INTRODUCTION

Purpose

The purpose of this report is three-fold:

1. Document and crosswalk community and faculty/staff information gathered throughout key timeframes to provide context for the process to reach Kamehameha Schools’ (KS) current strategic goals;
2. Document trends and shifts in three key time frames – 2000 (Strategic Plan 2000-2015), 2010 (Progress and Promise Update) and 2013/2014 (Strategic Plan 2015-2020);
3. Inform implementation and tactical planning related to Strategic Plan 2020 (SP2020) and Vision 2040.

Overview

Stakeholder feedback was critical to KS’ strategic planning process in 2000 and continues to inform our 25 year Vision 2040. This report reviews stakeholder manaʻo then, in 2000, and now in 2013/2014 to highlight similarities and differences and to provide historical context for KS’ current mission, vision and educational goals.

Strategic Plan 2000-2015 (2000) - Strategic planning for 2000-2015 engaged a wide spectrum of KS ʻohana (executives, teachers, administrators, asset managers, attorneys, alumni, parents, students) and Hawaiian Community from across the state and continent. Their manaʻo on the educational needs of the Hawaiian people, strengths of the Hawaiian community and the role KS should play in addressing those educational needs informed the plan drafted by the Planning and Executive Leadership teams and Trustees.

Progress and Promise Update (2010) – Progress and Promise was a forum to share the 10-year milestones on the advancement of the goals in KS’ 2000-2015 Strategic Plan and to provide a high level overview of the work that had yet to be done. Meetings were conducted with external stakeholders across the state of Hawaiʻi and the continental United States.

Vision 2040 and Strategic Plan 2020 (2013/2014) – KS conducted three rounds of stakeholder meetings 2013 and 2014 to give input to the 2020 Strategic Plan:

- **Round 1**: KS sought community involvement from fifteen communities on Kauaʻi, Oʻahu, Maui Molokaʻi, Lānaʻi and Hawaiʻi to gather input and expertise and to define a set of clear priorities to focus KS’s work. Community discussions centered around two content areas: education and ʻāina.
- **Round 2**: Community members and KS faculty, staff and students throughout the state of Hawaiʻi considered preferred destinations for our lāhui in 25 to 30 years and brainstormed pathways to reach that destination by working together.
- **Round 3**: Conducted after defining the Vision 2040, Round 3 engaged over 1,600 KS faculty and staff and community stakeholders on 6 islands and 11 communities to (1) share back KS’ long term vision for post-secondary success and (2) exchange information about opportunities in each KS division/group or community to advance KS’ Vision 2040.
TREND ANALYSIS

To support and provide context for the ongoing refinement of education goals, outcomes, measures and targets related to Vision 2040, the following information documents 1) consistent, 2) new and 3) shifting trends between each of the three stakeholder checkpoints in 2000, 2010 and 2013-2014, in relation to the emerging strategic goals, outlined below. See Appendices A and B for specific stakeholder comments by year.

Goal 1: Network of Native Hawaiian Schools

Concept

Deliver world-class, culture-based education through a network of Native Hawaiian schools, inclusive of our KS schools and Native Hawaiian charter and immersion schools.

Trends in Stakeholder Mana’o

In 2000, KS stakeholders supported greater access to quality:

- Educational programs and services from the prenatal period through pre-kindergarten
- K-12 education
- Post-high school education and training
- Diverse career development opportunities
- Alternative learning experiences for those with a wide variety of learning styles, aptitudes, and interest
- Programs and services that meet the requirements of those with special learning needs.

In addition, stakeholders advocated for support to enhance the effectiveness of educators of Hawaiian learners, to conduct on-going assessments of Hawaiian educational needs and to promote the development of curriculums and programs that meet Hawaiian educational needs.

In 2010, stakeholder thinking included not only support for enhancement of the effectiveness of Native Hawaiian educators but also support for interconnected programs (rather than discrete) that achieve desired outcomes and impact, as a means to improve the Hawaiian education system. Stakeholders mentioned collaborations and partnerships as a means to develop a well-rounded approach and collective impact.

In 2013/2014, the desire to enhance the effectiveness of Native Hawaiian education evolved. Stakeholders built upon 2010 comments and provide more detail surrounding collaborations and partnerships to achieve collective impact. They recommended further exploration of partnerships or initiatives that could strengthen current KS programs and/or expand opportunities. Participants listed over 400 private and public organizations, Hawaiian entities, religious groups, community networks and both educational and non-educational organizations as possible collaborators. Stakeholders advised that KS find ways to help coalesce, set shared goals and contribute to community efforts to improve education wellbeing and outcomes. In addition, stakeholders envisioned KS as a convener, contributor, and advocate, for Hawaiian education.

In 2013/2014, stakeholders also appreciated the regional learning center approach as Hawaiian gathering and learning places. Metaphors such as ahupua’a and pu’uhonua were used to describe how regional centers might look and feel and the values that would drive the programs located at the centers.
Stakeholders would like to see the Ka Pua model expanded to all communities. These learning centers
could act as hubs for programs, centers for tutoring, and house other a multitude of community service
agencies. Centers could also be used to host summits and community hō‘ike.

In addition, in 2013/2014, stakeholders were asked to comment on the strengths that KS can build upon in
work ahead. Some of the main strengths included:

- Current partnerships with community organizations to meet community needs
- Emphasis on and integrate Hawaiian culture and Christian values
- Family is the foundation and driving force behind change. Family will need to be explicitly
  addressed in future strategies and implementation planning.
- KS has a skillful and knowledgeable workforce that will contribute to the efficacy of the strategies
  of the new Vision 2040
- Momentum in the work currently being done
- All the pieces (strong endowment, land, programs, collaborators, scholarships, workforce) to
  achieve the Vision 2040
- Knowledge of successes and failures that will facilitate change

Based on the comments from stakeholders, measureable markers of excellence mentioned were:

\textit{Presence in Communities} – Since 2000, stakeholder comments surrounding developing, maintaining
and engaging in communities remain consistent with a focus on the need for KS to be a member of the
community it serves, not just a program delivery organization. Stakeholders continue to advocate for
community learning and resource centers to help connect students, families, and community with
educational information and each other.

\textit{Incorporating Hawaiian Culture and Values} – Since 2000, stakeholders have explained that grounding
in cultural knowledge, values, practice and identity continues to be critical for Hawaiian learners. In
2010 and 2013/2014, the importance of culture and values has not diminished; however, culture was
expressed as being integrated into learning and activities rather than seen as separate or in addition to
other learning opportunities.

\textit{Assisting with Family Learning and Strengthening} – Since 2000, stakeholders have advocated for
intergenerational community-based family education, including parenting skills, child development
and family strengthening. In 2010 and 2013/2014, family mentoring and networking opportunities
have moved beyond KS families to include all Hawaiian families

\textit{Engaging KS' Strong Workforce} – In 2013/2014, participants responded to question prompts noting
that curriculum redesign and skill diversification will be key to achieving the educational milestones
put forth in the vision. For KS to be successful, stakeholders advocated for timely trainings that
reinforce business and leadership skills and information about innovative teaching techniques that
differentiate learning for diverse populations. Stakeholders recognized that they will have to
 collaborate to inform, influence and impact each other at each milestone. In addition, in 2015,
community stakeholders would like incentive programs that enable teachers to live and stay rural
communities, particularly teachers in the DOE. Particularly, they want to see collaboration to train,
share with, and mentor DOE teachers to increase cultural literacy and awareness about Native
Hawaiians.
Maximizing Current Strengths - Since 2000, stakeholders have felt positively about the current work and progress within KS. In 2013/2014, stakeholders acknowledged a strong endowment, an abundance of land, programs, collaborators, scholarships and workforce as measureable strengths and potential markers of excellence.

Since 2000, stakeholders consistently have had a high interest in early childhood education (preschools, parent/infant, child/‘ohana/kūpuna), high school support and post-high support. They advocated for diverse learning environments, multiple, and diverse learning approaches, focusing on preparing learners for college and life in a global and changing world. Suggestions included providing KS students with ‘holistic’ learning environments focused on cognitive, spiritual, physical, and familial aspects of life.

To provide these types of learning environments, stakeholders would like to see expanded distance and blended learning opportunities, along with increases in scholarships and financial aid for K-12, post-high and vocational education.

In 2010 and 2013/2014, stakeholders expanded the types of learning environments to include farming and agricultural programs, student exchange/global travel, and alternative programs for special needs or disadvantaged learners.

Finally, in 2013/2014, stakeholders’ definition of ‘KS preschools and campuses’ has changed. Stakeholders would like KS to expand its reach and influence outside of the traditional brick and mortar preschools and campuses, by developing innovative approaches to expand its reach to Kaua‘i, Moloka‘i, Lāna‘i and West Hawai‘i Island; to forge stronger relationships with the DOE and charter schools; and to extend targeted intervention programs to include all grade levels, allowing KS to reach larger groups of learners.
Goal 2: Improved Educational System

Concept
Contribute to communities’ collective efforts to improve our education systems for Native Hawaiian learners to achieve the Educational Pathway Milestones.

Trends in Stakeholder Manaʻo

In 2000, internal and external stakeholders alike agreed that collaborations and partnerships provide opportunities for greater impact than any single organization might achieve on its own. KS needs to be a part of the community it serves, by both improving access to its resources and programs (facilitated by strategic partnerships and collaborations) and supporting communities to self-manage and take ownership of programs and services.

However, since 2000, stakeholder thinking has shifted away from KS as the ‘main’ source of funding and facilitator to help programs launch and expand. In 2010 and 2013/2014, stakeholders called for collaborative approaches in which multiple partners contribute knowledge and resources toward learning opportunities for greater impact. In 2013/2014, more communities expressed the desire to take on the challenges of working through tough problems together. In turn, stakeholders would like KS to expand its role as a convener, connecting and networking resources and partners to provide diverse learning platforms to shape a generation of Hawaiians.

Stakeholder suggestions, which have been relatively consistent since 2000, include:

- Regional education learning centers as information gathering places. Stakeholders want to see the regional cultural learning center approach. Metaphors such as ahupua’a and pu’uhonua were used to describe how regional centers might look and feel and the values that would drive the programs located at the centers.
- A coordinated community-based approach, similar to Ka Pua, expanded to all communities. These learning centers should act as community hubs or regional centers for education programs (KS and non-KS), culture, enrichment, ‘ohana activities, tutoring, and house service agencies, which serve the needs of the community.

Since 2000, post-high success concepts have remained fairly consistent. Stakeholders repeatedly advocate for preparedness and post-high support. Scholarships for post-high education remain important to support Native Hawaiians and to ensure financial and other supports through college completion.

Starting in 2010, stakeholders have discussed the need for stronger links between college and career development through internships, mentorships, apprenticeship programs and employer-supported college programs. Stakeholders described the importance of the transition from high-school to post-secondary and from post-secondary to careers. In 2013/2014, stakeholders advocated for KS to focus on bridging the gap between college and career, by offering students information about the ‘careers of the future’ not the careers of today.
In addition, stakeholders have consistently called for the following as additional means to prepare Native Hawaiian learners for college, career and leadership:

- ‘Āina and culture-based education
- Intergenerational family learning opportunities
- Alternative education delivery channels and opportunities

‘Āina and Culture-based Education – In 2000, stakeholders pointed out that sustainability and ‘aina/culture-based education remain foundational in helping learners develop identity, character, a sense of pride and form critical links to Hawaiian physical, cultural, and spiritual well-being. ‘Āina is the life-source for most aspects of living. However, the call to action is louder in 2013/2014 than in 2000 for access to agricultural lands, food sovereignty, and sustainable practices, as well as creation of more ‘āina-based industries and professions. In addition, since KS is a large landowner, stakeholders would like to see KS promote agriculture, create new markets for foods and resources produced in Hawai‘i, support or promote “green” businesses in Hawai‘i, and help to generate careers for learners in natural resources management and agriculture.

Intergenerational Family Learning Opportunities – In 2000 and 2010, stakeholders advocated for intergenerational learning opportunities, including scholarships for vocational programs; financial literacy programs to improve family finances; life skills development; critical thinking classes for parents and grandparents; classes on technology; and literacy programs to help families become more confident in teaching young children how to read. Shifts in thinking emerged in 2013/2014 when stakeholders called for more family mentoring and networking opportunities and to take ownership of the family learning and strengthening process, shifting the focus away from KS as the provider.

Alternative Education Delivery Channels and Opportunities – In 2000, 2010 and 2013/2014, stakeholders called for individualized curriculums and alternative education delivery methods. In all three time periods, stakeholders have advocated for a ‘holistic’ approach to learning (cognitive, emotional, spiritual, physical, family, health) that focuses on 21st Century learning skills, critical thinking, problem solving, creativity, innovation, communication, collaboration and flexibility. Originally, stakeholders mentioned mentoring, internships and role-modeling programs as a means to deliver these skills. However, in 2013/2014, new avenues, such as, student exchange programs, global travel and exchange, and individualized support, not just to, but through college have emerged as potential levers of change.
Goal 3: Native Hawaiian Identity

Concept
Cultivate a strong Native Hawaiian identity to instill confidence and resiliency in our learners and to inform decision making and actions within our organization, for the improvement of the well-being of the Lāhui.

Trends in Stakeholder Mana’o
In 2000, faculty and staff and community stakeholders alike emphasized the importance of Hawaiian cultural knowledge, values, practice, and identity. Stakeholders consistently advocated for:

- Cultural exchange programs among schools
- Cultural learning/resource centers including virtual learning centers, afterschool programs, and community and enrichment programs
- Kupuna as resources for cultural knowledge and oral traditions
- Increased culture based opportunities for students and families living on the continent
- Scholarships for cultural learning
- Strong system of core values (culture, Christian, ‘ohana, ‘āina and stewardship, heritage)
- Kuleana to give-back, charity, and community service
- A non-traditional definition of post-secondary success, grounded in culture and connection to place

Since 2000, the importance of Hawaiian culture and values has not diminished; however, in 2010 and 2013/2014 culture was viewed as an integrated part of learning and in all activities rather than separate or in addition to other learning. Stakeholders called for additional community programming with a wider reach, outside of KS, that addresses and infiltrates Hawaiian cultural aspects and ‘āina-based learning into traditional and non-traditional learning environments. Based on their experiences, stakeholders pointed out that culture based education will improve educational outcomes by making learning relevant, interesting, and engaging for the learner, while also promoting a positive cultural identity that can strengthen families.
Goal 4: High-Performing Native Hawaiian Organization

**Concept**
Execute as a high-performing, mission-driven, Native Hawaiian organization with strong leadership, efficient processes and systems, and successful strategic partnerships.

**Trends in Stakeholder Mana’o**
In 2000, KS advocated for optimal organizational performance through performance assessments, staff development, and succession planning to maximize effectiveness. Faculty and staff supported change management efforts to operate successfully in continuously changing environments and desired to practice decision making that is inclusive, data-driven, and informed by research and experience. They also wanted to create staff development opportunities that built leadership, systems thinking, reflection and inquiry. In addition, faculty and staff advocated for the inclusion of technology to enhance learning, performance, and the dissemination of knowledge.

In 2010 and 2013/2014, internal stakeholder mana‘o remained consistent. In 2013/2014, faculty and staff participants were asked how Vision 2040 will affect them/their division; responses were predominantly targeted toward professional development, improvement, and realignment. Faculty and staff recognized that curriculum redesign and skill diversification will be key to achieving the educational milestones put forth in the vision. In particular, faculty and staff would like timely trainings that reinforce business and leadership skills and inform on innovative teaching techniques that target diverse learning populations. Divisions recognized that they will have to collaborate to inform, influence and impact each other at each milestone.

In addition, staff discussed the need for greater access to data to track their performance and progress toward Vision 2040. Other examples of how faculty and staff envision a high-performing Native Hawaiian organization with efficient processes and systems include establishing performance assessments and succession plans, supporting change management, and making decisions that are inclusive, data driven, and informed by research.

In addition, faculty and staff called for greater integration of technology into their curriculums and learning platforms. They feel that Vision 2040 will necessitate creative, out-of-the-box thinking in terms of curriculum-building, program development, and community building. Social media, hardware/software, STEM programs are some examples where faculty and staff feel the use of technology may be beneficial to reach a greater number of Native Hawaiians.

Alternatively, community stakeholders would like incentive programs that enable teachers to live and stay rural communities, particularly teachers in the DOE. Particularly, they want to see collaboration to train, share with, and mentor DOE teachers to increase cultural literacy and awareness about Native Hawaiians. Building these workforce linkages within education are seen as part of the kuleana of a Hawaiian organization.
Goal 5: Impact-Driven Resource Management

Concept
Prudently optimize the strength, breadth, and strategic alignment of our resources with an organization-wide focus.

Trends in Stakeholder Mana’o
In 2000, KS stakeholders supported:

- Meeting or exceeding targets set in the investment policy to provide more resources for educational spending
- Creating an integrated investment plan to ensure the availability of resources to educational goals
- Improving systems to ensure operationally responsive and responsible spending and investing
- Interacting with business partners and others in an ethical, prudent and culturally appropriate manner
- Protecting Kamehameha Schools’ endowment by using sound ecological, cultural, educational and investment practices
- Developing and implementing prudent investment policies and practices that are consistent with the Trustees’ fiduciary duties and Kamehameha Schools’ values

In 2013/2014, stakeholders built upon the comments in 2000, again advocating for strong fiscal practices balanced with analyses of impact/potential success, and educational, cultural and community connections.

Next Steps

To support and validate current strategy development related to Vision 2040, this report documents and crosswalks community and faculty/staff information gathered throughout key timeframes (2000 - Strategic Plan 2000-2015; 2010 - Progress and Promise Update; and 2013/2014 - Strategic Plan 2015-2020) to provide context for KS’ current mission, vision, and educational goals.

This report will remain in draft form until the education strategies are final. Additional analysis may be needed to document key stakeholder mana’o related to the final strategies to assist with further tactical development.
## Appendix A: Trends in Stakeholder Manaʻo – Summary of Detailed Comments

### Goal 1: Network of Native Hawaiian Schools

<table>
<thead>
<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
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<tbody>
<tr>
<td>“Whole family” learning opportunities/networks for KS students</td>
<td>Culture and Hawaiian values is embedded in each pathway</td>
<td>Hawaiian after school program modeled after the learning opportunities of other ethnic groups (i.e., “Japanese School”)</td>
</tr>
<tr>
<td>KS offer &amp; support for parent &amp; adult education</td>
<td>Culture-based after school programs on school sites (like A+)</td>
<td>Hawaiian language immersion programs</td>
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<tr>
<td>Support the professional development of Kamehameha Schools’ faculty and staff</td>
<td>Expand summer opportunities beyond enrichment to include core academic subjects</td>
<td>Continue to place emphasis on and integrate Hawaiian culture and Christian values</td>
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<tr>
<td>KS needs to support programs for students with learning challenges, disabilities or who are not college-bound</td>
<td>Need to know impacts of KS programs</td>
<td>Prepare Native Hawaiian learners for KS entry points</td>
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<tr>
<td>Teachers should have better support systems and incentives to stay in our schools</td>
<td>Documentation of kupuna stories, moʻolelo, perspectives, manaʻo, traditions, knowledge to share. Look to the past to move forward</td>
<td>KS funded study abroad programs</td>
</tr>
<tr>
<td>Stronger presence and support for Hawaiian culture in schools and programs will help to develop Hawaiian thinkers and leaders</td>
<td>Better utilization of KS campuses to serve more</td>
<td>Expand KS’ reach to Kauaʻi, West Hawaiʻi Island, Lānaʻi, and Molokaʻi</td>
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<td>KS is a Hawaiian institution rather than an institution based on Western models and practices</td>
<td>Opportunity: KS can be a leader in research and data on Hawaiian learners</td>
<td>Parent education to identify child’s strength early in life</td>
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<tr>
<td>We need to instill high expectations and values for education across our community—in schools and at home</td>
<td>o Centralized data repository for data collection</td>
<td>Strengthen families through parenting programs</td>
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<td>More on-island KS programs and charter schools</td>
<td>o Analysis for KS and non-KS programs</td>
<td>Programs to strengthen broken families (generational poverty)</td>
</tr>
<tr>
<td>Opportunities for families to learn together will help us to engage the learner and supportive systems around the learner</td>
<td>o Student performance</td>
<td>Family mentoring program</td>
</tr>
<tr>
<td>Priority on early childhood education opportunities – need more early learning opportunities (preschool, parent/infant, child/parent programs)</td>
<td>o Provide data to other Hawaiian organizations particularly to use in grant applications</td>
<td>Teacher professional development - all teacher professional development programs should be rooted in cultural practices, values, and techniques, as part of their continued professional development plans and that teachers should have a mentor to help them develop professional practice</td>
</tr>
<tr>
<td>Extended hours/full day program for preschool – in sync with parent work hours</td>
<td>o Publish works by Native Hawaiians</td>
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<tr>
<td>Whole child learning – cognitive, emotional, spiritual, physical, family, health, life skills, parenting, financial literacy, etc. Prepared for college and life</td>
<td>o Data resource site</td>
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<td>Post-high preparation to develop appropriate expectations (i.e., success college credit load, working while attending college, budgeting &amp; financial skills, etc.)</td>
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<td>Family strengthening</td>
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<td>Determine what is the appropriate mix of programs that provides the most impact</td>
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## Goal 2: Improved Educational System

<table>
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<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
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</table>
| - Educational programs and services from the prenatal period through pre-kindergarten  
- Kindergarten through grade 12 education  
- Post-high school education and training  
- Diverse career development opportunities  
- Alternative learning experiences for those with a wide variety of learning styles, aptitudes, and interest and  
- Programs and services that meet the requirements of those with special learning needs  
- Support efforts to enhance the effectiveness of educators of Hawaiian youth  
- Conduct on-going assessments of Hawaiian educational needs  
- Promote development of curriculum and programs that meet Hawaiian educational needs  
- Partnerships and collaborations that work together to meet greater needs.  
- Link with others program and services within the community  
- Collaborate and partner with DOE to reach more- in classrooms, with teachers, curriculum development, cultural curriculum & resources, career/post high counseling support  
- Liaisons to fill gaps, connect people & programs/services  
- Partner with other Ali‘i Trusts & Hawaiian organizations & agencies  
- Partnerships with UH to recruit Hawaiian students into fields of need (health, research, special needs, etc.)  
- KS visible in and part of the community | - Aggressive partnering for building community capacity & empowerment  
- Community gathering, learning& resource centers  
- Education is shared kuleana between educators, parents, kupuna, community  
- Need to collaborate with the community – be part of the community  
- Ahupua’a-like system for people to connect and learn  
- KS presence in all communities  
- Life classrooms in every community to teach life skills  
- Self-contained community that is vibrant and can take care of itself  
- Pu‘uhonua-like system for community to access, learn, model well-being  
- Projects available in every community for families to learn and develop  
- Family strengthening of understanding family kuleana (roles, responsibility for each other’s well-being, healthy relationships, child care & interaction, nutrition, kupuna raising keiki)  
- Support for students with learning disabilities, kupuna programs and gifted students  
- Teacher supports and incentives  
- Assessment to evaluate a student’s learning style, challenges, strengths and use this to adjust the learning experience or provide support  
- Strengthen early learning to focus on literacy  
- More ‘āina-based learning  
- Continue public school support (DOE & charter schools) | - Expand role as a convener, advocate, and partner; convening resources and partners; coordinating services  
- Partner with alumni to spread the KS Vision within their respective networking communities (e.g., create blogs, YouTube videos)  
- Partnerships across government, organizations, schools, communities, families to build support within families and communities  
- More collaborations on Moloka‘i, Lāna‘i, and Kaua‘i to improve access to Native Hawaiian Services and KS programs  
- Regional learning center approach incorporated into Hawaiian culture  
- Ahupua’a and pu‘uhonua used to describe how regional centers might look and feel and the values that would drive the programs located at the centers  
- Ka Pua model expanded to all communities. These learning centers should act as hubs for programs, centers for tutoring, and house other a multitude of community service agencies. Centers could also be used to host summits and community hō‘ike.  
- Collaboration, partnership and networking that empower not vest power  
- Partner with tourism industry to ensure Hawaiian benefit from the “use” of their culture  
- KS needs to get out into the community more and become more inclusive in who is KS and who benefits from KS |
### Goal 2: Improved Educational System Cont.

<table>
<thead>
<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
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</table>
| • Develop and capitalize on common community goals  
• Support from KS to build communities that can self-manage their resources  
• Active engagement from leaders (KS and NH orgs) to convene conversations but not take ownership from the community  
• Need access to ʻāina-based learning opportunities or other experiences that connect us to ʻāina  
• Need help establishing food systems to feed our families, schools and communities  
• Need more support for cultural programming and ʻāina-based education  
• Support from KS to convene the resources to build community programs for children with special needs, kupuna programs or programs that identify students’ gifts | • Strengthen early learning with 100% of schools having a strong family component in the program  
• Focus on financial literacy  
• More career pathways and examples of success for students to model  
• Collaborations and partnerships that empower not vest power  
• Education is shared kuleana between educators, parents, kupuna, community  
• Need to collaborate with the community – be part of the community  
• Parent education to identify child’s strength early in life  
• Strengthen families through parenting programs  
• Programs to strengthen broken families (generational poverty)  
• Family mentoring program  
• Intergenerational learning opportunities | • Business and celebrities who enjoy Hawaii have kuleana for growing Native Hawaiian resources  
• Partnerships and collaborations among Native Hawaiian organizations to improve services and make them more accessible  
• Additional out of school learning opportunities (outdoor, summer school, enrichment, cultural programs, apprenticeships/internships)  
• Coursework that capitalizes on learners’ diverse and unique learning styles and talents  
• Help get children through the DOE successfully, as resources for Hawaiian children are lacking in the DOE system  
• Extension of targeted intervention programs to include additional grade levels  
• Holistic family-based learning environments: flexible learning opportunities  
• Specialized programs/workshops and parent support networks (literacy, health, nutrition, financial, special needs learners, etc.)  
• Collaborate to train, share with, and mentor DOE teachers |
## Appendix A: Trends in Stakeholder Mana’o – Summary of Detailed Comments

### Goal 3: Native Hawaiian Identity

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<thead>
<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
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<tbody>
<tr>
<td>• Scholarships &amp; partnership for cultural learning and practice; Cultural exchange programs among schools</td>
<td>• Culture-based afterschool programs</td>
<td>• Culture and Hawaiian values is embedded in each pathway</td>
</tr>
<tr>
<td>• Community programs on cultural identity, sovereignty and Hawaiian issues</td>
<td>• Documentation of kupuna stories, mo’olelo, perspectives, mana’o, traditions, knowledge to share. Look to the past to move forward.</td>
<td>• Need access to ‘āina-based learning opportunities or other experiences that connect us to ‘āina</td>
</tr>
<tr>
<td>• Kupuna as resources of knowledge &amp; oral traditions</td>
<td>• Incorporate Hawaiian values and aloha into everything you do</td>
<td>• Need help establishing food systems to feed our families, schools and communities</td>
</tr>
<tr>
<td>• Internships/apprenticeships with kupuna</td>
<td>• Increase emphasis on giving back and helping others</td>
<td>• Need more support for cultural programming and ‘āina-based education</td>
</tr>
<tr>
<td>• More cultural learning opportunities for students and families living on the continent</td>
<td>• Incorporate cultural and Christian values in all program</td>
<td>• Achieving food sovereignty and successful ‘āina-based lifestyles requires resource support, policy changes and political power to convene various groups to work toward lives that are rewarding and respectful of our ‘āina</td>
</tr>
<tr>
<td>• KS as steward of culture &amp; tradition</td>
<td></td>
<td>• Members of our community need to adopt a shared kuleana to mālama ‘āina and balance competing interests</td>
</tr>
<tr>
<td>• Culture driven curriculum</td>
<td></td>
<td>• Free ‘ōlelo Hawai‘i classes in predominantly Hawaiian communities</td>
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<tr>
<td>• Cultural learning centers/ cultural college</td>
<td></td>
<td>• Cultural development programs for teachers to improve professional practice</td>
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<tr>
<td>• ‘Ōlelo Hawai‘i</td>
<td></td>
<td>• Hawaiian after school program modeled after the learning opportunities of other ethnic groups (i.e., “Japanese School”)</td>
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<tr>
<td>• Students teaching each other</td>
<td></td>
<td>• Farming, fishing and agricultural classes, electives or independent studies offered to all public school students</td>
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<tr>
<td>• More enrichment opportunities for non-KS students</td>
<td></td>
<td>• KS at the forefront of innovation in ‘āina-related areas such as alternative energy, software development for agriculture, and application development for farming, fishing and agriculture</td>
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<tr>
<td>• Recognize &amp; reward cultural practitioners without academic education</td>
<td></td>
<td>• Providing additional ‘āina-based programs throughout the year and during spring and summer breaks</td>
</tr>
<tr>
<td>• Virtual cultural learning centers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 4: High Performing Native Hawaiian Organization

<table>
<thead>
<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use technology and other strategies to enhance learning, performance, and the dissemination of knowledge.</td>
<td>• Complete individual program assessments for cost and impact and share assumptions used in those assessments in order to inform a proposed optimal education portfolio</td>
<td>• Divisions work together to inform, influence, and impact each other at each milestone</td>
</tr>
<tr>
<td>• Encourage initiative, creativity, responsible risk taking and teamwork.</td>
<td>• Develop multi-year evaluation schedule</td>
<td>• Hold consistent trainings for faculty/staff on the importance of business acumen and leadership development</td>
</tr>
<tr>
<td>• Provide staff development opportunities that build facilitative leadership, systems thinking, reflection, and inquiry.</td>
<td>• Establish performance assessment, staff development, and succession planning to maximize effectiveness.</td>
<td>• Ensure we hire the right people with the right skill sets to the right positions</td>
</tr>
<tr>
<td>• Establish performance assessment, staff development, and succession planning to maximize effectiveness.</td>
<td>• Support change management efforts to operate successfully in continuously changing environments.</td>
<td>• Collaborate to train, share with, and mentor DOE teachers to increase cultural literacy and awareness</td>
</tr>
<tr>
<td>• Support change management efforts to operate successfully in continuously changing environments.</td>
<td>• Practice decision making that is inclusive, data-driven, and informed by research and experience.</td>
<td>• Use technology to make Hawaiian learning and culture more interesting (e.g., apps, Skype, social networking, etc.)</td>
</tr>
<tr>
<td>• Develop and nurture an organizational culture that values our human resources.</td>
<td>• Develop and nurture an organizational culture that values our human resources.</td>
<td>• Access to technology for parents and caregivers</td>
</tr>
<tr>
<td>• Develop systems, policies, and procedures that support effective information sharing and decision making.</td>
<td>• Develop systems, policies, and procedures that support effective information sharing and decision making.</td>
<td>• Increase virtual learning opportunities</td>
</tr>
<tr>
<td>• Develop action plans, objectives, and performance indicators for decision making.</td>
<td>• Align the organization and resources with strategic goals.</td>
<td>• Leverage technology – mobile/distance learning</td>
</tr>
<tr>
<td>• Align the organization and resources with strategic goals.</td>
<td>• Develop and implement accountability systems to monitor and improve upon achievement of the goals.</td>
<td>• Develop and implement accountability systems to monitor and improve upon achievement of the goals.</td>
</tr>
</tbody>
</table>
### Goal 5: Impact-Driven Resource Management

<table>
<thead>
<tr>
<th>2000</th>
<th>2010</th>
<th>2013/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet or exceed targets set in the investment policy to provide more resources for educational spending</td>
<td>• Need to know impact of KS programs to balance dollars with effort</td>
<td>• Partner and balance KS and non-KS contributions to post-secondary education</td>
</tr>
<tr>
<td>• Create an integrated investment plan to ensure the availability of resources to educational goals</td>
<td>• Better utilization of campuses to serve more</td>
<td>• Ensure that KS balances success/impact with dollars spent</td>
</tr>
<tr>
<td>• Improve systems to ensure operationally responsive and responsible spending and investing</td>
<td>• Centralized data repository for Hawaiian data collection, analysis for KS and non-KS programs, student performance, providing info for Hawaiian organization grant applications, publish works by Native Hawaiians, resource site</td>
<td>• KS believes in its mission, which will ensure its future success</td>
</tr>
<tr>
<td>• Interact with our business partners and others in an ethical, prudent and culturally appropriate manner</td>
<td>• Protect Kamehameha Schools’ endowment by using sound ecological, cultural, educational and investment practices</td>
<td>• KS has strong fiscal practices</td>
</tr>
<tr>
<td>• Develop and implement prudent investment policies and practices that are consistent with the Trustees’ fiduciary duties and Kamehameha Schools’ values</td>
<td>• Initiate a resource development program</td>
<td>• KS has a strong endowment and legacy lands that will enable it to do its work</td>
</tr>
<tr>
<td>• Institute a tuition and financial aid program that will enable Kamehameha Schools to serve more people of Hawaiian ancestry</td>
<td>• Develop a network of those who have an affiliation with Kamehameha Schools for the benefit of people of Hawaiian ancestry</td>
<td>• KS will need to optimize its educational, economic, cultural and community connections</td>
</tr>
<tr>
<td>• Pursue opportunities for business partners to participate in and contribute to the education of people of Hawaiian ancestry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Partner and balance KS and non-KS contributions to post-secondary education
- Ensure that KS balances success/impact with dollars spent
- KS believes in its mission, which will ensure its future success
- KS has strong fiscal practices
- KS has a strong endowment and legacy lands that will enable it to do its work
- KS will need to optimize its educational, economic, cultural and community connections
KS is committed to community and stakeholder engagement. Feedback and manaʻo received from community and stakeholder forums since the development of the our first strategic plan in 2000, has been documented, synthesized and analyzed. Stakeholder feedback was critical to KS’ strategic planning process in 2000 and continues to inform our 25 year Vision 2040.

Appendix A highlights trends in stakeholder manaʻo then, in 2000, and now in 2013/2014 to highlight similarities and differences and to provide historical context for KS’ current mission, vision and SP2020 educational goals. In contrast, Appendix B highlights stakeholder comments that may not specifically appear in or relate to the goals of SP2020, but are still informing and shaping current and on-going action and tactical planning.

**Appendix B: Additional Stakeholder Manaʻo about Pathways to Collectively Support Hawaiian Education**

<table>
<thead>
<tr>
<th>Community/Regional</th>
<th>2010</th>
<th>More KS campuses/presence in more communities</th>
</tr>
</thead>
</table>
|  | 2013/2014 | New KS campuses  
Boarding at KS Hawaiʻi campus  
Open a Kauaʻi KS campus  
K-Scholars program for Molokaʻi  
Develop Leeward coastal campus  
LIS programs at Hāna School  
Support developing a charter school at Keanae School |

| Convene, Collaborate and Partner | 2000 | Offer career preparation through internships, mentorship programs, etc.  
Better connections between K-20 education and career preparedness and transitions |
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2013/2014</td>
<td>Conduct a “Native Hawaiian Success Symposium” offering marketing and networking opportunities between businesses, Native Hawaiian consumers, and service providers</td>
</tr>
</tbody>
</table>

| Culture & ʻĀina-based Learning | 2000 | More cultural learning opportunities for students and families living on the continent |
### APPENDIX B: ADDITIONAL STAKEHOLDER MANA‘O ABOUT PATHWAYS TO COLLECTIVELY SUPPORT HAWAIIAN EDUCATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Timeline</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture &amp; ‘Aina-based Learning</strong></td>
<td>2010</td>
<td>• Increase Pauahi’s holdings – reaquaire Pauahi’s lands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional video documentation of kūpuna stories, perspectives, mo‘olelo, mana‘o traditions – sharing knowledge, which is in addition to LAD &amp; Kaiwakiloumoku projects, K Publications, Song Contest &amp; other PR efforts, A’o Makua courses, etc.</td>
</tr>
<tr>
<td></td>
<td>2013/2014</td>
<td>• Collaboration/partnership between KS and land owner (Ellison) to create more ‘āina-based educational opportunities on Lāna‘i</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increase independent studies (pseudo-apprenticeships) for culture, natural resource, and sustainable practice learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extend existing ‘āina-based programs throughout the calendar year, including school breaks and summer breaks, especially those geared toward whole-family learning experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integrate traditional knowledge and practice of malama ‘āina and sustainability into preparing our learners to be and our practice of being responsible citizens through the knowledge of our ancestors</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>2000 – 2013/2014</td>
<td>• Scholarship support to get more Native Hawaiians and more highly qualified early childhood educators in the Hawaiian educational system to build traction and momentum for learner success</td>
</tr>
<tr>
<td><strong>Family Learning &amp; Strengthening</strong></td>
<td>2000 – 2013/2014</td>
<td>• Teach mandatory math and life skills curriculum such as metric system, tax preparation, business licensing, voter registration, financial literacy, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pursue life goals as a family rather than an as individuals</td>
</tr>
<tr>
<td></td>
<td>2013/2014</td>
<td>• Pair families in mentoring or coaching relationships, particularly for families that need help breaking cycles of poverty, illiteracy, addiction, and mental illness</td>
</tr>
<tr>
<td><strong>K-12 Education Outcomes</strong></td>
<td>2000 – 2013/2014</td>
<td>• Serve more disadvantaged learners: Special needs; At Risk; Underprivileged; Homeless; Prison population; Single parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced/honors classes for gifted and talented students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher incentives to stay on our community for the long-term</td>
</tr>
</tbody>
</table>
# Appendix B: Additional Stakeholder Mana‘o about Pathways to Collectively Support Hawaiian Education

## K-12 Education Outcomes

**2000**
- Educational liaisons to connect learners and programs/services
- Health, speech, and learning development screening for all preschoolers - provided by collaborators
- Post-secondary support other than financial aid and scholarships – affordable housing, childcare
- Vouchers/scholarships to attend other private schools
- Culture-based after school programs on school sites (like A+)
- Outreach programs for special needs and at risk learners
- Education for the incarcerated
- Funding for special medications

**2010**
- Support student exchange programs

**2013/2014**
- Hawaiian after school program modeling the learning opportunities of other ethnic groups (“Japanese School”)

## Post-High Success

**2000**
- Clearing house of Native Hawaiian college graduates

**2013/2014**
- Employer paid college programs
- Tribal college/KS college

## Professional Development

**2000 - 2013/2014**
- Training for special education teachers
- Greater incentives for teachers to live and stay in rural communities, or scholarships to encourage students to become teachers in their home communities

## Sustainability & Mālama ʻĀina

**2013/2014**
- UH college of sustainability (wind, solar, geothermal, agriculture, ocean, etc.)
- An agricultural academy within the KS educational pipeline
- KS lands producing 100% of the food consumed on KS campuses
### APPENDIX B: ADDITIONAL STAKEHOLDER MANA‘O ABOUT PATHWAYS TO COLLECTIVELY SUPPORT HAWAIIAN EDUCATION

<table>
<thead>
<tr>
<th>Technology Support &amp; Learning</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Increase virtual learning opportunities</td>
</tr>
<tr>
<td></td>
<td>• Technology and distance learning to help link regional learning centers to central hubs (i.e., Maui college on Moloka‘i), thereby extending KS’s reach of programs and enriching community life</td>
</tr>
<tr>
<td></td>
<td>2013/2014</td>
</tr>
<tr>
<td></td>
<td>• Use technology to make Hawaiian learning and culture more interesting (e.g., apps)</td>
</tr>
<tr>
<td></td>
<td>• KS establishing an “angel fund” for new, or innovative ideas to help build capacity in the Native Hawaiian community in high-technology fields</td>
</tr>
</tbody>
</table>