Native Control of Native Research
Building the Case for a Community Based Research Agenda, Research for the Benefit of Families and Communities Toward Abundant Communities

THE EDUCATION-TO-WORKFORCE PIPELINE

2018 Data Summit
Education-to-Workforce Pipeline
Friday, May 18, 2018
Kroc Center, Kapolei

Post-Convening Report
Systemic Road Map

1. Assemble
   Adjust
   Build
   Broaden
   Coordinate
   Conduct
   Deepen
   Design
   Fund
   Juxtapose
   Monitor
   Record
   Sketch
   Study
   Track
   Tweak

Communities

2. Research Agenda
   Adjust
   Analyze
   Change
   Continue
   Interpret
   Juxtapose
   Publish
   Review
   Redirect
   Sense-Make
   Share
   Stop
   Study
   Synthesize
   Tweak

3. Take a look

Toward the Realization of Abundant Communities

For the Benefit of Families and Communities
Convening Events

Communities
Education, Health, Housing, Economics, Social Services, ʻĀina, Wa`a, Philanthropy, Higher Education, Grantees, Funders

Research Agenda

Research

Assemble
Adjust
Build
Broaden
Coordinate
Conduct
Deepen
Design
Fund
Juxtapose
Monitor
Record
Sketch
Study
Track
Tweak

Date: August 7, 8 or 14,15
Location: TBD
Sponsors: NHEC, POL +

Thus far:
• HERA – January 2018
• NHEA – March 2018
• DxP Data Summit – May 2018

Build on 1/2018 (HERA), 3/2018 (NHEA), 5/2018 (DxP)
AERA Survey
From 4/24/2018 - The experience of AERA Members is needed:

Please click here to take a survey to help answer questions about these topics:

Please share your experiences on this survey to aid the effort to develop a measure describing how research and educational practice are connected.
## Concurrent Session II – 1:00 p.m. to 1:50 p.m. - N=8 - Evaluations

### Sector Represented
- Early Childhood: X
- K-12: XX
- Post-Secondary: X
- Workforce: XX
- Other: XX (social work)

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**How would you rate the content of Concurrent Session II?**

<table>
<thead>
<tr>
<th>Not Useful</th>
<th>Somewhat Useful</th>
<th>Quite Useful</th>
<th>Very Useful</th>
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</thead>
<tbody>
<tr>
<td>111 (3)</td>
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</table>

**To what extent did you find this session useful for your work?**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td></td>
<td>1</td>
<td>11 (2)</td>
<td>11111 (5)</td>
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</table>

**Did you find the speakers for this session to be knowledgeable?**

<table>
<thead>
<tr>
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<th>11 (2)</th>
<th>111111 (6)</th>
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</table>

**Did you find the speakers for this session to be engaging?**

<table>
<thead>
<tr>
<th></th>
<th>11 (2)</th>
<th>111111 (6)</th>
</tr>
</thead>
</table>

**What did you like best about Concurrent Session II?**

- Interesting to hear various viewpoints of participants;
- Hearing issues/concerns of the others;
- Brainstorming; can’t wait for the Aug 8 session;
- Thinking about questions for Hawaiians!
- The hands on activity & kūkākūkā, participating in deliverable;
- Group discussion at table;
- Brainstorming & sharing of ideas that matter to Native Hawaiian people.

**What would you have like to learn or hear about in this session?**

- Great opportunity;
- n/a;
- military workforce data; self-employed job/workforce;
- I would have like some research topics that are currently being pursued.
## Concurrent Session III – 2:10 p.m. to 3:00 p.m. N=17 - Evaluations

<table>
<thead>
<tr>
<th>Sector Represented</th>
<th>Early Childhood</th>
<th>K-12</th>
<th>Post-Secondary</th>
<th>Workforce</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>XXXX</td>
<td>XXXXX</td>
<td>XXXXX</td>
<td>XX</td>
<td>XX(research), X (non-profit), X (education, general), X(legislative), X(all)</td>
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</table>

### How would you rate the content of Concurrent Session III?

<table>
<thead>
<tr>
<th>Rating</th>
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<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>11 (2)</td>
<td>1111 (4)</td>
<td>1111111111 (11)</td>
<td></td>
</tr>
</tbody>
</table>

### To what extent did you find this session useful for your work?

<table>
<thead>
<tr>
<th>Extent</th>
<th>Not Useful</th>
<th>Somewhat Useful</th>
<th>Quite Useful</th>
<th>Very Useful</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1111111 (5)</td>
<td>11111 (4)</td>
<td>111111111 (8)</td>
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### Did you find the speakers for this session to be knowledgeable?

<table>
<thead>
<tr>
<th>Response</th>
<th>N/A</th>
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<th>1111111111 (10)</th>
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### Did you find the speakers for this session to be engaging?

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<thead>
<tr>
<th>Response</th>
<th>11111111 (7)</th>
<th>1111111111 (10)</th>
</tr>
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### What did you like best about Concurrent Session III?

- The collective participation & diverse representatives of ideas;
- Giving input to what we wonder about regarding our native Hawaiian children, families & communities;
- Table talk & idea generation;
- Mahalo!
- Hearing what the other groups came up with in terms of research questions;
- Activity;
- Recognizing the diverse concerns in regards to Hawaiian medium education;
- I learn[ed] a lot just hearing the ideas of people who are Kanaka Maoli. I will have to mull on what this taught us & how to apply it to my setting;
- It was a great opportunity to propose questions but very little time if any was spent addressing those questions;
- Getting group to think outside the box and why/what are the factors;
- Group discussion;
- Great to hear ideas from so many people from diff. sectors;

### What would you like to learn or hear about in this session?

- Hear more from speaker & on NHEC current research practice; the whole session was participants working!
- Discussion on solutions (possible);
- Some of the findings from previous similar sessions;
- None;
- I would have liked to have hear about agenda items they already have vs. the group defining them;
- None – good use of the time;
- Follow up on questions raised.

*Several respondents marked more than one category, therefore adds up to more than 17 responses*
Native Control of Native Education: Designing a Native Hawaiian Research Agenda

noun re•search \ ri-ˈsörch ,ˈrē-,sörch \ 1: careful or diligent search 2: studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws 3: the collecting of information about a particular subject. Facilitated by the Native Hawaiian Education Council, attendees will be asked to contribute to the design of a Native Hawaiian Research Agenda, with a focus on work perspectives, for the benefit of families and communities and to the realization of abundant communities.

Culture
- How we measure cultural commitment or understanding
- Correlation of Hawaiian cultural practices & achievement
- How are culturally tailored/informed/based programs being evaluated? For who are they being evaluated? Who are the evaluators?
- How do you define/measure Hawaiian identity
- What aspects of “Hawaiian identity” (we discussed masculinity) are not being respected by the current educational framework/learning environments?
- What makes something “authentically” Hawaiian? Who determines that?
- Cultural practices (Hawaiian) vs “acceptable” practices in community disconnect
- How adjustments are identified created to address differences between Hawaiian cultural norms & “acceptable” implications
- Define Hawaiian vs. Part Hawaiian & other ethnic categories how impact data interpretation
- How do we “define” Hawaiian? Is it only blood quantum? What about mixed families where one parent doesn’t have “blood”?

‘Ohana/Kupuna
- How to measure ‘ohana engagement in child’s learning;
- How many kupuna do we have left who can share ‘kea;
- How does family stability and home environment impact the N.H. community? What efforts are working in home environment? Can we increase that by showing better impact data?
- How do the “knowledge keepers” pass on their knowledge to the next generation?
- How many families actively engage in Hawaiian cultural practices/spiritual practices?
- What are the most common cultural practices in healthy families/healthy communities?
- Is regular cultural practice related to healthy families/healthy communities

Housing
- DHHL, effects of concentrated low demographics & high risk levels lead to what type of communities
- What is Hawaii’s maximum build-out of housing? If we built out all housing how many people could we fit?
- What impact does the cost of housing have on N.H. self-reliance/self-sufficiency?
- NH and living wage: how do we bridge that gap? Housing? DHHL too slow?
- How do we build communities not housing? Put a charter school or leverage for better solutions
MAHALO