

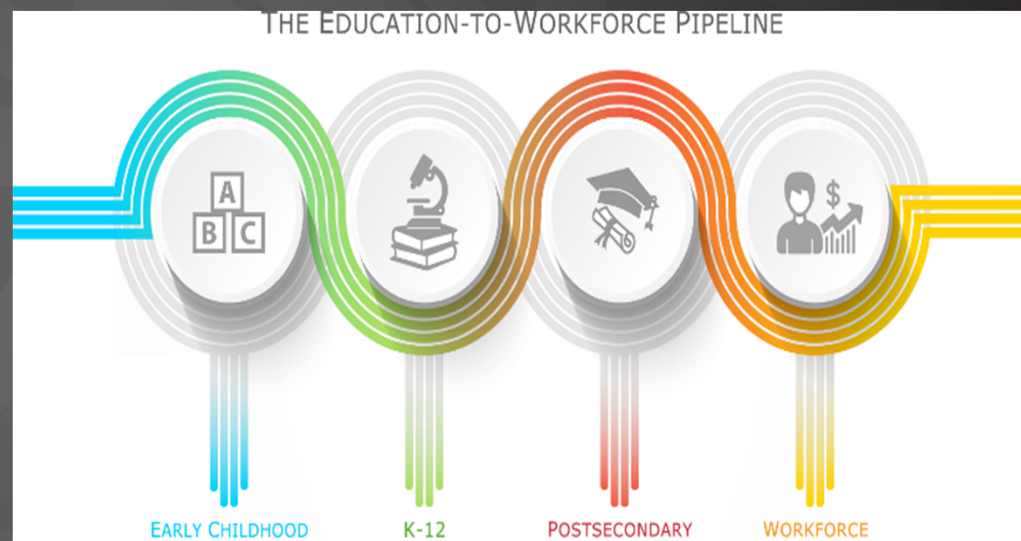


NATIVE HAWAIIAN
EDUCATION COUNCIL

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



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



Post-Convening Report

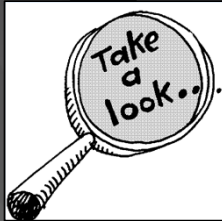
Systemic Road Map



Communities

Education, Health, Housing,
Economics, Social Services, 'Āina,
Wa`a, Philanthropy, Higher Education,
Grantees, Funders

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



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



Research Agenda



Research

Nūukūia (Vision)
‘O Hawai‘i ke kahua o ka ho‘oma‘a‘ua.
Hawai‘i is the foundation of our learning.

‘Ālo Nūukūia (Mission)
I nā mekahiki ho‘i o hiki mai ana o ‘ike ‘ia ai nā hanauna i mana i ka ‘ōlelo a me ka nōhana Hawai‘i no ka ho‘oma‘u ‘ana i ke ola pono o ka mauili Hawai‘i.
In 10 years, kōwhiri will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new ‘ike to sustain abundant communities.

Fāhūhū (Goals)
In the next 10 years, our learning systems will...

Goal #1 – ‘Ōlelo Hawai‘i:

- Advance ‘Ōlelo Hawai‘i Expectations
Develop and implement a clear set of expectations for ‘ōlelo Hawai‘i that permeates all levels of education.
- Actualize a Hawaiian Speaking Workforce
Increase a prepared ‘ōlelo Hawai‘i workforce to ensure community and ‘āhau access and support.
- Amplify Access and Support
Increase ‘ōlelo Hawai‘i content and programming to support the kōhau.
- Achieve Normalization
Pursue normalization of ‘ōlelo Hawai‘i.

Goal #2 – ‘Ike Hawai‘i:

- Actualize ‘Ike Hawai‘i
Increase use of knowledge from traditional and diverse sources.
- Amplify ‘Ike Hawai‘i
Increase ‘āhau and kōhau learning and participation.
- Advance Hana Hawai‘i
Increase resources to support practice and leadership.

Toward the
Realization of
Abundant
Communities

For the Benefit of Families and
Communities



Research Informed Practice



Practice Informed Research



Convening Events

Communities

Education, Health, Housing,
Economics, Social Services, 'Āina,
Wa`a, Philanthropy, Higher Education,
Grantees, Funders

1

Assemble
Adjust
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2

Research Agenda



Research

Thus far:

- HERA – January 2018
- NHEA – March 2018
- DxP Data Summit – May 2018

Date: August 7, 8 or 14,15

Location: TBD

Sponsors: NHEC, POL +

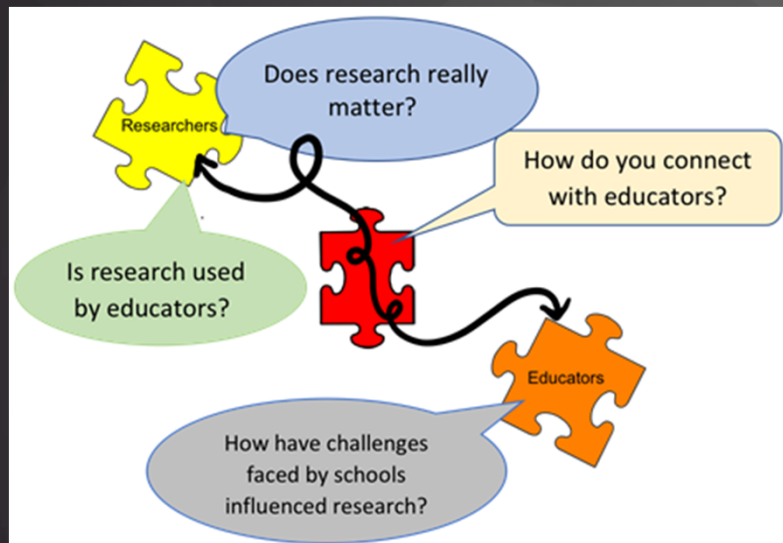
Build on 1/2018 (HERA), 3/2018
(NHEA), 5/2018 (DxP)



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

Concurrent Session II – 1:00 p.m. to 1:50 p.m. - N=8

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

	Poor	Fair	Good	Excellent
How would you rate the content of Concurrent Session II?			111 (3)	11111 (5)
	Not Useful	Somewhat Useful	Quite Useful	Very Useful
To what extent did you find this session useful for your work?		1	11 (2)	11111 (5)
	Strongly Disagree	Disagree	Agree	Strongly Agree
Did you find the speakers for this session to be knowledgeable?			11 (2)	111111 (6)
Did you find the speakers for this session to be engaging?			11 (2)	111111 (6)
What did you like best about Concurrent Session II?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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

Concurrent Session III – 2:10 p.m. to 3:00 p.m. – N=17¹

Sector Represented	Early Childhood	XXXXXX
	K-12	XXXXXXXXXX
	Post-Secondary	XX
	Workforce	
	Other	XX(research); X (non-profit); X (education, general); X(legislative); X(all)

	Poor	Fair	Good	Excellent
How would you rate the content of Concurrent Session III?		11 (2)	1111 (4)	1111111111 (11)
	Not Useful	Somewhat Useful	Quite Useful	Very Useful
To what extent did you find this session useful for your work?		11111 (5)	1111 (4)	11111111 (8)
	Strongly Disagree	Disagree	Agree	Strongly Agree
Did you find the speakers for this session to be knowledgeable?		N/A	111111 (6)	1111111111 (10)
Did you find the speakers for this session to be engaging?			1111111 (7)	1111111111 (10)

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 did you like best about Concurrent Session III?

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.



¹ 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-'sərch , 'rē-,sərch \
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.



Embedded Document

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” practice 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 ‘ike;
- 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 keeper” 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

- DHHH, effects of concentrated low demographics & high risk levels lead to what type of communities
- What is Hawai‘i’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? DHHH too slow.
- How do we build communities not housing? Put a charter school or leverage for better solutions



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