

5<sup>th</sup> data summit, The Education-to-Workforce Pipeline, will be held on Friday, May 18, 2018 at Salvation Army Kroc Center Hawai'i.

Clustering of Questions/Wonderings from the Event

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## **Culture**

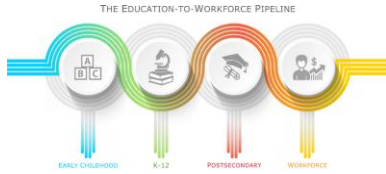
- How we measure cultural commitment or understanding
- Correlation of Hawaiian cultural practices & achievement;
- How are culturally tailored/informed/based-programs being evaluated? For who are they being evaluated? Who are the evaluators?
- How do you define/measure Hawaiian identity
- What aspects 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**

- DHHL, 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? DHHL too slow.
- How do we build communities not housing? Put a charter school or leverage for better solutions



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- DHHL why is the list so long? Why doesn't it go down? Why is the list so long?
- What is the ripple effect of the cost of housing on education for Native Hawaiians
- Do Native Hawaiians have access to stable housing? Does this effect our students?

### **Health, Nutrition**

- How does lack of access to nutritious food/health resources affect student performance

### **Mental Health, Disabilities**

- How does mental health impact student achievement
- I wonder about prevalence of undiagnosed mental illness in Hawaiian communities
- I wonder how many Hawaiians w/disabilities are accessing services & resources
- I wonder how many Hawaiians have disabilities in the home
- What is suicide rate, reason, demographics in native Hawaiian males?
- Are NH students experiencing the same/disproportionately more prevalence of anxiety/depression/mental health than other populations?

### **Trauma**

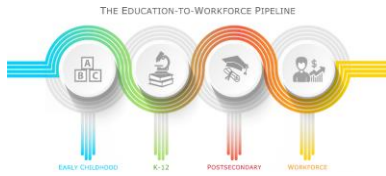
- Are Native Hawaiian families, students in particular, exposed to trauma? What if any impact does this have on Native Hawaiian students?
- Does historical trauma impact/effect NH mental health? If so, how?
- How does historical cultural trauma affect the current Native Hawaiian population i.e., removal from lands, separation from language loss of cultural knowledge

### **Spirituality**

- How does Hawaiian spirituality affect health and if so, how is it included in culturally specific interventions?
- How does to what extent does spirituality contribute to well-being of NH

### **Incarceration**

- Incarcerated literacy, any data? Any programs?
- To what extent does institutional racism contribute to over use of exclusionary disc. w/NH students and high rates of incarceration & how do we change this?



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## **Data**

- Census – is the census able to collect demographic data on Native Hawaiians?
- Data vs. or related to environment/ecosystem
- NH data to practice/application w/in Western context

## **Definitions of Success and Learning from Success**

- What are the definitions of success that we care about?
- Once we identify success, what can we learn from those folks and can we get data that is sensitive to those differences?
- Do we understand success in NH community?
- What are NH indicators of success along the way? & can we develop them?

## **Assessments, Alternate Measures**

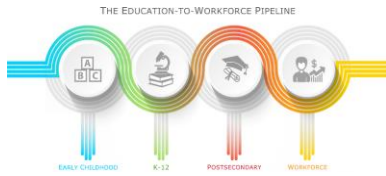
- Can we find alternative representations of value/wealth that are non-monetary (i.e., relationships) to measure NH assets in another way besides wage/homeownership?
- What does success in the 21<sup>st</sup> century mean? Does culture-based education really prepare children for success in the 21<sup>st</sup> century?
- What kinds of assessments do Native Hawaiian or other Pacific Islanders value and believe are valid?

## **Education – General**

- SWOT analysis of community-based student-driven service learning—AND SHARE it. to celebrate & inspire collective kuleana
- Community based service learning SWOT – collective kuleana
- If there aren't enough N.H. engaging in opportunities for learning/growth/scholarship, how ARE they finding out about it? How do they find out? Where is the information?
- What questions do Native Hawaiians have about education & assessment?
- Does educational achievement mean the same thing to N.H. as to Western/conventional mindset?
- How we are preparing/encouraging students to be innovative problem solvers & testing/applying their solutions in real time?
- Who ends up falling through the cracks and why?
- I wonder what the needs are of families in very remote areas on the neighbor islands.
- I wonder if we should look at non-traditional spaces to improve student learning?

## **K-12 Education**

- Why are Hawaiians dropping out of high school? Are the reasons school/community/family/individual-related?



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- Why are public schools with large Hawaiian student bodies “poor quality” or considered “poor quality”? For example, Waianae H.S., Nanakuli H.S.
- I wonder what are the barriers to NH high schoolers graduating from high school & later from college?

#### **Post-Secondary/College**

- I wonder whether Native Hawaiian children are encouraged by their parents/families to go to college/achieve higher education
- KS scholarships make a difference for student to attend school what other areas of leverage exist?
- Why are NHs under-represented in higher ed? What are/are there barriers?
- Have Hawaiian cultural values change the desire to pursue higher education-any additional education or training after post-high

#### **Systems/Kaiialu/Lahui**

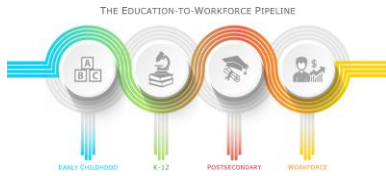
- How do we better leverage our collective resources i.e., DHHL, OHA, Kamehameha, Title III to create solutions that solve economics, education, and housing issues
- Does the next generation WANT to take it on?
- How can NH wisdom/ike inform our state & lead us towards a more sustainable future?

#### **‘Ōlelo Hawai‘i & Language Use**

- Do we know where & when and by whom N Hawaiian olelo is spoken?
- How can we help more people learn Hawaiian language? What is our goal in terms of language?
- Language immersion programs teach not only languages but culture—how does this cultural perspective/worldview translate to workforce skills? Can we collect data about value of this to employers?

#### **HCBE (Hawaiian Culture Based Education)**

- How do you do HCBE in such a way that it is tied to “western” outcomes? Does it lead to success in other domains or in NH outcomes? For example, does it lead to motivation to learn in general or motivation to learn about Hawaiian?
- What % of all NH’s are involved in HCBE? On a daily basis how often is NH & their ike culture a part of their day. What percent of their day?
- How does attending a Hawaiian focused school impact career aspirations?
- Correlation between HCBE & Aina based education & academic performance;
- % of NH who practice stewardship in their community;



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- NH/laui ed. Outcomes to mainstream standards
- Malama aina measure to mainstream standards
- Long-term impacts of Hawaiian culture based education on all keiki (workforce, sense of place, etc.)
- How prevalent is HCBE in schools?

### **Well-Being**

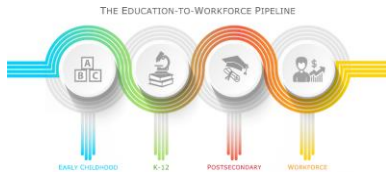
- What is the quality of foster care for our Native Hawaiian children?
- I wonder how many keiki are being raised by their grandparents?
- I wonder what kinds of experiences would best support and nurture resiliency in families with young children?
- How is family dynamic/relationships being measure to show increase in health or QDL?
- Why are NH's disproportionately represented in child welfare? How can this be addressed?
- What do we know & what do we need to know about relational well being among NHs
- I wonder how many kids are currently being raised as "hanai" family (unofficially adopted/foster)
- How does learning traditional protective cultural values as strengths lead to well being per the individual/family/community?
- How are N.H. Families teaching coping skills to their kids?
- SEL (social-emotional) practices/strategies which follow HA principles data to support HS grad rates
- I wonder how Native Hawaiian keiki social-emotional needs are being met

### **Community**

- I wonder what kinds of needs Native Hawaiian early childhood educators/caregivers need to advance their careers?
- I wonder how long we will have to rely on tourism industry?
- I wonder if a community can thrive w/non-traditional housing!
- I wonder how our community will sustain itself in isolation?
- How many NHs live near their work? School?
- How many NHs are involved in their communities & in what ways?

### **Immersion/Hawaiian Medium Education**

- What level of proficiency do students graduating from immersion schools have? Are the workforce ready in 'ōlelo?



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- How can we connect skills developed in immersion schools to the workforce in a way that enables mutual benefit?
- What ways may we better look at success for students in charter/immersion schools rather than having them reviewed through a western lens?
- I wonder when we'll have access to immersion school data? And why is data so difficult to obtain on these schools?
- P.12 school pipeline, where are immersion students going for 7-12 if not attending the only immersion – 'Anuenue school? Are there enough immersion options?
- How is the community of Hawaiian speakers supporting student acquisition of 'ōlelo outside of the school day?

### **Teachers and Teacher Education**

- How are we developing a sustainable teacher/(ED) workforce on the Waianae Coast & similar communities?
- How do you prepare teachers to integrate place-based, collectivist, and cultural ways of knowing?

### **Migration**

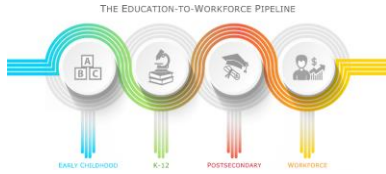
- Do NH youth want to stay home or move away;
- # of Hawaiians moving from O'ahu to outer islands..Kauai, Moloka'i, Maui, Big Island
- Is there truly a desire for native Hawaiians to live here in Hawai'i?
- Factors that contribute to the outmigration of NH's from the state
- Many NHs leave Hawai'i and come back...why do they come back? What brings them home...and can we strengthen that?

### **Literature**

- Is there an extensive "library" of Hawaiian language children's literature being used to develop Hawaiian language literacy? If not, why not?

### **Living Wage & Economics**

- I wonder how the cost of living affects student performance—academic, attendance
- Cost of living & NH success
- Alignment btw ed pathways & job opportunities;
- How do we increase/elevate entrepreneurial opportunities for Native Hawaiians
- Generational outcome gaps, salary, health, occupational careers



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- Occupational jobs in leadership positions (post-grad cohorts) for state/fed/military/private/self-emp
- Do NHs/low income folks really work “2-3 jobs just to survive” we say that bud do we have a way to check?
- How do we track N.H. employment data? Is it only census based? Need N.H. specific data here

### **Work and Workforces**

- Is there enough support for keiki in high school to learn about all possibilities that Native keiki have in regards to the workforce. Should they wish to contribute culturally.
- What qualities are valued by employers that aren't captured by education level? Is there an opportunity to better prepare students for success outside the traditional conventional pathway?
- Are bi-literacy & immersion better @ developing soft skills needed by workforce in Hawai'i
- What does industry value for HS graduates (soft skills) and how does immersion/HCBE connect w/these real-world industry and community needs.
- I wonder about formal informal apprentice/mentorship programs for post high school
- Culture to workforce
- What jobs do Hawaiian immersion students take in the workforce? How are they applying and/or benefitting from their immersion education?
- How do we create work opportunities that utilize the skills developed in the immersion schools, outside of what is already available.
- The potential impact of artificial intelligence on jobs that Native Hawaiians are over/under presented in

### **Other**

- NH outcomes to funding priorities & mainstream priorities
- Optimal “return on investment” for programs = effectiveness?
- To what extent does Native Hawaiian research apply to other Pacific Islander cultures?