage participants in modeling the assessment creation process
- Develop a repository of broad cultural assessment items that can be amended and/or adopted for individual program use
- Populate the CISF matrix with assessment examples (operationalize the matrix)
- Create space for ongoing networking and sharing among participants

#### Workshop Approach:

- Participants will collectively choose outcome areas around which to build assessment items (with the assistance of the CISF matrix)
- Participants will be guided through the development of both qualitative and quantitative items
- Participants will have opportunities to adapt assessment items for individual program use

#### Contact

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Mary Lee, Ph.D. | [marylee@pprchawaii.org](mailto:marylee@pprchawaii.org) | 808-223-7391

*\*This workshop series is a part of the NHEC's three-year initiative (2015-2018) to field test the Common Indicator System and Framework (CISF) – a matrix of measures that can be used to evaluate the outcomes of Native Hawaiian education and culture-based programs. The series builds on the capacity-building workshops offered in 2016-2017.*

Workshops offered by the  
Native Hawaiian Education Council  
[www.nhec.org](http://www.nhec.org)







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# MAHALO

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