E lauhoe mai i ka wa‘a;
i ke kā, i ka hoe; i ka hoe, i ke kā;
a pae aku i ka ‘āina.

Everybody paddle the canoe together;
bail and paddle, paddle and bail,
until the land is reached.
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Introduction & Setting Context: Native Hawaiian Education Summits and Keaomālalama

Families and communities are the foundation of Native Hawaiian life in which learning, teaching and growing in understanding, practices and responsibilities are intertwined with living and life itself. Parents and families as first teachers and communities as extended ʻohana (family) expand spaces where teaching, learning and growing extends what is traditionally understood as “education”. For almost 25 years, families and communities have gathered via Native Hawaiian Education Summits (NHES or Summit) to affirm their role in education and life.

1993 Summit

The first Summit in 1993 produced three significant guiding principles, in order of priority: 1) The ʻohana and Native Hawaiian communities shall determine, shape and guide the education of our people; 2) We shall establish an educational system which embraces, nurtures and practices our traditional foundation as embodied in our language, culture, values and spirituality; and 3) We shall establish an educational system that empowers Native Hawaiian people to be the contributors, active participants and leaders in our local and global communities.

1997 Summit

The 1997 Summit report (aka the Honu Report) voiced the belief that instead of operating from a Western educational mindset that disconnects family—the first educators in a child’s life—from what happens in the classroom, the education Hawaiians receive should be grounded in the ʻāina (land base) and ʻohana. The report emphasized positive, appropriate Hawaiian values and characterizations (vs. negative characteristics or stereotypes), the important role of the ʻohana, acceptance of family-based, holistic approaches, and community and place-based learning.

2013 Summit

Sparked by the expanding Hawaiian education movement, in 2013, a planning committee with members representing major players in education (e.g., Kamehameha Schools, Office of Hawaiian Affairs, Native Hawaiian Education Council, State of Hawaiʻi Department of Education Hawaiian Studies and Language Programs, ʻAha Kauleo, ʻAha Pūnana Leo, Hālau Kū Mana) convened to coordinate the 2013 Native Hawaiian Education Summit. This Summit provided participants with an opportunity to understand Federal and State policies affecting
Native education, as well as devoted space and time for groups to engage in project work. For instance, the State Hawaiian Language Immersion Program (HLIP) developed their Strategic Plan; a Board of Education (BOE) member led a discussion session to gather feedback on the revised 2104 (Hawaiian language) and 2105 (Hawaiian studies) policies; and Hawaiian-focused Charter Schools continued work on their indicator model.

2014 Summit

Organizers of the 2014 Summit, operating as the NHES Planning Hui, established several key outcomes: 1) Celebrate the accomplishments of the past as foundational to current successes; 2) Establish as a collective educational community the vision and goals for the next decade of work; and 3) Ensure that community leaders were made aware of and had opportunities to respond to the vision and the accompanying goals. The goal was to gather educational leaders and critical community partners—kūpuna, mākua, haumāna, kumu and others—to create strategic goals for Hawaiian education that would be executed in 10 years.

At the end of the three days, the almost 200 participants of the 2014 Summit, collectively voted and agreed to the following vision, mission, and goals.

Vision Statement
‘O Hawai‘i ke kahua o ka ho‘ona‘auao.
Hawai‘i is the foundation of learning.

Mission Statement
I nā makahiki he 10 e hiki mai ana e ‘ike ‘ia ai nā hanauna i mana i ka ‘ōlelo a me ka nohona Hawai‘i no ka ho‘omau ‘ana i ke ola pono o ka mauli Hawai‘i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new ‘ike to sustain abundant communities.

Goal 1: ‘Ōlelo Hawai‘i—In the next 10 years, our learning systems will:

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 ‘ohana access and support.
Amplify Access and Support
Increase ʻōlelo Hawaiʻi context & programming to support the kaʻauʻulu.

Achieve Normalization
Pursue normalization of ʻōlelo Hawaiʻi.

Goal 2: ‘Ike Hawaiʻi—In the next 10 years, our learning systems will:

Actualize ‘ike Hawaiʻi
Increase use of knowledge from traditional and diverse sources.

Amplify Leo Hawaiʻi
Increase ‘ohana and kaiaulu learning and participation.

Advance Hana Hawaiʻi
Increase resources to support practice and leadership.

Keaomālamalama
During the 2014 Summit evaluation meeting, the NHES Planning Hui members expressed a need to further explore a post-event hui. At the end of 2014, Keaomālamalama formed as a group of like-minded individuals who convene and collaborate with others to realize the Native Hawaiian education vision and mission. The purposes and responsibilities of Keaomālamalama are to: effect system change via the Hawaiian Education Movement (HEM); convene and collaborate (vs. implement) toward the realization of the 10-year vision; define, drive and be responsive to larger, system-wide landscapes—educational, political, economic, and international; create spaces for families and communities to voice their moʻolelo; and support other Hawaiian and educational organizations (vs. replace) toward individual organization accountability and collective impact.

Keaomālamalama members include: Dr. Maenette Benham, Dr. Sylvia Hussey, Dr. Walter Kahumoku, Dr. Keiki Kawaiʻaeʻa, Dr. Kalehua Krug, Cheryl Lupenui, Dr. Teresa Makuakāne-Drechsel, Dr. Kanoe Näone, Dr. Judy Oliveira, Mahina
2015 Summit

In 2015, the next Summit was held with objectives to: 1) Recap the 2014 Summit commitments and goals; 2) Gauge progress from the 2014 Summit goals in ‘ōlelo Hawai‘i and ‘ike Hawai‘i; and 3) Focus on developing a set of success indicators to tell our own mo‘olelo.

Over two days, more than 300 participants engaged in facilitated conversations and interactive agreements to discuss their individual and/or organizational progress toward achieving the ‘ōlelo and ‘ike Hawai‘i goals established at the 2014 Summit.

At the end of day two, the collective staked student success outcomes by adopting Nā Hopena A‘o—a framework of outcomes for developing competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total well-being and Hawai‘i (BREATH).

Transitioning to 2017

With the Native Hawaiian education vision, mission and two goals established in 2014, and the student success framework of outcomes staked in 2015, families and communities continued to work toward the realization of sustaining abundant communities through the foundation of Hawaiian language, values, practices and wisdom; and looked to the 2017 touch point convening to keep the Hawaiian education movement moving forward.

2017 Summit

Purpose and Overview

The 2017 Summit is the sixth in a series of summits. The 2017 Summit’s overarching objectives were two-fold: 1) Reaffirm and clarify the 2024 end game of the NHES mission of sustaining abundant communities; and 2) Promote community advocacy, engagement and activism toward realization of sustaining abundant communities. As a result, Keaomālamālama focused...
on gathering together a broad sector of stakeholders across the pae ‘āina -- families, communities, educators, educational leaders, critical community collaborators, political leaders--to the Ko‘olau Ballrooms in Kāne‘ohe, O‘ahu on September 7th-9th.

Theme

The theme, E lauho mai i ka wa‘a; i ke kā, i ka hoe, i ka hoe, i ke kā, a pae aku i ka ‘āina (Everybody paddle the canoe together; bail and paddle, paddle and bail, until land is reached) provided focus for the general purpose of building and strengthening community through advocacy and action.

The 2017 NHES offered space for families, community members, and critical community partners in areas of education, health, housing, social services, and economic development to discuss and strategize collective efforts toward sustaining abundant and vibrant communities.

2017 Master and Mistress of Ceremonies

Nawa’a Napoleon and Kamehaililani “Lani Girl” Waiau

The amazing Nawa’a Napoleon and the stunning Kamehaililani “Lani Girl” Waiau graced the stage for the three days of the Summit. They smoothly, seamlessly and humorously, facilitated, transitioned, cajoled, scolded and kept moving, the “cast of thousands”—a myriad of presenters, students, schools, teachers, administrators, kūpuna, and education and political leaders—keeping the energy of over 350 participants flowing. Think “hula-aerobics” and an impromptu Hawaiian designers fashion show.
Wehena

Each day, students, administrators, faculty, parents and families from three area schools—Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School, Hakipu’u Learning Center Public Charter School, Ke Kua Kaiapuni ‘o Pū’ōhala—opened the Summit with oli, mele, hula and sharing about their schools and programs.

Refer to Appendix A for the daily schedules.

Day 1: Opening Plenary – Setting Context

Dr. Teresa Makuakāne-Drechsel and Dr. Keiki Kawai’ae’a set the context of the 2017 Summit in the opening plenary session. They provided a chronological history of Native Hawaiian education, highlighting key initiatives from 1983 to today. Some highlights included the Native Hawaiian Education Assessment Project; the enactment of the Native Hawaiian Education Act in 1988 and its reauthorization in 1994, 2001 and 2015; the Ka Huaka’i publication in 2005; the Nā Lau Lama initiative in 2006; the first
Summit in 1993; the second in 1997, which produced the “Honu Report”; and the three most recent Summits in 2013, 2014, and 2015.

In addition to restating and reaffirming the Summit’s two overarching objectives, the overview of Hawaiian society and education was offered including the historical periods of: Pō: Pre-1778 Robust Hawaiian Society; Wana’ao: 1778 – 1896 Rising Colonialism; Kahikole: 1896 – 1970 Rampant Assimilation; Kahikü: 1970 – 2016 Revitalizing Hawaiian Identify; and Kaulolo: Post 2016 Re-empowering Hawaiian Being.

**Day 1: Opening Plenary – Voices of Our Kūpuna**

Introduced by Dr. Kalehua Krug and facilitated by Dr. Loke Wakinekona, kūpuna from the community of Wai‘anae, O‘ahu—‘Anakē Stella Pihana, ‘Anakē Puanani Burgess and ‘Anakala Eric Enos—shared their life experiences and mana’o about education for and by the Wai‘anae community. Experiences and mana’o were shared via mo’olelo including: experiences of fighting injustices being done in and to their community (e.g., Makua Valley); helping students to recognize in themselves the gifts they possess; pa’a ka waha a hoe (close your mouth and paddle)—head down, work and move forward against the winds and forces that are blowing against the community; and how “alternative” education programs “alters-the-native” by trying to take the “native-ness” out of children instead of teaching them about their heritage and identity.

Kūpuna also responded to the prompt, “If you had a magic wand, what would you do to the education process that would better fit our keiki and community?” ‘Ike kūpuna included: 1) A certainty that a healthy child—in spirit, place, body, mind, ‘ohana, community, watershed—learns, therefore prioritizing holistic approaches, building and strengthening healthy communities, utilizing land based learning strategies and providing family supports is essential; 2) Claiming one’s
heritage, it is a birthright, therefore connecting ancestral knowledge with current context and “figuring it out” honors heritage and kūpuna; and 3) Learning how to be a “dragon feeder”, keeping connected to the old ways while navigating or culturally translating how to proceed forward “with the dragon”, applying native heritage and who we are to the world we find ourselves in.

**Day 1: Community Hui Formation and Overview**

Once the 2017 Summit’s context was set, objectives restated and ‘ike kūpuna provided, Summit participants engaged in a fun and fast paced activit, led by Keaomālalamalama members Cheryl Lupenui and Dr. Walter Kahumoku. Through a series of pre-Summit available information, a scan of the ballroom and attendees, and a series of affinity group prompts (e.g., geographic, education sector, ‘ōlelo Hawai‘i), over 350 participants on Day 1 formed 20 self-identified Community Working Hui (CWH) in a matter of 20 minutes! Each CWH was assigned a facilitator/recorder pair

The resultant 19 (two groups subsequently combined) self-formed CWH worked together for the remainder of the Summit to identify assets and critical needs of their community, and to develop community action plans for building and sustaining community abundance. Each CWH utilized a template to identify community needs, build upon community strengths and determine important actions and focus areas for the next two to three years to become a thriving, abundant community. CWH work sessions were interspersed with community sharing sessions from a variety of system and program level organizations supporting Native Hawaiian communities. The community action plans from each CWH were consolidated.
and highlights were shared with Summit participants and politicians during the Day 2 Meet and Greet sessions. CWH concluded their planning activities by engaging in community-to-community sharing on Day 3. Each CWH posted their two-year action plan priorities, needs and areas where they could kākoʻo and kōkua each other. Some CWH exchanged contact information so they could reach out, continue their work and support each other after the Summit.

A few examples of CWH work includes:

- **Community: ‘Ai Pono.** Community Purpose: Create healthy village to raise healthy children; Actions to advance in the next two years: Native Hawaiian Education Summit include ‘ai pono and ‘ai pono PALS night (200+ families invited); ‘ai pono lists (local vendors and healthy, locally grown food alternatives when eating out); Hawaiian cultural events, hoa ‘āina container gardens.

- **Community: Hoʻowaiwai a Mālama Mau ‘Ohana.** Actions to advance in the next two years: Statement #1 – Hoʻowaiwai a mālama mau ‘ohana-We believe cultural wealth is in continuing to nurture the ‘ohana; Statement #2 – We declare intergenerational experiences perpetuates culture and language that leave legacies; and Statement #3 – We value caring for ‘ohana.

- **Community: Kula Kamaliʻi.** Actions to advance in the next two years: Shift paradigm in uses of ‘ōlelo Hawaiʻi to normalize uses of ‘ōlelo Hawaiʻi; restoration of traditional names of places; and promote communities to mālama wahi pana and engage the broader communities.

Refer to Appendix B for details regarding the 19 CWH work summaries.
Day 1: Community Sharing – Community Organizations and Education Systems

CWH interacted with community organizations, educational systems and programs and government agencies about the work being done in Hawai‘i in strengthening students’ well-being and how the organization is advancing the goals of the Native Hawaiian Education Summit—A) Advancing, actualizing, amplifying and normalizing ‘ōlelo Hawai‘i; and B) Actualizing, amplifying, and advancing ‘ike Hawai‘i.

Participating organizations included: Council for Native Hawaiian Advancement including the Vote to Rise initiative; Hawai‘i Department of Education, Office of Hawaiian Education; Department of Hawaiian Homelands/Hawaiian Homelands Commission; Hawai‘i Department of Human Services; Hawai‘i Community Assets; Hawai‘i Interagency Council on Homelessness; Hawai‘i Workforce Development Council; Lunalilo Trust; Native Hawaiian Hospitality Association; Papa Ola Lōkahi; Queen Lili‘uokalani Trust; State Public Charter School Commission; and the University of Hawai‘i (UH) Hawai‘i Papa o Ke Ao.

Day 2: Community Sharing – Political Leaders

After hearing from critical community partners on the morning of Day 1, CWH spent the remainder of Day 1 and the morning of Day 2 developing action plans for execution in the next two years. All of Hawai‘i’s county and state elected officials (e.g., mayors, county councils, legislators, governor) were invited to address ways of supporting Hawaiian communities and heard from Hawaiian communities about needs and priorities and in the afternoon of Day 2, CWH had the opportunity to interact with the following government officials in attendance:
Hawai‘i County Mayor Harry Kim and Maui County Mayor Alan Arakawa;

State Senators Will Espero, Brickwood Galuteria, Kaiali‘i Kahele, Michelle Kidani; Kaliko Chun for Senator Maile Shimabukuro, and Poni Daines for Senator Brian Taniguchi; and

State Representatives Daniel Holt, Jarret Keohokalole, Takashi Ohno, Andria Tupola and Gene Ward.

Day 3: Community Sharing – Education Programs

Nine community education programs shared their services, activities, strategies, and other offerings that support communities in sustaining abundant communities.

Participating organizations included ‘Aha Pūnana Leo, E Ala Voyaging Academy, the Institute for Native Pacific Education and Culture, Kānehūnāmoku Voyaging Academy, Kamehameha Schools Community Engagement and Resources Group, Kanu o ka ‘Āina Learning ‘Ohana, Kaho‘iwai Center for Adult Teaching and Learning, Nā Kālai Wa‘a, and the UH-Hilo Rewarding Internships for Sustainable Employment (RISE) Program.

Day 3: Closing Plenary – Education Leaders’ Panel

Education leaders wrapped up the Summit by reprising their panel participation and sharing the recent work of their organizations in support of advancing and normalizing ‘ōlelo and ‘ike Hawai‘i and how their organizations will support the communities’ priorities to sustain abundant communities.

Participating education leaders included Dr. Maenette Benham for UH President David Lassner, Kā‘eo Duarte for Kamehameha Schools Chief Executive Officer Jack Wong, ‘Aha Pūnana Leo Board President Kauanoe Kaman, Kau‘i Sang for Hawai‘i Department of Education Superintendent Dr. Christina Kishimoto, and Sione Thompson for State Public Charter School Commission Chair Catherine Payne.
Participants and Feedback Overview

This year, Summit outreach included a broad range of stakeholders across the pae ʻaina, beginning with families and communities to educators, government leaders, and health, housing, social services and workforce sectors. In sum, participants expressed their appreciation for planning and organization of the Summit; the opportunity to meet with organizations, elected officials, and educational leaders who support Native Hawaiians; be enlightened by kupuna and ʻōpio; and come together with kānaka in meaningful conversation. Areas identified for improvement include providing greater clarity of Summit objectives, goals and definitions; sharing of CWH manaʻo; and having more time to work on individual, as well as a Summit-wide action plan.

Almost 375 individuals attended the Summit, over the course of the three days, with respondents (N=156) to the post-Summit evaluation survey identifying themselves as: program/project staff (15.5%), classroom educators (15.5%), community practitioners/leaders (12.7%), and program/project directors (10.8%). Most respondents indicated they served or worked in the K-12/children and youth education level (44.5%); and that they were involved 21 or more years in general education (29.2%) and Native Hawaiian education (24.3%).

Refer to Appendices B and C for details of the CWH and overall event evaluation responses, respectively.
Participant Feedback (Quantitative and Qualitative Data)

Given the variation of activities (e.g., sharing, panels), sources of information, large (e.g., plenary) and small (e.g., CWH) work settings, the Summit evaluation survey gathered feedback on a variety of Summit elements (e.g., objectives, plenary panels, community sharing, CWH work, interaction with government agencies and political leaders).

Feedback on Objectives 1 and 2

Participants were asked, “How successful was the Summit in meeting its objectives?”, reminding them about the Summit’s overarching objectives to: 1) reaffirm and clarify the 2024 end game of the NHES mission of sustaining abundant communities; and 2) promote community advocacy, engagement and activism toward realization of sustaining abundant communities.

A majority of evaluation respondents indicated that the Summit: met (59%) or exceeded (17.3%) objective 1 to reaffirm and clarify the 2024 end game of the NHES mission of sustaining abundant communities; and met (45.8%) or exceeded (32.7%) objective 2 to promote community advocacy, engagement and activism toward realization of sustaining abundant communities.

Feedback on Community Sharing: System Responses (Day 1), Community Sharing: Political Leaders (Day 2), Community Education Organization: Education Program Offerings (Day 3), and Education Leadership Panel (Day 3)

Throughout the Summit, participants were provided opportunities to meet with community members and partners to understand and discuss strategies to support collective efforts toward sustaining abundant and vibrant communities. Twenty-seven community organizations, educational systems and programs, government agencies, and
education leaders shared the work done in and for Hawaiian communities.

The majority of all respondents to the Summit evaluation agreed or strongly agreed that the Community Sharing: System Responses sessions on Day 1 were informative, inspiring, interesting, thought-provoking, and overall successful. However, it is interesting to note that 21.6% of respondents disagreed that the Community Sharing: System Responses were informative.

Each CWH was provided an opportunity to meet with invited Hawai‘i elected officials on Day 2. These small, informal meet and greet sessions provided space for the CWHs to share their important actions to becoming a thriving, abundant community, learn how their elected officials are supporting or can support their efforts, and help position themselves to better advocate on their behalf. On the final day of the Summit, CWHs were able to revise their action plans and incorporate insight from previous days and activities.

Majority of respondents agreed that the Community Sharing: Political Leaders sessions were informative, inspiring, interesting, thought-provoking and overall successful. However, 20.3% disagreed that it was inspiring.

**Feedback on Community Work Hui**

CWH members were asked to assess their experiences in the development of community action plans as a group with the volunteer facilitator/recorder teams. Survey respondents recorded the feedback below when asked to rate the flow of the CWH facilitated discussions and activities.
Respondents:

- Agreed (41.9%) or strongly agreed (52.4%) that the facilitator kept the discussion geared toward the session objectives.

- Agreed (43.0%) or strongly agreed (55.1%) that everyone was given an opportunity to participate in the community-led discussion.

- Agreed (47.2%) or strongly agreed (50.9%) that the group was engaged in the discussion.

- Agreed (41.9%) or strongly agreed (51.4%) that felt they were able to meaningfully contribute to the community-led discussion.

- Agreed (42.7%) or strongly agreed (46.6%) the community action templates and the facilitated discussions were helpful in preparing for the conversations with political and education leaders. However, 9.7% strongly disagreed.

- Rated being informed from other communities, organizations and government agencies as successful (62%) or very successfully (30.6%);

- Rated defining actions to advance in two-years as successful (57.1%) or very successful (36.2%).

- Agreed (61.3%) or strongly agreed (26.4%) that as a participant, they felt successful in the process of developing a two-year community action plan.

- Agreed (55.3%) or strongly agreed (35.9%) that as a community, they felt successful in the collaborative processing of developing two-year community action plans.
When survey respondents were asked to provide comments about the Summit objectives, themes that emerged in these statements included: Positive reactions to the CWH experience as one of the highest rated themes. Seven of 41 respondents providing comments (17.0%) and expressed that the CWH was an effective and empowering approach to support their work.

**Participant Take-Aways**

The post-Summit evaluation survey also asked participants for three “take-aways” from the CWH discussions held on Day 1 and continued on Day 2. Eighty-six participants, or 53% of the total survey respondents, responded to this item. The most common response indicated that participants gained new knowledge or a new understanding of other efforts in Native Hawaiian communities. Thirty-nine responses or 45% of the total responses to this question fell within this theme.

Closely related to this theme were other comments on similarities in the vision, assets, and needs between different organizations and diverse communities.

Twenty-two participants (26%) voiced that they took away from the CWH an understanding or realization of the benefits of working together in collaboration.

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“Many of us had similar goals in helping our community. By being able to see how others are strategizing ways to achieve their goals, it was really helpful to see it could be applied to ours.”

“…Listening to others share about their hui efforts are valuable sources of information for consideration.”

“working together as a community is critical to success”

1. To leverage our resources we need to know what other organizations/programs/services are available in our communities.

2. We need to normalize the opportunities to talk story as a community, instead of events such as this Summit.

3. We need to establish a network center for our Native Hawaiian community.

“coming together to address shared concerns would result in greater impacts”

“self-selection of groups was a process that I would use in future community engagement events that I plan/facilitate”
Other themes reflected in the respondent’s “take-aways” included: highlighting ongoing needs or necessary resources within Native Hawaiian communities; an understanding or realization of the benefits of working together in collaboration; and the process and facilitation of the CWHs.

“there were many hearts and minds on the same page which was very exciting. I felt like I was commissioned, given permission to carry out all the action”

2017 Summit Reflections

The following reflections celebrate many positive facets of the 2017 Summit:

1. **Increased Awareness of Vision, Mission and Goals.** Pre-summit articulation of mission, vision and goals including its circulation on the Keaomālamalama website, in testimony (e.g., BOE, Legislature), posting on other education-related websites (e.g., Native Hawaiian Education Council) and community meetings assisted in keeping these items top of mind. Heard, observed and sensed during the Summit an increased awareness of, familiarity with, and belief in the mission, vision and goals, particularly during CWH activities.

2. **Intentionality of the 2017 Summit Objectives via Theme.** Each day began with a PowerPoint presentation that included a slide stating the 2017 Summit goals and theme. Purposeful placement of table top tent cards of the Summit theme and objectives kept the purpose top of mind for participants. Similar to the vision, mission and goals, Keaomālamalama heard, observed and sensed a depth of commitment and belief in the community advocacy and activism objective.

3. **Adoption of Community Working Hui.** With the intentional objective of community advocacy, engagement and activism, the CWH self-identification process, community action plan work—strengths and assets identification, needs assessment and two-year planning—and multi-faceted interactions was a positive mechanism for actionable progress toward the realization of the Native Hawaiian education vision and mission. The organic organization of CWH with a few pre-summit community actions and a few Keaomālamalama organizing prompts saw the formation of 20 hui and assignment of facilitator/recorder pairs from 350 participants on Day 1 in a matter of 20 minutes!
4. **Expansion Beyond Educators and Education.** The recognition of communities’ abilities to “…sustain abundant communities” required an expansion beyond educators and education. Therefore, the 2017 Summit included community sharing by other sectors such as health, housing, business, social services, etc. The call made by Keaomālamalama was answered by representatives from not only Native Hawaiian organizations, but government agencies and the Governor’s office.

5. **Participation of Political Leaders.** The presence and participation of two County mayors and 11 State Legislators (Senators, Representatives or staff) gave Summit attendees a unique opportunity to intimately interact, convey concerns and advocate for their communities. Keaomālamalama’s efforts, personal connections and phone calls made this inaugural activity a reality.

6. **Normalizing ‘Ōlelo Hawai‘i.** The presence and use of ‘ōlelo Hawai‘i prevailed throughout the Summit including daily wehena by area schools; masters of ceremonies; Keaomālamalama introductions and program facilitation; greetings and conversations among participants throughout the Summit—during work, at meals, on breaks; CWH work sessions; and from plenary panelists sharing their mana‘o.

7. **Integration of Kūpuna and ‘Ōpio.** Several Summit participants expressed and enjoyed the presence and contributions from both the kūpuna and ‘ōpio who served as panelists, facilitator/recorder pairs, translators, volunteers, escorts, or attended as a Summit participant.

**Recommendations**

The following recommendations build on experience of past Summits and the 2017 Summit reflections above:

1. **Amplify ‘Ohana, Collectives, ‘We’ and Kākou Action.** Continue to amplify families and communities’ ongoing role in education, mindsets, summits and moving forward toward achievement of the Native Hawaiian education mission—abundant communities.

2. **Expand and Extend Resources.**
   - **Additional Resources.** Additional financial, human, political, leadership and other (e.g., planning, communication, advertising, marketing) resources must be sourced, secured and expended in a timely manner.
to convene a biannual event, particularly as the magnitude of reach is envisioned to extend beyond education to multiple sectors (e.g., health, housing, business, government); 

- **Registration Fee.** Levy a modest registration fee to increase attendance commitment balanced with financial support for participation so even the modest registration fee does not become a barrier to attendance; and

- **Community-Based Gatherings.** Leverage statewide community-based organizations, gatherings, conferences and convenings, as pre and/or post-Summit workspaces, times and opportunities for collective work.

3. **Retain and Enhance Elements of Summit Programming.**

- **Wehena, Protocols.** Continue daily, collective wehena and cultural protocols, particularly family, school and community participation.

- **Master/Mistress of Ceremonies.** Continue with the master/mistress of ceremonies kāne/wāhine pairing.

- **ʻŌlelo Hawaiʻi Support.** Investigate varied assistance mechanisms for attendees desiring ʻōlelo Hawaiʻi support.

- **Kūpuna and ʻōpio.** Incorporate and leverage kupuna and ʻōpio ʻike, manaʻo and hana earlier in pre- and post-summit activities.

4. **Support Family and Community Work from Summit to Summit.** Clarify and support family and community work from summit to summit (e.g., kupuna and ʻōpio continued involvement, working time and space, facilitation, documentation repository).

5. **Intensify Collective Data Collection and Analyses.** With the foundation set in 2014 (e.g., vision, mission, two goals), systemic data collection and analyses is vital to understand the progress toward achieving the Native Hawaiian education mission of “...abundant communities.”
Looking Beyond 2017: Advancing the Hawaiian Education Movement

Families and communities have been and will continue to be the driving force behind the Hawaiian education movement. Summits function as touch point spaces where families and communities come together to share and exchange: mo‘olelo of lived experiences and ways of life; holistic and generational practices; multi-faceted ways of knowing; and exemplars of success. The movement will continue forward not by or for the benefit of individuals or singular organizations, but by and for the collectives and networks of families and communities.

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List of Appendices

Appendix A – Daily Schedules

Appendix B – Community Hui Work Summaries and Participant Evaluation Responses

Appendix C - Event Evaluation Survey Results
# 2017 Native Hawaiian Education Summit Report

## Appendix A

### Daily Schedules

**Summit Day 1: Thursday, September 7, 2017 – 8:00 a.m. to 3:30 p.m.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td><strong>Registration</strong>&lt;br&gt;• Packet and name tag distribution&lt;br&gt;• Continental breakfast</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td><strong>Plenary</strong>&lt;br&gt;•  <em>Wehena</em>: protocol, welcome, thanks and acknowledgements&lt;br&gt;•  <em>Setting Context</em>:&lt;br&gt;  o What happened since 2013 on the Native Hawaiian education continuum?&lt;br&gt;  o Introducing Nā Hōpema A'o (HĀ) Outcomes Framework for communities&lt;br&gt;  o Who is Keaomalamalama?&lt;br&gt;  o Setting context for next 3 days&lt;br&gt;•  <em>Panel: Kūpuna Panel – Voices of Our Kūpuna</em></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td><strong>Transition from plenary to community sharing areas</strong></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td><strong>Community Sharing – System responses</strong>&lt;br&gt;&quot;What is your organization’s role in strengthening Native Hawaiian students’ well-being?&quot;&lt;br&gt;and &quot;How is your organization advancing the goals of the Native Hawaiian Education Summit—1) advancing, actualizing, amplifying, and normalizing 'ŌiLeo Hawai‘i; and 2) actualizing, amplifying, and advancing 'The Hawai‘i'?&quot;&lt;br&gt;• Education Systems (Pre, K-12, Higher Education)&lt;br&gt;• Health, Housing, Social Services, Economic Development</td>
</tr>
<tr>
<td>12:00 noon</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td><strong>Community Working – What Actions Do We Want to Focus On In Our Communities?</strong>&lt;br&gt;• Putting together a Community Action Organizer</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td><strong>Transition from community working areas to plenary</strong></td>
</tr>
<tr>
<td>3:10 p.m.</td>
<td><strong>Plenary – Closing Thoughts</strong></td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td><strong>Pau Hana</strong></td>
</tr>
</tbody>
</table>
### Summit Day 2: Friday, September 8, 2017 – 8:00 a.m. to 5:30 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>• Packet and name tag distribution</td>
</tr>
<tr>
<td></td>
<td>• Continental breakfast</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>• Wehe na: protocol, welcome, thanks and acknowledgements</td>
</tr>
<tr>
<td></td>
<td>• Review of prior day’s activities, including sharing of progress of community conversations</td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>Transition from plenary to community working areas</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Community Work – What Actions Do We Want to Focus On In Our Communities?</td>
</tr>
<tr>
<td></td>
<td>• Putting together a Community Action Organizer</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Working Lunch – Grab and Go – Continue working in community areas</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Plenary – Highlights of Community Action Organizers</td>
</tr>
<tr>
<td>1:45 p.m.</td>
<td>Transition from plenary to community working areas</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Community Work – Revising Community Action Organizers</td>
</tr>
<tr>
<td>2:45 p.m.</td>
<td>Transition from community working to community sharing areas with leaders</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Community Sharing – Sharing with Political Leaders</td>
</tr>
<tr>
<td></td>
<td>Invited Political Leaders include: Governor, State Legislators, Mayors and County Councils</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Closing Thoughts, Launa and Pupus</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Pau Hana</td>
</tr>
</tbody>
</table>

www.keaomalamalama.org
## 2017 Native Hawaiian Education Summit
### Agenda Overview
**Ko‘olaun Ballrooms, Kāne‘ohe, O‘ahu, Hawai‘i**
45-550 Kiona‘ole Rd, Kāne‘ohe, HI 96744 • (808) 954-7000

### Summit Day 3: Saturday, September 9, 2017 – 8:00 a.m. to 3:30 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>• Packet and name tag distribution</td>
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<tr>
<td></td>
<td>• Continental breakfast</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>• Wehena: protocol, welcome, thanks and acknowledgements</td>
</tr>
<tr>
<td></td>
<td>• Review of prior day’s activities, including sharing of progress of community conversations</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Transition from plenary to community education organizations; program sharing</td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>Community Sharing – Community Education Organizations</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Transition from plenary to community working areas</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Community Work – Revising and Solidifying Community Action Organizers</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>• Panel: Education Leadership Panel</td>
</tr>
<tr>
<td></td>
<td>Invited leaders from the University of Hawai‘i, Office of Hawaiian Affairs, Kamehameha Schools, Board of Education, Department of Education, State Public Charter School Commission and ‘Aha Pūnana Leo</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Plenary – Closing Thoughts</td>
</tr>
<tr>
<td></td>
<td>• Reviewing Summit Objectives</td>
</tr>
<tr>
<td></td>
<td>• Affirming the Power of Community Advocacy and Abundancy</td>
</tr>
<tr>
<td></td>
<td>• Next Steps in Moving Toward 2019 Summit</td>
</tr>
<tr>
<td></td>
<td>• Mele a me Pule Ho‘oku‘u</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Pau hana kākou</td>
</tr>
</tbody>
</table>

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Community Hui Work Summaries

Description of and Summary of the work of 19 Community Hui at the 2017 Summit


   Community Purpose: Create healthy village to raise healthy children

   Actions to advance in the next two years:
   - Native Hawaiian Education Summit include ‘ai pono
   - ’Ai Pono PALS Night (200+ families invited)
   - ’Ai Pono Lists (local vendors, and healthy locally grown food alternatives when eating out)
   - Hawaiian Cultural Events
   - Hoa ‘Āina Container Gardens

2. Community: Educator Support

   Actions to advance in the next two years:
   1. Allocate resources to support Educators (leaders, teachers, staff, faculty)
      - understanding and grounding of host culture
      - Promote & Support Hawaiian Culture Continuum
   2. Resolutions that recognize importance of Hawaiian culture in all schools

3. Community: Future Thinkers/ Kula Nui

   Community Purpose: To make higher education for NH accessible and affordable to continue their career journey using a pu‘uhonua model that encourages degree completion & community kuleana with a Hawaiian worldview.

   Actions to advance in the next two years:
   - a system for NH to earn credit for prior knowledge (i.e. credit by exam, KCC Haw 290, PLA)
   - to facilitate discussions and partnerships in order to create a holistic financial aid program that can meet the needs of NH students
• to explore creative options for NH students to afford
• Child care on-campus
• to pursue expansion of dual credit programs & ensure resources to support expansion & sustain existing (i.e. public/private funding)
• streamlining & creating more effective pathways for articulation and transfer
• reliable public transportation on neighbor islands (i.e. larger buses, more stops, bike racks)

4. Community: Hawai’i Education

Community Purpose: To normalize “Hawaiianess” in schools

Actions to advance in the next two years:

GOAL #1: Recognize and promote multiple pathways to success through ‘ike and ‘ōlelo.

• Give examples of different kids of success
• Collect data and assessment (longitudinal college going rate, college completion rate)
• Create alumni associations to track student successes and build a culture of giving back
• Promoting different definitions of success (other than college bound)
• Campaigning (possibly through media) to have a positive outlook of ‘ōlelo and ‘ike (showcase successes, schools)

GOAL #2: In support of BOE policy #105-7, fund and implement ‘ōlelo and ‘ike Hawai’i for grades P-20 in every school.

• Resource: instructional coach/resource person at each school to help implement ‘ike and ‘ōlelo at school; offer more support to teachers
• Mandate: push legislature to fund and support and hold them accountable
  ○ Strengthen language of Policy #2104 from “should” to “must”
  ○ Creating standards for ‘ōlelo Hawai’i

Working with OHR to have cultural practitioners receive credentials
5. Community: Hoʻowaiwai a Mālama Mau ‘Ohana

**Actions to advance in the next two years:**

Statement # – Hoʻowaiwai a mālama mau ‘ohana – We believe Cultural wealth is in continuing to nurture the ‘ohana

Statement #2 – We declare Intergenerational experiences perpetuates culture and language that leave legacies

Statement #3 – We value caring for ‘ohana

6. Community: Hui O Cholos

**Community Purpose:** Community ‘Ohana Supports

**Actions to advance in the next two years:**

1. Increased funding for education-enterprise wide

2. Continue to work with OHE to adopt HĀ in their own practice and decision making
   - All staff within the Senate, House and county undergo a HĀ workshop
   - Establish a “coffee hour-talk story” to build pilina and understanding with the legislature representative and community member.

‘Ōlelo Hawai‘i:

1. Expand ‘ōlelo Hawai‘i opportunities at work and home

2. HĀ be easily accessible for ‘ohana (i.e. on-line classes)

‘Ike Hawai‘i:

1. Reaching out to different ‘āina hoʻopulapula communities to collect data and find the community that is mākaukau to hoʻonaka ike kula ‘ōlelo Hawai‘i ma ka ʻāina hoʻopulapula (deciding the educational model)

2. Make pilina with the new superintendent; with the long term goal of having HĀ be implemented in the DOE curriculum
7. **Community: Kahua**

**Community Purpose:** K-6 Education

**Actions to advance in the next two years:**

Passage of legislative bill to mandate and provide the resources needed to fulfill Art. X, Section 4

- **Opportunity:**
  - Develop students who share community-minded and environmentally-minded values
  - Keeping Hawai‘i (mālama `āina, aloha kekahi i kekahi)
  - Laying foundation for sustainable economic development

- **Problem statement:** Current system does not consistently value and promote the letter and spirit of Art. X, Sec. 4, a huge lost opportunity

- **Action:** Mandate BOE to be responsible for fulfilling Art. X, Sec. 4 and work with stakeholders to develop shared accountability measures that articulate what success looks like.

8. **Community: Ke Ānuenue**

**Actions to advance in the next two years:**

1. More awareness & access to programs
2. Building partnerships/ catalyze strategic partnership
3. Increase practitioner/ develop capacity of practitioners to support programs culturally by allocating resources ($) Intergenerational learning must be mutually beneficial
4. Use collective art projects (murals, to express historical trauma & hope)

9. **Community: Kūkalahale**

**Community Purpose:** Provide culturally relevant access to services and programs to improve education and health outcomes

1. Kūkalahele Learning Project
2. Papakōlea Community Vision-Master plan
3. Kūpuna Community Care Network
Actions to advance in the next two years:

‘Ōlelo Hawai‘i:

- Increasing ‘ōlelo Hawai‘i within community and in public schools through our programs
  - Kupua‘e
  - Lamakū after school program
  - Board and Stone

‘Ike Hawai‘i:

- Educating those of the communities and partners of the community
- ‘Āina-based learning
- Restoration of Pū‘ōwaina

10. Community: Kukui

Community Purpose: Enhancing the sustainability of HFCS to contribute to well-being of the Hawaiian community.

Actions to advance in the next two years:

1. Heightened work on Culturally Relevant Assessments (CRA) to replace Strive HI
2. Contribute to Culture/‘Āina-based Curricula and authentic assessments.
3. Collective
   a. Culturally Relevant Assessment
   b. Nurture KS collaboration: Kanaeokana and Ho‘olako Like
      i. Funding to support CRA, programming, PD, other
   c. Enhance and Nurture Nā Lei Na‘auo collaboration: Identify potential funding sources
      i. Collaborative Advocacy for True Autonomy
      ii. Seek funding via grants and community partnerships
      iii. Network around program content resources and operation supports; look for Economics of scale
11. Community: Kula Kamali’i

Actions to advance in the next two years:

1. Shift paradigm in uses of ‘ōlelo Hawai‘i to normalize uses of ‘ōlelo Hawai‘i.
2. Restoration of traditional names of places.
3. Promote communities to mālama wahi pana and engage the broader communities.

12. Community: Kula Wai‘anae

Community Purpose: An innovative, collaborative, history-making learning space

Actions to advance in the next two years:

1. Connect school to the community that creates relationships to place and develops curriculum that creates a value to the community
   • Professional Development for Coast teachers
     ○ Sense of place (huaka’i)
     ○ Curriculum development connected to the huaka’i places
2. Establish ‘ōlelo Hawai‘i places and spaces
   • Themed, practical application (food preparation, cards)

‘Ōlelo Hawai‘i:

1. Commitment to engage Kula Kaiapuni o Nānākuli and Mā‘ilikūkahī and develop a partnership for shared facilities
2. Increase awareness of community free ‘ōlelo Hawai‘i classes

‘Ike Hawai‘i:

1. Increased culture activities (e.g. ku‘i kalo, community imu, games, ‘awa, ulana lauhala, lei hulu, ka ‘upena)
2. Finish E Ala (voyaging canoe)
   • Community workdays
13. Community: Nāhōkūnuiākea

**Community Purpose:** Support Holistic opportunities for ‘Ohana in Kōkua capacities to Unify within the lāhui

**Actions to advance in the next two years:**

‘Ōlelo Hawai‘i:

1. Create a transformative and safe space for intergenerational empowerment with ‘ohana, younger youth and older youth for a’o aku, a’o mai to share their mo‘olelo.
2. Use orality, film, art, and writing to understand our history and work toward healing of self, community, and lāhui.
3. Build working; ‘ōlelo vocabularies for different sectors to normalize our language and better the understanding of the people of Hawai‘i.
4. Connect science and cultural history, i.e. geology, to understand the history of our people.
5. Develop cohorts to train teachers and better their understandings of the importance for our culture to be interwoven into teaching our keiki.

14. Community: Nāpulapula

**Community Purpose:** Cultivate pride and leadership by living Hawaiian Values

**Actions to advance in the next two years:**

1. Complete current cultural projects i.e., hale wa‘a, wa‘a, permaculture
2. Re-establish watershed partnership with agriculture and castle foundation.
3. Advocate to government to increase more ‘ōlelo Hawai‘i in the education system in Waimānalo.

15. Community: Ola I Ka Pilo (Piko)

**Community Purpose:** ‘O ka ‘ōlelo Hawai‘i ke kahua no ke kuana ‘ike Hawai‘i

1. E Ho‘oulu Lāhui
2. Kūkulu Kauhale Pono‘i (Building our own systems to support the advancement)
Actions to advance in the next two years:

‘Ōlelo Hawai‘i:

1. E ‘ōlelo Hawai‘i! (Create an immersive environment)
2. Ka hana ‘ana ka ‘ōlelo Hawai‘i (Functional Language acquisition), i.e., use of language starts with cultural practices (i.e., hula, lua, lawai‘a, ku‘i ‘ai)

‘Ike Hawai‘i:

1. E ola nā mo‘olelo
2. Poki‘i Pilotube, Kaimi Kikomana‘o

16. Community: Pilikai

Community Purpose: Weave connections in our communities to increase access to resources and optimize opportunities to support our lāhui.

Actions to advance in the next two years:

Advance ‘ike Hawai‘i and ‘ōlelo Hawai‘i

• Strengthen internal organizations/staff to set a foundation to normalize to ‘ike Hawai‘i and ‘ōlelo Hawai‘i everywhere

Foster and advance an Abundant Community

• Create an online “Pilikai” network to establish a better resource management system to support Native Hawaiian practitioners, ‘ohana, community and organizations helping to disseminate information and access resources and programs for individuals, ‘ohana, community and organization.

17. Community: School within a School Kula Kaiaupuni

Community Purpose: Being a school within a school Kula Kaiaupuni poses [to] address the following actions: access, kumu support, and partnerships are at the forefront of what will drive Pū‘ōhala’s initiatives for the next two years.
Actions to advance in the next two years:

‘Ōlelo Hawai‘i: ACCESS

- Work with State to increase access to DOE Koʻolau Poko Kula Kaiapuni by designating Kaiapuni zoning and develop a state contract for bus services. [Waimānalo to Waikāne]

‘Ike Hawai‘i: KUMU SUPPORTS

- Continuum-through to graduation. Meeting face to face with UH systems in creating college courses to prep kumu while they are still teaching kākoʻo/concurrently.
- Choosing kumu as a career pathway through funding and incentive supports and providing the same PR efforts that STEM careers get.
- Public pre schooling for Kaiapuni via Early Learning Commission

Advance our Community to abundance by:

- Working in partnership with WCC to create college courses.

18. Community: Statewide Equity in Education

Community Purpose: Promote equity in education statewide

1. Create greater access to healthy, locally grown food-in schools, EBT at farmer’s markets, WIC eligible
2. Promote community-based activities that lead to access to resources, connectedness, etc.

Actions to advance in the next two years:

‘Ōlelo Hawai‘i:

1. Communicating that learning ‘ōlelo is open to all (a kākou thing)

‘Ike Hawai‘i: (defined as traditional Hawaiian knowledge)

1. Online repository of opportunities to learn ‘ike Hawai‘i and about places, calendar of events
2. Make public facilities available (e.g. state and county parks available for ‘ike Hawai‘i activities) at no or very low cost (e.g. nominal charges for electricity)
19. Community: Student Engagement (Hōʻeuʻeu Haumāna)

**Community Purpose:** To create curriculum through the integration of ‘ike Hawai‘i to foster an indigenous identity

**Actions to advance in the next two years:**

- Offer/mandate Hawaiian Language/Studies classes at ALL high schools (increase and enhance K-12 programs and classes that are already offered; more depth and meaningful interactions) → for haumāna/kumu; have the college work with them (early college, PD)
- Events that allow students to show their families and communities what they’ve been learning → Take the learning outside into the community (family and community involvement, kuleana; lo‘i, loko i‘a, etc.)
- Need political representation to be more involved and have meaningful discussions with our communities → Be more visual; spend time in communication making general connections
Participant Evaluation Responses

Participants of these Community Working Hui were asked to assess their experiences in the development of the community action plans as a group and with the volunteer facilitator and recorder teams; and 156 survey respondents recorded the feedback below. Results are reflected in Figure 1.1 through 1.5, which depict responses when asked to rate the extent to which participants agreed with the following statements in regards to the flow of the community working facilitated discussions.

Figure 1.1: The facilitator kept the discussion geared toward the session objectives.

Respondents agreed (41.9%) or strongly agreed (52.4%) that the facilitator kept the discussion geared toward the session objectives.

Figure 1.2: Everyone was given an opportunity to participate in the community-led discussion.

Respondents agreed (43.0%) or strongly agreed (55.1%) that everyone was given an opportunity to participate in the community-led discussion.
Figure 1.3: The group was engaged in the discussion

Respondents agreed (47.2%) or strongly agreed (50.9%) the group was engaged in the discussion.

Figure 1.4: I felt I was able to meaningfully contribute to the community-led conversations

Respondents agreed (41.9%) or strongly agreed (51.4%) that felt they were able to meaningfully contribute to the community-led discussion.

Figure 1.5: The combination of the Community Action Templates and the facilitation of the discussions were helpful in preparing for the conversations with the Political and Education Leaders

Respondents agreed (42.7%) or strongly agreed (46.6%) the community action templates and the facilitated discussions were helpful in preparing for the conversations with political and education leaders. However, 9.7% strongly disagreed.
Figures 2.1 through 2.6 displays participant ratings when in the following areas:

**Figure 2.1: Outlining the actions** asked how successful they felt the Community Working sessions were taken by the community to create their abundant community

Respondents rated outlining the actions taken by the community as successful (54.6%) or very successful (38.9%).

**Figure 2.2: Inventorying critical needs and assets within the community**

Respondents rated inventorying critical needs and assets within the community as successful (50.9%) or very successful (40.6%).

**Figure 2.3: Informing me of what we are hearing from other communities, organizations, government agencies, etc.**

Respondents rated being informed from other communities, organizations and government agencies as successful (62%) or very successfully (30.6%)
Figure 2.4: Defining actions we want to advance in the 2-years

Respondents rated defining actions to advance in the 2-years was successful (57.1%) or very successful (36.2%)

Figure 2.5. As A PARTICIPANT, I felt successful in the process of developing my 2-year community action plan

Majority of respondents agreed (61.3%) or strongly agreed (26.4%) that as a participant, they felt successful in the process of developing a 2-year community action plan.

Figure 2.6. As a COMMUNITY, I felt successful in the collaborative process of developing my 2-year community action plan

Majority of respondents agreed (55.3%) or strongly agreed (35.9%) that as a community, they felt successful in the collaborative processing of developing a 2-year community action plans.
## Community Action Organizer Template

<table>
<thead>
<tr>
<th>Native Hawaiian Education Summit</th>
<th>Community Action Organizer Template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What have we done as a community?</strong></td>
<td><strong>What are the needs and assets of our community?</strong></td>
</tr>
<tr>
<td>Strengthen Sense of Belonging</td>
<td>We would like to: Advance the use of ʻōlelo Hawaiʻi in our families by...</td>
</tr>
<tr>
<td>Responsibility</td>
<td>I ʻo malahiki he 10 e kaka ma ana e ʻike ia at nā hanaona i mana i ka ʻōlelo a me ka nohoʻo hawāʻi no ka hoʻomana ʻana i ke ola pono o ka mahi Hāwaiʻi.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Advance the ʻike Hawaiʻi in our communities by...</td>
</tr>
<tr>
<td>Aloha</td>
<td>Advance our Community to abundance by...</td>
</tr>
<tr>
<td>Total Well-Being</td>
<td></td>
</tr>
<tr>
<td>Hawaiʻi — ʻōlelo</td>
<td></td>
</tr>
<tr>
<td>ʻike</td>
<td></td>
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</tbody>
</table>

**Community Name:**

**Community Purpose:**

**Point of Contact:**

**List of Members:**

**Idea/Planning**

**Actions**

**Activities**

**Projects/Programs**

**Abundant Community**

Strengthened sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, Hawaiʻi
Overview

This year, summit outreach included a broad range of stakeholders across the pae ‘āina, beginning with families and communities to educators and government leaders, and including, health, housing, social services and workforce sectors. In sum, participants expressed their appreciation for planning and organization of the Summit, the opportunity to meet with organizations, elected officials, and educational leaders who support Native Hawaiians, be enlightened by kūpuna and ‘ōpio, and come together with kānaka in meaningful conversation. Areas identified for improvement include providing greater clarity of Summit objectives, goals, and definitions, sharing of Community Working Hui (CWH) mana’o, and having more time to work on individual as well as a Summit-wide action plan.

Almost 375 individuals registered for the Summit with respondents (N=156) to the post-Summit evaluation survey identifying themselves as: program/project staff (15.5%), classroom educators (15.5%), community practitioners/leaders (12.7%), and program/project directors (10.8%).

Figure 1. Which of the following best describes your participation in the Summit?

- Program/project staff: 15.5%
- Educator in the classroom: 15.5%
- Community practitioner: 12.7%
- Community leader: 12.7%
- Program/project director: 10.8%
- Researcher: 9.4%
- School administrator: 7.0%
- School support staff: 6.1%
- Kūpuna: 4.2%
- Evaluator: 2.8%
- State education office staff: 2.3%
- State education official: 0.9%

Most respondents indicated they served or worked in the K-12/children and youth education level (44.5%); and that they were involved 21 or more years in general education (29.2%) and Native Hawaiian education (24.3%).
Figure 2. What level of education/group do you serve or work with?

- K-12/children and youth: 44.5%
- Post-secondary/adults: 34.2%
- Early education/young children: 21.3%

Figure 3. How many years have you been involved with:

<table>
<thead>
<tr>
<th>Category</th>
<th>Less than 1 year</th>
<th>1-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>1.9%</td>
<td>15.1%</td>
<td>23.6%</td>
<td>20.8%</td>
<td>9.4%</td>
<td>29.2%</td>
</tr>
<tr>
<td>NH education</td>
<td>4.7%</td>
<td>21.5%</td>
<td>22.4%</td>
<td>18.7%</td>
<td>8.4%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Health</td>
<td>12.2%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>14.3%</td>
<td>5.1%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Housing</td>
<td>37.8%</td>
<td>37.8%</td>
<td>10.8%</td>
<td>5.4%</td>
<td>2.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Social services</td>
<td>14.5%</td>
<td>21.8%</td>
<td>23.6%</td>
<td>18.2%</td>
<td>10.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Economic development</td>
<td>25.0%</td>
<td>30.0%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>5.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Other</td>
<td>13.3%</td>
<td>20.0%</td>
<td>6.7%</td>
<td>13.3%</td>
<td>6.7%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Participant Feedback on Objective 1

*Reaffirm and clarify the 2024 end game of the Native Hawaiian Education Summit mission of sustaining abundant communities.*

**Figure 4. How successful was the Summit in meeting its objectives?**

![Bar chart showing the percentage of respondents who did not meet objectives, somewhat met objectives, met objectives, and exceeded objectives.]

21.2% Did not meet objectives
59.0% Somewhat met objectives
17.3% Met objectives
2.6% Exceeded objectives

Figure 4 shows that a majority of evaluation survey respondents indicated that the Summit met (59%) or exceeded (17.3%) Objective 1: Reaffirm and clarify the 2024 end game of the Native Hawaiian Education Summit mission of sustaining abundant communities.

Participant Feedback on Objective 2

*Promote community advocacy, engagement and activism toward realization of sustaining abundant communities.*

When survey respondents were asked to provide comments about the Summit objectives 41 individuals made statements. Common themes that emerged in these statements included: Positive reactions to the CWH experience was one of the highest rated themes. Seven of the 41 respondents (17.0%) felt the CWH was an effective and empowering approach to support their work. They commented that “The criteria for being like-minded was a critical factor towards meeting summit objectives” saving time and energy identifying what was important.
Figure 5. How successful was the Summit in meeting its objective?

Figure 5 shows that the majority of respondents indicated that the Summit met (45.8%) or exceeded (32.7%) Objective 2: Promote community advocacy, engagement and activism toward realization of sustaining abundant communities.

<table>
<thead>
<tr>
<th>Somewhat met objectives</th>
<th>Met objectives</th>
<th>Exceeded objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.6%</td>
<td>45.8%</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

Community Sharing: System Responses (Figure 6); Community Education Organization: Education Program Offerings (Figure 7); Education Leadership Panel (Figure 8)

Throughout the Summit, participants were provided opportunities to meet with community members and community partners to understand and discuss strategies to support collective efforts toward sustaining abundant and vibrant communities. Twenty-seven community organizations; educational systems and programs; government agencies; and education leaders shared the work done in and for Hawaiian communities.

Figure 6. In general, I thought the Community Sharing – System Responses session was:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>0.0%</td>
<td>21.6%</td>
<td>45.8%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>0.9%</td>
<td>10.7%</td>
<td>50.0%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Interesting</td>
<td>0.8%</td>
<td>2.5%</td>
<td>57.6%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Thought provoking</td>
<td>0.9%</td>
<td>8.9%</td>
<td>53.6%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Overall successful</td>
<td>0.9%</td>
<td>5.2%</td>
<td>53.4%</td>
<td>40.5%</td>
</tr>
</tbody>
</table>

The vast majority of all respondents to the Summit evaluation survey agreed or strongly agreed that the Community Sharing: System Responses session (on Day 1) was informative, inspiring, interesting, thought-provoking, and overall successful. However, it is interesting to note that 21.6% of respondents disagreed that the Community Sharing: System Responses was informative.
Figure 7. In general, I thought the Community Education Organizations – Sharing of Program Offerings presentation was:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>0.0%</td>
<td>2.0%</td>
<td>36.7%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>0.0%</td>
<td>4.2%</td>
<td>35.4%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Interesting</td>
<td>0.0%</td>
<td>4.2%</td>
<td>31.3%</td>
<td>64.6%</td>
</tr>
<tr>
<td>Thought provoking</td>
<td>0.0%</td>
<td>6.3%</td>
<td>27.1%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Overall successful</td>
<td>2.0%</td>
<td>8.0%</td>
<td>30.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Approximately 90% of respondents agreed or strongly agreed that the Community Education Organizations – Sharing of Program Offerings session (on Day 3) was informative, inspiring, interesting, thought-provoking, and overall successful. The majority of responses to each item indicated strong agreement. Overall, participants appeared to have stronger positive reactions to the Community Education Organizations presentations than to the System Responses sessions.

Figure 8: In general, I thought the Education Leadership panel on Day 3 was:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>2.0%</td>
<td>6.1%</td>
<td>55.1%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>2.1%</td>
<td>14.6%</td>
<td>52.1%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Interesting</td>
<td>2.1%</td>
<td>6.3%</td>
<td>54.2%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Thought provoking</td>
<td>4.1%</td>
<td>16.3%</td>
<td>42.9%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Overall successful</td>
<td>4.2%</td>
<td>4.2%</td>
<td>58.3%</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

Majority of respondents agreed or strongly agreed that the Education Leadership Panel on Day 3, was informative, inspiring, interesting, thought-provoking and overall successful. However, some respondents disagreed that it was inspiring (14.6%) and thought-provoking (16.3%).
Participant Feedback on Community Sharing: Political Leaders

During the Summit, participants heard from critical community partners in various education, social service, and business sectors about their work in support of NHES’ vision, goals, and indicators. They then developed plans of priority actions to execute in the next two to three years. Each working hui was then provided an opportunity to meet with invited Hawai‘i elected officials which included eleven State Legislators (five House Representatives and six Senators) and two county mayors from Maui and Hawai‘i Island. These small, informal meet and greet sessions provided space for the CWH to share their important actions to becoming a thriving, abundant community, learn how their elected officials are supporting or can support their efforts, and help position themselves to better advocate on their behalf. On the final day of the Summit, the CWH were able to revise their action plans and incorporate insight from these sessions.

Figure 8. In general, I thought the Community Sharing – Sharing with Political Leaders session was:

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>0.0%</td>
<td>9.8%</td>
<td>67.3%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>5.1%</td>
<td>20.3%</td>
<td>43.4%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Interesting</td>
<td>1.6%</td>
<td>8.2%</td>
<td>55.7%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Thought provoking</td>
<td>1.7%</td>
<td>16.7%</td>
<td>51.7%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Overall successful</td>
<td>5.2%</td>
<td>12.1%</td>
<td>48.3%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

Majority of respondents agreed that the Community Sharing – Sharing with Political Leader sessions were informative, inspiring, interesting, thought-provoking and overall successful. However, 20.3% disagreed that it was inspiring.

Participant Feedback re: Take-Aways

The post-Summit evaluation survey also asked participants for three “take-aways” from the CWH discussions held on Day 1 and continued on Day 2. Eighty-six participants, or 53% of the total survey respondents, responded to this item. The most common response indicated that participants gained new knowledge or a new understanding of other efforts in Native Hawaiian communities. Thirty-nine responses or 45% of the total responses to this question fell within this theme. Many of the comments focused on the value of increased communication and information sharing between agencies, organization, and programs or between communities. For example, one participant commented that “…Listening to others share about their hui efforts are valuable sources of information for
consideration.” Closely related to this theme were other comments on similarities in the vision, assets, and needs between different organizations and diverse communities. One such comment stated “Many of us had similar goals in helping our community. By being able to see how others are strategizing ways to achieve their goals, it was really helpful to see if could be applied to ours.” Seventeen comments (20%) expressed similar views.

Another common theme highlighted ongoing needs or necessary resources within Native Hawaiian communities. Twenty-five participants made statements of need (29%), including one participant who stated “1. To leverage our resources we need to know what other organizations/programs/services are available in our communities. 2. We need to normalize the opportunities to talk story as a community, instead of events such as this summit. 3. We need to establish a network center for our Native Hawaiian Community.”

Twenty-two participants (26%) voiced that they took away from the CWH an understanding or realization of the benefits of working together in collaboration. Examples of these take-aways include “working together as a community is critical to success” and “coming together to address shared concerns would result in greater impacts.”

Although less frequently mentioned, two other significant themes in response to this question included comments on the good process and facilitation of the CWH’s (11 responses or 13%) and comments on the participant’s own sense of personal empowerment (9 responses or 10%). For example, “self-selection of groups was a process that I would use in future community engagement events that I plan/facilitate” and “there were many hearts and minds on the same page which was very exciting. I felt like I was commissioned, given permission to carry out all the action items we discussed and that they were obtainable. That was incredibly empowering.”

**Participant Feedback re: Various Topics**

‘Ōlelo Hawai‘i. Overall, participants supported the use of ‘ōlelo Hawai‘i at the Summit (seven respondents or 17.0%). Use of ‘ōlelo Hawai‘i at the Summit ranged from fully conversational to greetings and words and phrases. Comments ranged from loving the presence of ‘ōlelo to utilizing it within their CWH.

**Clarification of Summit Objectives.** Although each day began with a power point presentation which included a slide stating the 2017 Summit goals and purpose, three participants (7.0%) expressed the need for further clarification of Summit objectives. Comments such as “This is the first time I’m seeing these objectives”, “Perhaps the objectives should have been more clearly stated throughout the three days”, and “Our hui was not clear on what abundant represented in our task questions” suggest a need for frequent articulation of the Summit goals, objectives, and working definition of terms used throughout the Summit.

**Sharing and Ownership of Community Working Hui.** Sharing of CWH mana’o was an area identified for improvement (4 responses or 9.7%). During the Summit, questions arose about ownership of and access to information generated within the CWH. Groups
shared written summary highlights rather than specific details of their work with each other. Concerns were voiced about the loss of passion of the hui information when shared via a PowerPoint slide. Sentiments were shared as “Each group should be able to share their work versus having it read out loud by someone who did not know the depth of the work produced” and “The opportunity to connect and have further reach and discussion was missed.”

**Kūpuna and ʻōpio.** Multiple Summit participants enjoyed the presence and contributions from both the kūpuna and ʻōpio. Sentiments such as “The highlight of the conference was the kupunabpanel and the manaʻo they shared about what our communities need”, “I especially enjoyed the manaʻo from our kupuna”, and “ʻōpio voices were being shared and heard” were shared by four (9.7%) of the survey respondents answering this question.

**Participant Feedback re: Summit Coordination**

**Figure 9. Please rate the following:**

Participants’ perception in regards to Summit logistics are included in Figure 9 showing that respondents indicated excellent in the breakout room size and setup (45.6%), audio/visual equipment (36%), overall temperature and comfort of the venue (55.7%), venue accessibility (68.7%), and the allotted time for each activity was good (49.1%).