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
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.
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
Charlene Hoe, Hakipuu Learning Center

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.
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.
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
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
Hard working participants
# EVENT EVALUATION

Please provide your feedback by circling your response below:

<table>
<thead>
<tr>
<th>The event...</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objectives were clear.</td>
<td>1</td>
<td>11</td>
<td>1111111 (7)</td>
<td>11111 (5)</td>
<td></td>
</tr>
<tr>
<td>2. Format (e.g., open work spaces, work time), aided in meeting the event objectives.</td>
<td>1</td>
<td>11 (2)</td>
<td>1111111 (7)</td>
<td>1111111 (7)</td>
<td></td>
</tr>
<tr>
<td>3. Venue (UHWO) aided in meeting the event objectives.</td>
<td>11 (2)</td>
<td></td>
<td>1111111111 (9)</td>
<td>1111111 (6)</td>
<td></td>
</tr>
<tr>
<td>4. Room set up aided (e.g., table rounds of 8, food and beverage in room) in meeting the event objectives.</td>
<td>1</td>
<td></td>
<td>111111111 (8)</td>
<td>111111111 (8)</td>
<td></td>
</tr>
<tr>
<td>5. Food and beverage selections were maika’i.</td>
<td></td>
<td></td>
<td>1111111111 (9)</td>
<td>11111111 (8)</td>
<td></td>
</tr>
</tbody>
</table>
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 oiw;
- 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!
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

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

Workshop Info
Location: Moana Innovation Center
2000 Woodlawn Dr. Honolulu, HI 96822

Workshop Dates:
- Friday, February 23
- Friday, March 16
- Friday, April 20

Goals:
- Review lessons on cultural assessment development presented in “Year 2” 2015 project workshops
- Engage participants in modeling the assessment creation process
- Develop and share a repository of Cultural Assessment Tools that can be amended and/or adopted for individual program use
- Provide examples of frameworks with assessment examples operationalized in practice
- 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 CfT media)
- Participants will be guided through the development of both qualitative and quantitative items
- Participants will have opportunity to adapt assessment items for Individual program use

Contact:
Sylva Hussey, Ed.D. | sylva@nhec.org | 808-523-6452
Mary Lee, Ph.D. | maryllee@upr.hawaii.org | 808-223-7381

www.nhec.org