

THE KAMEHAMEHA SCHOOLS EDUCATION STRATEGIC PLAN

Approved by the Trustees

June 1, 2005

“I desire my trustees to provide first and chiefly a good education in common English branches, and also instruction in morals and in such useful knowledge as may tend to make good and industrious men and women...”

- Excerpt from the Will of Bernice Pauahi Bishop

“Kamehameha Schools’ mission is to fulfill Pauahi’s desire to create educational opportunities into perpetuity to improve the capability and well-being of people of Hawaiian ancestry.”

- Kamehameha Schools Strategic Plan 2000-2015

“The Trustees of an endowment institution are the guardians of the future against the claims of the present. Their task is to preserve equity among the generations.”

- James Tobin, 1981 Nobel Laureate, Former Sterling Professor of Economics, Yale University

Table of Contents

I. A View of the Future: A Community of Well-Being.....	4
<i>Creating long term intergenerational change</i>	4
<i>A mo‘olelo of a Hawaiian ‘ohana</i>	4
II. Project Background.....	6
<i>Kamehameha Schools and Strategic Planning</i>	6
<i>The Education Strategic Planning Process</i>	7
<i>Why Develop an Education Strategic Plan?</i>	7
III. The Education Strategic Plan: Purpose and Objective	9
IV. Native Hawaiian Educational Assessment: An Overview	11
<i>Where are Hawaiians today and what are their conditions?</i>	11
<i>Moving forward: areas of strength and progress</i>	11
<i>In flux: areas of mixed results</i>	11
<i>Warning signs: areas of continued and increased need</i>	12
<i>Our Target Population</i>	13
V. Understanding Our Current Education Organization	14
<i>Kamehameha Schools: A Wide Range of Education Services</i>	14
<i>Kamehameha Schools: Areas of Focus</i>	15
VI. Strategic Priorities: Organizing Our Efforts for Strategic Impact.....	17
<i>Strategic Priorities 1 & 2: Community Outreach</i>	18
<i>Strategic Priority 1 – Pre-Natal to 8 Years of Age: “Optimize & Build” for Increased Impact</i>	19
<i>Strategic Priority 2 – Later Years: Sustaining the Educational Momentum in Later Years</i>	20
<i>Strategic Priority 3 – KS K12 Campuses: Innovate & Optimize for Efficiency & Effectiveness</i>	21
VII. Using the Strategic Priorities to Understand our Current and Future Efforts	23
<i>Current Programs & Services</i>	24
<i>New Programs & Services</i>	25
<i>Combined Current and New Programs & Services</i>	26
VIII. ESP Impact Trend	28
IX. Measuring Our Success Toward Achieving Our Objectives	29

I. A View of the Future: A Community of Well-Being

Creating long term intergenerational change

It is the year 2025 and as we look out to the Native Hawaiian population, the bright lights of healthy, thriving communities welcome us—communities full of children who are valued, nurtured learners at home and school; where people are well-prepared to make the most of life’s many opportunities; and where strong, supportive relationships bind families and communities, vitalized by traditions past and present, empowered by good leaders and mentors, and emboldened by the resilience of their culture, values, and sense of place at home and in the world.

This vision we seek in the spirit of Ke Ali‘i Pauahi, is our mission to fulfill her desire to create educational opportunities that enhance the capability and well-being of people of Hawaiian ancestry. This vision inspired our voyage in laying out the Kamehameha Schools Strategic Plan in 2000, which, informed by people who care throughout our communities, is the foundation for extending our educational reach to more Hawaiians. This same spirit ignites our Education Strategic Plan, targeting sustainable, intergenerational impact through excellence in education.

Some would argue that our vision of a positive future may take as long to materialize as it took for Hawaiian health to deteriorate from its once-healthy condition. For this reason, we recognize the need for widespread, urgent action that has sustainable, transformational impact on our families and communities.

A mo‘olelo of a Hawaiian ‘ohana

Despite the efforts of families and communities, the year 2005 marks a time when Native Hawaiian children continue to suffer poor educational outcomes and experiences and where poverty and its accordant challenges stretch the endurance of family survival (see section IV). With our Educational Strategic Plan we see and plan a new future, inspired by our vision for change.

2007

Malia is almost four years old in 2007; she is fortunate to live in a family of four generations. Just about to enter preschool, she plays outside her home with her cousin Mark, age 7, whom she adores. Mark has lived with Malia’s family since his father was incarcerated two years ago. He attends Blanche Pope Elementary in Waimānalo. He entered kindergarten with few readiness skills and is having difficulty keeping pace with the rest of the class. His family is happy about the new Kamehameha Schools After School program that he now attends at Blanche Pope. He enjoys the special projects in the curriculum, learning about his Hawaiian heritage, and was especially excited about the little library of books that he came home with last week. Together, the two children are re-enacting his latest adventure at the after school program, where he

and his class conducted and wrote about their science experiment with limu out at He‘eia fishpond.

Malia’s mother, Sue, is in class at WCC, where at age 20 she is beginning her certificate in early childhood after work hours with the help of a community program. A single mom, she has become concerned about Malia’s preschool prospects. Having participated in the Hi‘ilani workshops, she feels that a quality early childhood education program will be important to her child’s future—a chance that she herself did not have. Malia’s grandfather, John (Sue’s father), a 1981 Kamehameha Schools alumnus is at work, doing his best to provide for his expanding family. Malia’s great-grandmother, Sandy (John’s mother), age 65, is newly retired and helps care for the two children. She is preparing a nutritious meal that she and Malia learned about at the Tūtū and Me program that morning.

2025

Malia is now 23 and about to graduate from college with a degree in life sciences. She is excited with a job already lined up at Kaka‘ako Plaza with the new Life Sciences International Corp. One of the projects she is most passionate about will be working with Hawaiian practitioners of lā‘au lapa‘au to develop new methods using the living wisdom of her ancestors.

Her cousin Mark and his new family still live in Waimānalo. After completing elementary school at Blanche Pope, Mark went on to a charter school funded in part by the Kamehameha Schools Ho‘olako Like program. There, he began taking Hawaiian language and realized the importance of language for his culture. He now teaches Hawaiian at the Community College and he and his wife also recently decided to send their young son to a Hawaiian immersion preschool.

Malia’s mother, Sue, still teaches preschool in Waimānalo, her youngest of three children now a sophomore in high school. Sue tries to spend time with him reading and talking in the evening about goals, plans, and his latest feats. Her father John is at home, preparing for a meeting for the mentoring program that he has decided to help with at the local middle school. He and other community members are very proud of their schools, which now produce some of the highest outcomes in student performance. According to the Kamehameha Schools’ counselor at the high school, the exchange program with KS Kapālama campus and has been a wonderful experience for many Native Hawaiian students and this year’s valedictorian is a Native Hawaiian girl from Waimānalo. Reflecting back on the changes in his community over the last twenty years, he can’t help but think that Pauahi would be proud.

Now, imagine Malia’s story replicated across her entire age group of 23 year-old Native Hawaiians. This vision for 2025 and beyond is about supporting caring families and parents as teachers, universal pre-school access for young children, ongoing educational reform that has dramatically shifted levels of student achievement and school engagement, in turn graduating children strong in their Hawaiian identity and self-worth, and where post-high successes for Native Hawaiians are far-reaching and frequent. In this mo‘olelo is the spirit of our vibrant Hawaiian society. I mua!

II. Project Background

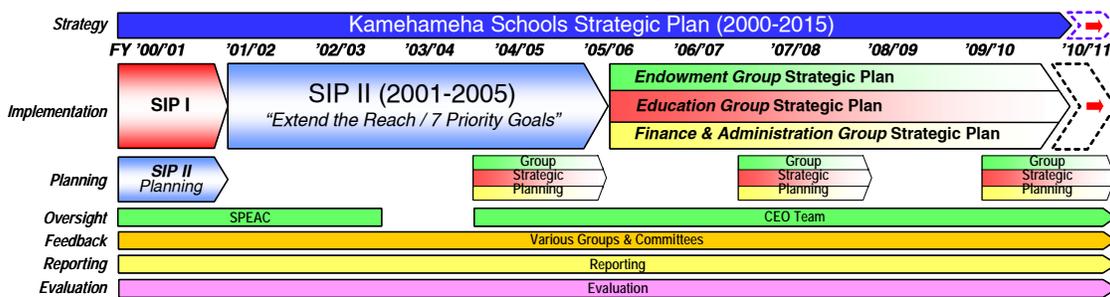
In July of 2004, the Kamehameha Schools Trustees participated in a 2-day retreat focused on education philosophy and strategy. From this discussion, appropriate guidance and direction was provided to the CEO and staff to develop actionable education focused strategies and approaches to achieve the objectives set forth in the Kamehameha Schools Strategic Plan 2000-2015. The Education Strategic Plan (ESP) was to be developed by the CEO and staff and presented to the Trustees in May, 2005 for approval.

Kamehameha Schools and Strategic Planning

Kamehameha Schools has historically engaged in strategic planning activities related to interpreting and achieving the goals and objectives set forth in the 1883 Will of Ke Ali‘i Bernice Pauahi Bishop. In 1999-2000, Kamehameha Schools engaged in a large scale strategic planning effort that utilized an inclusive community based process. From this effort, a 15 year organizational strategic plan was developed called the Kamehameha Schools Strategic Plan 2000-2015 (Strategic Plan 2000-2015).

Although the Strategic Plan 2000-2015 provided direction and guidance for the organization’s efforts toward meeting the mission and intent of the Will, additional discussions were required to make the Strategic Plan 2000-2015 actionable. Strategic Implementation Plans, also known as SIP I and SIP II, were developed to further clarify, track, and monitor organizational activities related to the Strategic Plan 2000-2015.

As Kamehameha Schools’ strategic planning and monitoring efforts evolved, requiring greater levels of specificity, integration and accountability across the organization, several group-level strategic planning efforts were launched simultaneously. The key functional areas of Endowment, Finance and Administration and Education began focused strategic planning activities. The graphic below depicts the relationship between Kamehameha Schools’ key strategic planning and implementation efforts.



The Education Strategic Plan, together with other functional group strategic plans, combine to support implementation of the overall Kamehameha Schools’ Strategic Plan 2000-2015. Integration of these plans and their corresponding activities is critical to the organization’s ability to achieve its mission.

The Education Strategic Planning Process

The Education Strategic Plan was derived from intensive discussions by the Trustees, CEO and management while evaluating how to reach Ke Ali‘i Bernice Pauahi Bishop’s mission by the year 2025. During those discussions, it was affirmed that these efforts must be focused, community based, urgent and with appropriate impact. The Education Strategic Plan development process was led by the CEO and the Education Group Executives (EGE) which is comprised of the following members:

- | | |
|--|---------------------|
| • CEO as Acting VP of Education | Ms. Dee Jay Mailer |
| • Headmaster, Hawai‘i | Dr. Stan Fortuna |
| • Headmaster, Kapālama | Dr. Michael Chun |
| • Headmaster, Maui | Dr. Rod Chamberlain |
| • Director, Community Outreach | Ms. Charlene Hoe |
| • Director, Education Support Services | Mr. Julian Ako |
| • Dean, Extension Education | Dr. Juvenna Chang |
| • Dean, Early Childhood Education | Ms. Suzanne Ramos |

The Education Strategic Plan incorporated information and data from previous strategic planning and implementation efforts undertaken by the organization. The following are just an example of the numerous key efforts and documents that have informed the Education Strategic Plan development efforts:

- The Will of Ke Ali‘i Bernice Pauahi Bishop
- The Kamehameha Schools Strategic Plan 2000-2015
- Philosophy of Education
- Strategic Implementation Plan II (SIP)
- Campus Plans
- EED Strategic Plan
- ECE Strategic Plan
- Land Assets Tactical Plan
- Hawaiian Cultural Development Plan
- 10-year Budget Forecast
- Policy Analysis & System Evaluation (PASE) Reports

Why Develop an Education Strategic Plan?

This Education Strategic Plan is not meant to replace the Strategic Plan 2000-2015 but to assist the organization to make the Strategic Plan 2000-2015 more actionable, operational, and relevant to the current social, cultural, political and educational landscape. Specifically, six *key drivers* provide impetus behind the education strategic plan development process:

1. Renewed Trustee & Executive Leadership Focus and Commitment to Education as KS’ “Core Business” with Specific Emphasis on Ages 0-8

Although the organization has many different objectives, the identification of education as its “core business” is important because it informs the prioritization and allocation of resources and activities for the entire organization. An emphasis on Native Hawaiians age

0-8 is supported by research demonstrating that early childhood education is critical to overall individual well-being and offers a key leverage point to create long term intergenerational change in Native Hawaiian individuals, families and communities. An Education Strategic Plan is required to clearly state the definition of Kamehameha Schools' core business and 0-8 focus.

2. The High Sense of Urgency to Serve More Native Hawaiians

2005 represents the 5th year of the Strategic Plan 2000-2015. Kamehameha Schools must demonstrate a high sense of urgency and a bias toward action to achieve the goals outlined in the Strategic Plan 2000-2015. Currently, 93% of K12 school-age Native Hawaiian children are not served by our campus based programs. As the overall Native Hawaiian population continues to grow, the percentage of Native Hawaiians not served by our organization will grow. In addition, there is a lag time between Kamehameha Schools' efforts and demonstrated increases in the capability and well-being of Native Hawaiians, further compelling the drive for immediate action. Finally, the organization must take the opportunity to act quickly and make significant strides towards its objectives so that the current unstable legal environment will not hinder Kamehameha Schools' ability to fulfill its mission. The Education Strategic Plan will serve to further clarify required activities and approaches to be implemented to best support achievement of the Strategic Plan 2000-2015.

3. A Desire for Reinvention vs. Status Quo

One of the ongoing challenges for Kamehameha Schools is to provide programs and services to our beneficiaries that are relevant to the environment in which we live. Kamehameha Schools has a long history of educational success. For over 100 years, our campus-based programs have been the most important and relevant way to deliver on the mission of our organization. However, based upon the ever-changing education needs of our beneficiaries, new approaches for creating long-term intergenerational change in predominantly Native Hawaiian communities and our current and future resource availability, the Trustees desire other approaches that can be combined with our current campus based programs so that even greater numbers of Native Hawaiians can be served. Through educational services, Kamehameha Schools can help facilitate the reinvention that must also occur at the community level to create systemic change that will improve the capability and well-being of Native Hawaiians. Kamehameha Schools' next planning efforts will define how Kamehameha Schools may contribute to community change. The Education Strategic Planning process facilitates the discussion of reinvention versus status quo and describes required activities to move the organization forward.

4. The Need for Organizational Alignment

Kamehameha Schools' large scale and scope has resulted in a lack of organizational alignment and integration of its programs and services. Greater levels of organizational alignment are required to best support our beneficiaries as they progress along the education continuum. In addition, improved organizational alignment may result in greater efficiency and effectiveness of program and services. The Education Strategic Plan fosters a common understanding of strategic direction, priorities, activities and terminology required for overall organizational alignment.

5. Current Legal and Political Context

The Kamehameha Schools Strategic Plan 2000-2015 states, “Kamehameha Schools’ mission is to fulfill Pauahi’s desire to create educational opportunities into perpetuity to improve the capability and well-being of people of Hawaiian ancestry.” However, current legal and political issues may potentially impact how KS will achieve that mission. The Education Strategic Planning process and plan may mitigate some of the potential effects of these issues.

6. The Need to Maximize Results with Finite Resources

Based upon the organization’s 10-year budget forecast, education strategic planning is required to align activities and outcomes that can be implemented and measured to demonstrate progress toward achieving our mission. Kamehameha Schools’ must optimize the use of its endowment resources to benefit the greatest number of Native Hawaiian children possible. In addition, education strategic planning is required to set realistic expectations of how the available resources should be focused to best achieve the mission of the organization.

III. The Education Strategic Plan: Purpose and Objective

The purpose of the Kamehameha Schools Education Strategic Plan is to articulate an *integrated strategic focus* to *enhance and sustain positive educational outcomes* for *greater numbers of Native Hawaiian children*, with a specific emphasis on *young learners* (ages 0-8) *within the State of Hawai‘i* over the next *5-10 years*.

The objective of the Education Strategic Plan is to increase the capability and *well-being* of the Native Hawaiian people by creating *long-term intergenerational change* via education.

The following section further describes the purpose and objective of the Education Strategic Plan in greater detail by discussing and defining specific words and phrases.

Integrated Strategic Focus

Kamehameha Schools provides a wide variety of services that support increased capability and well being for Native Hawaiians. However, the outcomes of unique geography, community and target population needs combined with functional autonomy of Kamehameha Schools groups and divisions have resulted in limited overall organizational communication, collaboration, and integration of service. These issues have resulted in the sub-optimal use of our assets and resources. The Education Strategic Plan and the process used to develop it, sets out to ensure greater integration of all programs and services across our entire organization by identifying key targets and greater strategic focus.

Enhance and Sustain Educational Outcomes

Enhance – Each Kamehameha Schools program will identify, target and enhance specific educational outcomes that support long term intergenerational change for Native Hawaiians. These efforts to enhance educational outcomes will target young children ages 0-8 and their parents or caregivers.

Sustain – Critical support structures and processes must be in place to sustain positive educational outcomes for young Native Hawaiian children once they progress past the 0-8 age range. Kamehameha Schools has identified and developed support structures and processes to facilitate a child’s positive transition through these important development periods along the education continuum.

Greater Numbers of Native Hawaiian Children

Currently, Kamehameha Schools provides programs and services to approximately 5,500 Native Hawaiian children via our K12 campus based programs, long regarded as the primary method through which we deliver on the mission of the organization. However, leadership believes that many more Native Hawaiians can be positively impacted via our campuses *and* other community based programs.

Young Native Hawaiian Children

By focusing our efforts on young Native Hawaiian children ages 0-8, Kamehameha Schools is able to identify promising opportunities for our organization to expeditiously impact an entire generation of Native Hawaiians in an effort to begin a cycle of ever increasing capacity and well-being for Native Hawaiians – to create long-term intergenerational change for the Native Hawaiian families and communities.

State of Hawaii

Although Kamehameha Schools desires to increase the well being of all Native Hawaiians regardless of locale, strategically, Kamehameha Schools has determined that its focus for the next 5-10 years will be on Native Hawaiian children within the State of Hawaii.

5-10 Years

Strategies to promote long-term intergenerational change for Native Hawaiians are complex and will require adequate time to be developed and successfully implemented. This 5-10 year timeframe provides the minimal amount of time required for adequate data to be gathered and for Kamehameha Schools to determine the overall effectiveness and impact of our strategies. This agreed upon organizational 5-10 year focus will mitigate distractions due to political crisis, leadership changes or other unforeseen events.

Well-being

Well-being is a complex and multifaceted concept that incorporates social, economic, educational, health and spiritual factors. Components of well-being are highly interconnected and interdependent. The complexity of well-being makes it difficult to separate its overlapping components and to measure the overall level of well-being in a population. However, a conceptual and organizational model was developed and provided a framework by which to study and compare children’s well-being. During the

Education Strategic Planning process, this model was used to focus discussions of how current and future programs and services may influence well-being.

Long-term intergenerational change

The concept of long term intergenerational change looks to the future. Some refer to it as “breaking the cycle,” and for our purposes it means creating positive transformations that endure time. Depending on the specific challenges within a particular person or Native Hawaiian community, the definition of long-term intergenerational change may vary. However, the intent is positive transformations in attitude, knowledge, and behavior that are lived, taught, and passed on from generation to generation leading to positive changes for entire families and communities.

IV. Native Hawaiian Educational Assessment: An Overview

Where are Hawaiians today and what are their conditions?

The ten year update of the 1993 Native Hawaiian Educational Assessment tracks changes in indicators of Native Hawaiian well-being based on available data. In general, the findings indicate the need for continued effort to enhance educational and the other related areas of wellbeing (health, economic, social/cultural, emotional/spiritual). The results can be summarized into 1) areas of strength and progress; 2) areas where we see some progress and mostly mixed results; and 3) areas that signal increased needs.¹

Moving forward: areas of strength and progress

In education, recent years show improved access to preschool and other child development opportunities, although data are unavailable on the quality of these settings. For example, the rate of Native Hawaiian preschool attendance is just slightly below the state average. Childcare and preschool affordability issues, however, continue to be an issue for lower-income families, in addition to resources to support the informal care sector by friends and family members, which Native Hawaiians frequently choose for childcare. Early signs of progress also appear in the Hawaiian-focused charter schools, where achievement and school engagement for Native Hawaiian children are higher, compared to conventional public school classrooms.

Progress is evident in trends marking improved early child health, specifically declining rates of infant mortality, low birth weight and delayed prenatal care in the last few decades. Although most of these indicators continue to be higher among Native Hawaiians compared to other major ethnic groups, the rates have improved dramatically over time. A consistent strength that may serve as a building block for programs and providers appears in high levels of social and familial support reported by both adolescents and adults who find solace, comfort, and help from family and neighborhood members.

In flux: areas of mixed results

¹ Ka Huaka‘i: The Native Hawaiian Educational Assessment 2005. Forthcoming. Kamehameha Schools, Honolulu, Hawai‘i: Pauahi Publications.

In education, achievement test scores among public schools show little overall movement, although our analyses suggest some reductions in achievement gaps in some grades that we hope will continue over time. In general, the gap between Native Hawaiians and other students who are not Hawaiian looms large and is an important area for continued policy development. We also find mixed results in terms of parent involvement, where a majority of Native Hawaiian parents report those behaviors that research shows enhances child development and engagement with school. In this area, targeted programs can continue to support parents with resources that enhance their interactions with children's learning at home as well as their interactions with school teachers, systems, etc.

Some progress is evident in other areas, for example, in reducing high-risk behaviors of youth. Overall rates of tobacco, alcohol, and other substance abuse have fallen in past years, but these findings are mixed because Native Hawaiians continue to top other groups with some of the highest rates of substance abuse, incarceration, suicide, deviance and other risk behaviors.

Warning signs: areas of continued and increased need

In education, based on standard measures of school achievement, little progress has been made in Native Hawaiian students achieving parity with their non-Hawaiian peers. Despite minor pockets of improvement, on the whole, educational measures such as standardized tests, special education enrollment, high school graduation, and college completion reflect lower achievement among Native Hawaiians compared with statewide norms.

One area where we see signs of increased need is in overall family welfare. Our analyses indicate high rates of public assistance, poverty, occupational isolation in lower wage occupations, and dependency ratios (dependents to workers). The implications of these four interrelated areas suggest the challenges of earning a living wage that can provide for families adequately. Poverty rates among Native Hawaiians were recorded among the highest in the state in the first Native Hawaiian Education Assessment Project and there they remain. At the same time, employment rates are also high. The combination of high poverty and high employment rates suggests that too many families, many of them two-earner families, face poor employment and wage prospects. Some of this is reflected in the increased occupational isolation since 1990, where Native Hawaiians are more concentrated in lower paid, lower-skilled jobs. These jobs are respectable and require responsible, committed workers; however, they frequently do not pay sufficient amounts to keep families with food on the table and able to afford their daily needs.

Through educational services, Kamehameha Schools can collaborate and coordinate with others to facilitate the reinvention that must also occur at the community level to create positive change in areas such as decent and affordable housing, personal safety, employment and wages. These and other components must be addressed if the capability and well-being of Native Hawaiian families and communities is to increase.

Our Target Population

Currently, it is estimated that there are approximately 445,000 Native Hawaiians in the United States. Of these, approximately 260,000 or 58% live in the State of Hawai‘i and is comprised of the following age groups:

Ages 0-8	53,000
Age 0-2	19,000
Age 3-4	13,000
Age 5-8	21,000

Age 9-18	52,000
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Age 18+	155,000
Total NH in State	260,000

The 0-8 group will be the primary target of our efforts over the next ten years and represents a generation of Native Hawaiians that will become the leaders of positive intergenerational change for Native Hawaiians for many years to come.

The following table displays additional Native Hawaiian population data:

<i>Native Hawaiian Population</i>		2000 (rounded)		%		2005 (projected)		%	
A	Total Native Hawaiians in the State of Hawaii	238,000	59%	A	260,000	58%			
B	Total Native Hawaiians in the Mainland	163,000	41%	B	185,000	42%			
C	Total Native Hawaiians in US	401,000	100%	C	445,000	100%			
D	0-2 Total Population of Native Hawaiians in State	15,000	6%	D	19,000	7%			
E	3-4 Total Population of Native Hawaiians in State	10,000	4%	E	13,000	5%			
F	5-18 Total Population of Native Hawaiians in State	71,000	30%	F	73,000	28%			
G	18+ Total Population of Native Hawaiians in State	142,000	60%	G	155,000	60%			
H	Total Population of Native Hawaiian in State	238,000	100%	H	260,000	100%			
I	0-2 Total Population of Native Hawaiians in State	15,000	16%	I	19,000	18%	PN-8 total: 2000 – 45,000 2005 – 53,000		
J	3-4 Total Population of Native Hawaiians in State	10,000	10%	J	13,000	12%			
K	5-8 Total Population of Native Hawaiians in State	20,000	21%	K	21,000	20%			
L	9-18 Total Population of Native Hawaiians in State	51,000	53%	L	52,000	50%			
M	0-18 Total Population of Native Hawaiian in State	96,000	100%	M	105,000	100%			
N	School-age (5-18) Native Hawaiians Enrolled in Public Schools	61,000	87%	N	60,000	85%			
O	School-age (5-18) Native Hawaiians Enrolled in Kamehameha Schools*	3,500 *	5%	O	5,500	8%			
P	School-age (5-18) Native Hawaiians Enrolled in Other Private Schools**	5,500	8%	P	5,500	8%			
Q	School-age (5-18) Native Hawaiians Enrolled in the State	70,000**	100%	Q	71,000 ^	101% ^^			
Total School-Age (5-18) in Public Schools (Both Native Hawaiian and Non-Native Hawaiian)		Rounded	%	Rounded	%				
R	School-age (5-18) Native Hawaiians in Public Schools	61,000	32%	R	60,000	29%			
S	School-age (5-18) Non-Hawaiians in Public Schools	128,000	68%	S	148,000	71%			
T	Total School-age (5-18) in Public Schools (both NH and Non-NH)	189,000	100%	T	208,000	100%			

Note: * Increased to approximately 5,500 students in 2004 with expansion of Hawaii and Maui Campuses
 ** Excludes un-enrolled (Home Schools, Not in School, drop-outs, etc.) 1,000 NH students in Year 2000
 ^ Excludes un-enrolled (Home Schools, Not in School, drop-outs, etc.) 2,000 NH students 2005
 ^^ Does not sum to 100% due to rounding

Source: PASE based upon 2000 Census Data

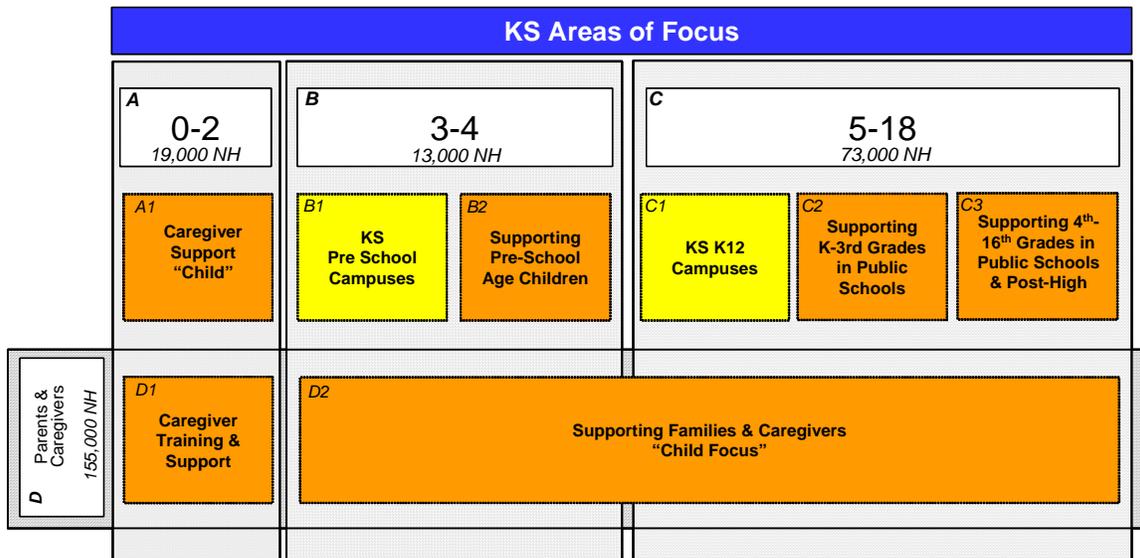
V. Understanding Our Current Education Organization

Kamehameha Schools: A Wide Range of Education Services

It is not uncommon to find that the Kapālama Campus is what comes to mind when people think of Kamehameha Schools. The campus-based programs have been the primary method through which Kamehameha Schools has delivered on its mission for over 100 years. However, Kamehameha Schools provides a wide range of programs and services. When viewed in combination with its community programs, Kamehameha Schools is a comprehensive education service organization that is suited to meet the education needs of Native Hawaiians and produce outstanding leaders who will aggressively advance Native Hawaiian capability and well-being.

Below is a model of Kamehameha Schools' education components. Three traditional age ranges, or target population groups, have been highlighted: Ages 0-2, 3-4, and 5-18. In addition, the total number of Native Hawaiians within the State of Hawai'i has also been noted.

Kamehameha Schools Education Services Model



1. Since PN-8 is a strategic focus, it is not highlighted in this model which is meant to describe key functional components of the organization. PN-8 is highlighted as Kamehameha Schools' strategic priority 1 in the next section..
2. A1 – Caregiver Support “Child” and D1 – Caregiver Training and Support are not redundant. For tracking and measurement purposes, it is necessary to track information related to the actual 0-2 year old child via (A1) even though services will most likely be provided to both parent/caregiver and child at the same time. Information related to parents/caregivers of 0-2 year old children will be captured via D1.
3. Because of the importance of the role of Parents in a child’s education, D2 – Supporting Family & Caregivers “Child Focus” is specifically highlighted within each target population group.

Within each target population group, key areas of focus are highlighted. This model provides a graphic representation of the entire education organization by target population focus. It facilitates organizational discussions about Kamehameha Schools' system-wide education focus as well as discrete services within a particular targeted age range. The yellow boxes represent our current campus based programs. The orange boxes

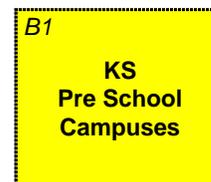
represent programs and services that are targeted to children and families not currently being served by our campus programs.

Kamehameha Schools: Areas of Focus

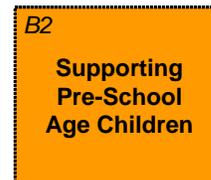
The following section will describe each area of focus in greater detail.



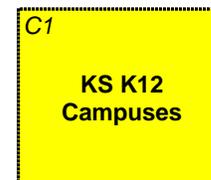
A1 - Caregiver Support: Early childhood is the springboard for all subsequent education experiences. Recognized by economists as an important way to invest in societal economic development, it is also the critical time for human brain development. The services provided to this target population will be focused on developing knowledge and skills of parents or caregivers to enhance the healthy development of children (cognitive, fine/gross motor skills, physical health, social-emotional). For strategic purposes, this area of focus, although similar to *D1 - Caregiver Training & Support*, it is important to track the 0-2 year old cohort of Native Hawaiians to facilitate our efforts to support them in later years.



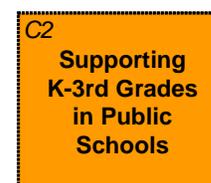
B1 - KS Pre Schools: It is well researched that an early education has lifetime payoffs. Estimates indicate a high rate of return on these investments (\$7 for every \$1 invested). Kamehameha Schools has a well established preschool program, which has shown consistent improved performance. Kamehameha Schools will continue to provide these services and continually act as an advocate for early childhood education policy issues across the state.



B2 - Supporting Pre School Age Children: Since the needs of this target population far exceed Kamehameha Schools' pre-school capacity, Kamehameha Schools will extend its reach by providing scholarships to this target population, support statewide efforts to increase the number of preschool seats, and also subsidize quality pre-school options that offer cost-effective pre-school alternatives.



C1 - KS K12 Campuses: The campuses are proven channels for preparing students for higher education and for creating leaders in our Hawaiian communities. They will continue their excellence and create more opportunities for orphans and indigent children to be admitted. They will seek ways to be more cost effective by adding capacity for additional students via innovative instructional models that serve more children in the community or by reducing current overall costs for services.



C2 - Supporting Children in Public Schools (K-3): Most Native Hawaiian children attend school in the public school system. Although our campuses are committed to excellence, they are unable to accommodate all children in need of quality educational services. Kamehameha Schools serves approximately 7 percent of school-age

NH children (5-18), other private schools contain approximately 6 percent, and the remaining 85 percent are in the public school system (approximately 2% of school-age Native Hawaiian children are “not-enrolled” in schools). To extend our reach to these children, Kamehameha Schools will create and implement a public/private partnership with the public school system, which includes charter schools, immersion schools and home schools, to enhance the educational outcomes of this young school-age target population, emphasizing literacy and culturally relevant programs.

C3
Supporting 4th-16th Grades in Public Schools & Post-High

C3 - Supporting 4th-16th Grades in Public Schools & Post High: For intergenerational change, our commitment to children will require reinforcement as they continue their journey along the education continuum. Through SIP II implementation, we have proven programs that can target key transition points to sustain the momentum of positive success for children. Again, the majority of these programs will focus on children in public schools, supporting them through kindergarten and through what the research on achievement gaps shows are vulnerable times for children to “slip through the cracks” – specifically, the middle school and 9th grade transitions, summer school (preventing regression), pre-graduation (mentoring and career counseling), and post-high acceptance and completion.

D1
Caregiver Training & Support

D1 - Caregiver Training & Support: Parent or caregiver support for pre-natal to 2 year old children is critical to the educational well being of children. Parents and caregivers can benefit from training and coaching to be able to create, support and enhance effective learning environments for their children. Supporting “new” parents is critical to inter-generational change.

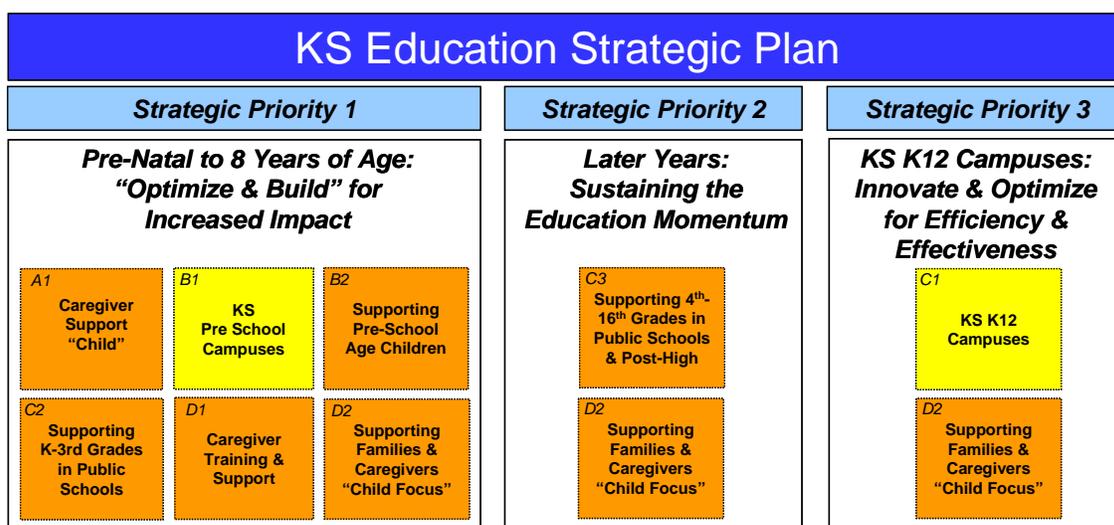
D2
Supporting Families & Caregivers “Child Focus”

D2 - Supporting Families & Caregivers: A frequent occurrence among parents and caregivers of older children is reduced educational involvement as children age. Our campus programs target sustained involvement of families in children’s education because of its high correlation with educational success. In order to successfully sustain the momentum of older children, we must also seek high levels of parent or caregiver involvement. Such support, especially desired by the public school system, is critical to the educational well being of children. Kamehameha Schools strongly believes that parents and caregivers desire and can benefit from training and coaching to be able to create, support and enhance effective learning environments for their children.

VI. Strategic Priorities: Organizing Our Efforts for Strategic Impact

By combining the guidance and direction set forth by the Trustees during their July 2004 Education Retreat with the elements of the Kamehameha Schools Education Services Model, three consequential strategic priorities have been identified. These Strategic Priorities highlight imperative inter-functional and interdisciplinary collaboration, communication and focus that will drive our primary strategic activities over the next ten years and form the foundation for expansion of larger systemic initiatives that improve the capability and well-being of Native Hawaiians. Kamehameha Schools’ three Education Strategic Priorities, as expressed in this plan, are as follows:

1. Pre-Natal to 8 Years of Age: Optimize & “Build” for Increased Impact
2. Later Years: Sustaining Educational Momentum in Later Years
3. KS K12 Campuses: Innovate & Optimize for Efficiency & Effectiveness



1. A1 – Caregiver Support “Child” and D1 – Caregiver Training and Support appear to be redundant; however, for tracking and measurement purposes, it is necessary to account for the actual 0-2 year old child (A1) even though services will most likely be provided to both parent/caregiver and child at the same time. Information related to parents/caregivers of 0-2 year old children will be captured via D1.
2. D2 – Supporting Families & Caregivers is represented in each Strategic Priority because it is a critical component of successful implementation of any educational program targeted toward school age children.
3. Please note that although KS K12 Campuses currently serve approximately 640 Native Hawaiian children in the 5-8 age range (Grades K-3) these efforts are not recognized as part of Strategic Priority 1.
4. Because of the importance of the role of Parents in a child’s education, D2 – Supporting Family & Caregivers “Child Focus” is specifically highlighted within each Strategic Priority.

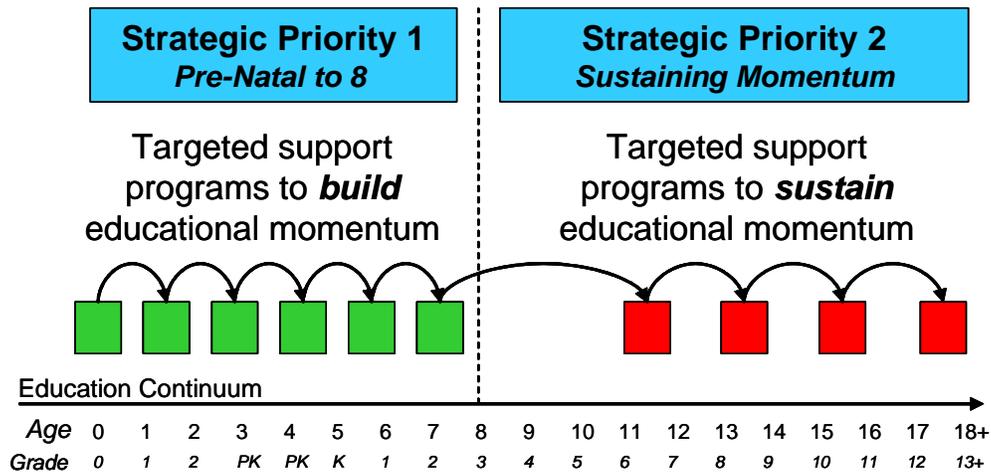
Strategic Priorities 1 and 2 encompass all of Kamehameha Schools’ Education Outreach Programs and Services. Strategic Priority 3 captures all K12 Campus based activities.

Strategic Priorities 1 & 2: Community Outreach

Kamehameha Schools' Community Outreach strategy is based upon building educational momentum in a Native Hawaiian child's first eight years and then supporting that child at critical points during their education journey.

This strategy, to support an entire *cohort* of age similar Native Hawaiian children through the education continuum is essential to fostering attitudes and behaviors that will lead to positive long-term intergenerational change for Native Hawaiian families and communities.

The graphic below depicts the integration and coordination of support and intervention required to support intergenerational change.



Strategic Priority 1 – Pre-Natal to 8 Years of Age: “Optimize & Build” for Increased Impact

Per the direction of the Trustees, the majority of Kamehameha Schools’ programs and services will be targeted toward serving Native Hawaiian children ages 0-8. This will be Kamehameha Schools’ Strategic Priority 1 and will consist of six areas of focus:

- A1 – Caregiver Support “Child”
- D1 – Caregiver Training & Support
- B1 – Kamehameha Schools Pre-Schools
- B2 – Supporting Pre-School Age Children
- C2 – Supporting K-3rd Grade in Public Schools
- D2 – Supporting Families & Caregivers “Child Focus”

Working closely with Native Hawaiian communities, Kamehameha Schools has identified several “recurring themes” related to Pre-Natal to 8 targeted programs and services most in need. The following table highlights several of these themes and components that Native Hawaiian communities believe must be addressed to improve capability and well-being:

	Education	Health	Welfare	Other
<i>Prenatal to Age 3</i>	<ul style="list-style-type: none"> • Parent training • Child development 	<ul style="list-style-type: none"> • Prenatal care for mothers • Health assessments, screenings and monitoring (infants/toddlers) • Nutrition 	<ul style="list-style-type: none"> • Transportation • Attitudinal barriers to participation (e.g., negative experiences, intimidation, lack of understanding) 	<ul style="list-style-type: none"> • Lack of age-specific services
<i>Ages 3-4</i>	<ul style="list-style-type: none"> • ECE opportunities • Literacy Development • School Readiness 	<ul style="list-style-type: none"> • Screening/assessment 	<ul style="list-style-type: none"> • Tuition assistance • Transportation 	<ul style="list-style-type: none"> • Professional development for ECE providers • PKS eligibility of ECE sites
<i>Ages 5-8</i>	<ul style="list-style-type: none"> • Literacy Development 	<ul style="list-style-type: none"> • Immunizations • Physicals 	<ul style="list-style-type: none"> • Special Needs services • After-school care 	<ul style="list-style-type: none"> • Professional development • Culturally appropriate curriculum
<i>General</i>	AWARENESS OF SERVICES			
	<ul style="list-style-type: none"> • Academic achievement 	<ul style="list-style-type: none"> • Dental, vision, hearing • Wellness • Parent/family mental health 	<ul style="list-style-type: none"> • Health insurance • Drug abuse • Homelessness • Decent and affordable housing 	<ul style="list-style-type: none"> • Referral system between service providers, agencies, programs

Kamehameha Schools will focus on the Education themes and components and develop, implement or support programs and services in this area.

Strategic Priority 2 – Later Years: Sustaining the Educational Momentum in Later Years

Although Kamehameha Schools’ emphasis will be on ages 0-8, it is important that additional programs and services be in place to support the child through critical transition periods during their education journey. These supports are required to maximize the return on the investments made during the 0-8 age range. The areas of focus related to this strategic priority are:

- C3 – Supporting 4th-16th Grades in Public Schools & Post-High
- D2 – Supporting Families & Caregivers “Child Focus”

Highly focused programs and services in this Strategic Priority will be aimed at mitigating specific issues and challenges that can destabilize a Native Hawaiian child’s ability to sustain enhanced educational outcomes. The graphic below depicts the targeted program intervention grades and the movement of an age group of children, designated by letters, through Kamehameha Schools’ support programs. Cohort Group C has been highlighted to demonstrate how Kamehameha Schools may effectively support a Native Hawaiian child throughout most of their 12 year public school education journey.

Grade		Year													
		1	2	3	4	5	6	7	8	9	10	11	12	13	
K	Programs	A													
1	Programs	B	A												
2	Programs	C	B	A											
3	Programs	D	C	B	A										
4		E	D	C	B	A									
5		F	E	D	C	B	A								
6	Program 1	G	F	E	D	C	B	A							
7		H	G	F	E	D	C	B	A						
8		I	H	G	F	E	D	C	B	A					
9	Program 2	J	I	H	G	F	E	D	C	B	A				
10		K	J	I	H	G	F	E	D	C	B	A			
11	Program 3	L	K	J	I	H	G	F	E	D	C	B	A		
12		M	L	K	J	I	H	G	F	E	D	C	B	A	
13-16	Program 4	N	M	L	K	J	I	H	G	F	E	D	C	B	

The Education Group Executives identified three specific areas for educational support for public school children in grades 4th through 12th. These opportunity areas are as follows:

- Summer and Intersession Programs
- Literacy Enhancement
- Mentoring and Counseling

Even with this targeted focus, supporting Native Hawaiian children in public schools requires a high degree of collaboration and coordination between Kamehameha Schools and the Hawai‘i Department of Education (HIDOE). Kamehameha Schools is currently in discussions with the HIDOE Superintendent to determine how the organizations will work together for mutually beneficial outcomes.

Post-High Scholarships are also included in this priority and represents a key method by which Kamehameha Schools can support intergenerational change. Post-high scholarships can be a powerful incentive for middle and high school age Native Hawaiian children to enthusiastically and consistently participate in Kamehameha Schools/HIDOE programs. In addition, via community give-back requirements, post-high scholarships may also be used to build a new community of Native Hawaiian adults who can be valuable participants in our Mentoring and Counseling programs and may foster personal growth and long-term intergenerational change in Native Hawaiian families and communities.

The award and distribution of the majority of Post-High Scholarships will be driven by an emphasis to support resident Native Hawaiians (Native Hawaiians within the State of Hawaii) based on need to prepare for careers that support increased capability and well-being of Native Hawaiian individuals, families and communities.

Strategic Priority 3 – KS K12 Campuses: Innovate & Optimize for Efficiency & Effectiveness

Kamehameha Schools' third strategic priority is focused on continuing its tradition of outstanding campus based programs while incorporating innovative instructional and curricular models that will push the boundaries of traditional campus based approaches to K12 education. These innovative models and the financial implications to implement and support them will be considered in the context of the entire KS organization and its strategic focus. The areas of focus in this strategic priority are as follows:

- C1 – Kamehameha Schools K12 Campuses
- D2 – Supporting Families & Caregivers “Child Focus”

In line with the direction provided by the Trustees, Kamehameha Schools' K12 Campuses will focus their efforts on implementing innovative aspects to their programs such as Service Learning with its students, faculty and staff, to support giving back to Pauahi's Legacy, and building a student's identification with Hawaiian culture through campus curriculum and graduation requirements including Hawaiian language competency.

In addition, Kamehameha Schools' K12 Campuses will pursue innovative ways to contribute to the capability and well-being of Native Hawaiian communities via programs such as intersession/summer programs, educator professional development, mentoring and other community focused activities and collaborations.

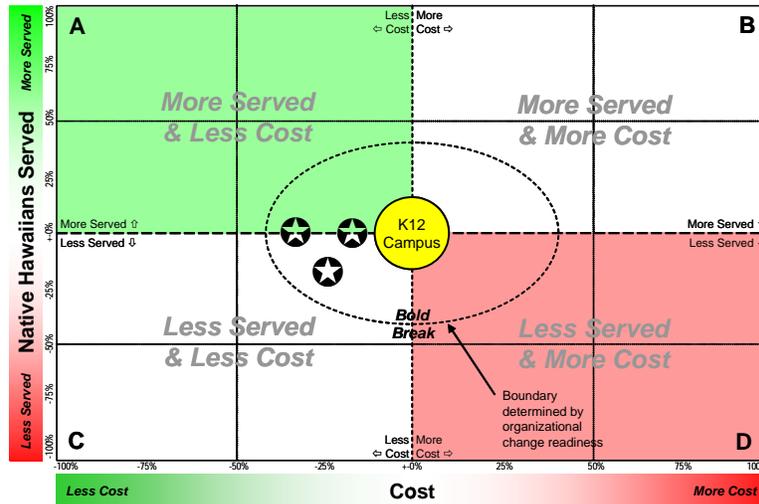
Simultaneously, the campuses will investigate and move toward innovative viable school models. Unfortunately, the likelihood of these models significantly increasing the ability of the campuses to accommodate more full-time students is low. For example, on/off campus models, in which students may spend two days on campus and two days off, are primarily high school models that are only appropriate for a small portion of students.

Although minimal, there may be the potential that campus enrollments may decrease. However, any reductions in campus enrollment must be weighed against the overall organization's ability to positively impact greater numbers of Native Hawaiians in the community. Although counter-intuitive, a reduction in campus enrollment may facilitate

Kamehameha Schools' ability to realize Strategic Priority 1 opportunities through redirection of resources.

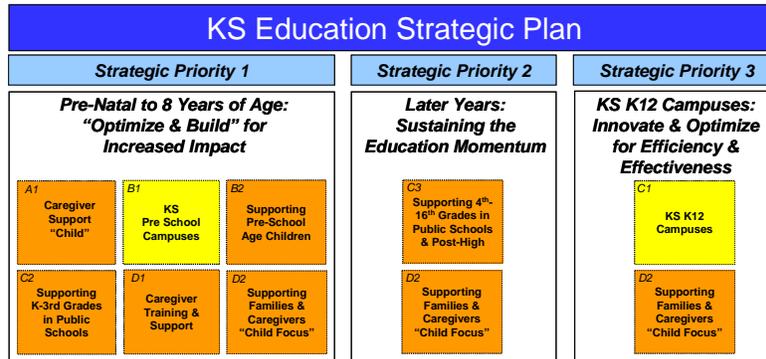
This is an example of the systemic link between our campus and community efforts. In addition, it also demonstrates the systemic link between our Strategic Priorities.

Native Hawaiians Currently Served on Kamehameha Schools' K12 Campuses



Campuses will investigate models that fall within the areas highlighted by ☆'s.

VII. Using the Strategic Priorities to Understand our Current and Future Efforts



To reiterate a key point, these Strategic Priorities highlight imperative inter-functional and interdisciplinary collaboration, communication and focus that will drive our primary strategic activities over the next ten years and form the foundation for expansion of larger systemic initiatives that improve the capability and well-being of Native Hawaiians.

These Strategic Priorities can also be used to facilitate a greater understanding of the organization's current and future education activities. In this section, the number of Native Hawaiians served via various Kamehameha Schools programs, current and potential future, is aggregated and used to examine the strategic focus of:

- A. Current Programs and Services
- B. Future Programs and Services
- C. Combined Current and Future Programs and Services

This high-level review can be used to gauge the alignment and emphasis of this Education Strategic Plan with the direction and guidance set forth by the Trustees.

Although a distinction is made between Current and Future programs and services, the Education Strategic Plan encompasses and integrates education programs and services. In other words, the Education Strategic Plan is not a collection of new add-on programs and services, but a reorganization and reprioritization of education programs and services both current and future.

Current Programs & Services

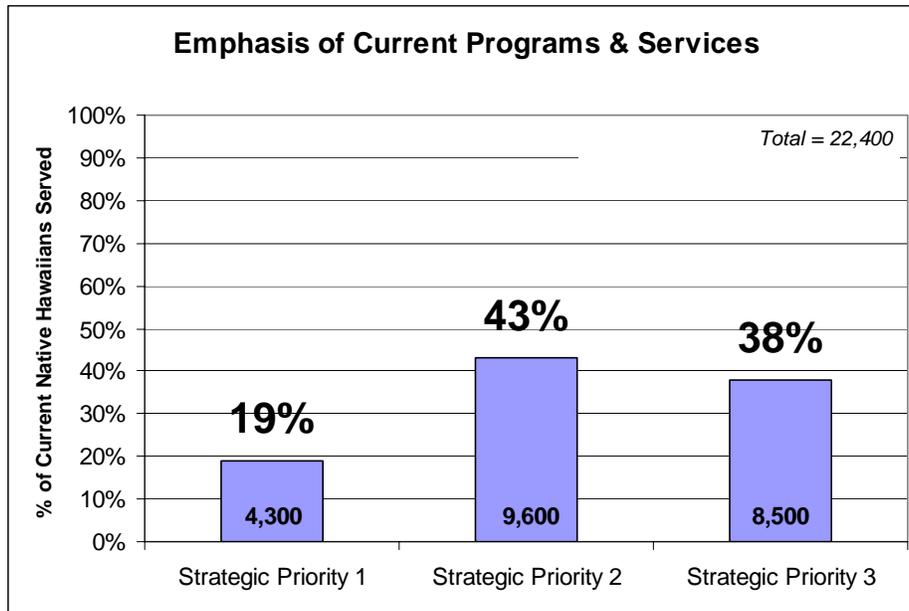
As described in the following schedule, it is estimated that Kamehameha Schools currently impacts approximately 22,000 Native Hawaiians across the three Strategic Priorities.

Strategic Priority 1: Pre-Natal to 8 Years of Age	Current	Strategic Priority 2: Sustaining Momentum	Current	Strategic Priority 3: Innovate & Optimize	Current
A1 Caregiver Support "Child"	-	C3 Supporting 4th-16th Grades in Public Schools & Post-High	9,600	C1 KS K-12 Campuses	5,500
B1 KS Pre-School Campuses	1,440	D2 Support Families & Caregivers "Child Focus"	-	D2 Support Families & Caregivers "Child Focus"	3,000
B2 Support Pre-School Age Children	360				
C2 Support K-3rd Grades in Public Schools	-				
D1 Caregiver Training & Support	-				
D2 Support Families & Caregivers "Child Focus"	2,500				
Total Current	4,300	Total Current	9,600	Total Current	8,500
% of Total Current	19%	% of Total Current	43%	% of Total Current	38%

22,400

Please note that although KS K12 Campuses currently serve approximately 640 Native Hawaiian children in the 5-8 age range (Grades K-3), these efforts are not recognized as part of Strategic Priority 1. However, if K-3 Campus totals were shifted to Strategic Priority 1 the recalculated percentages would be 22%, 43%, 35% respectively.

The graphic below was based upon this data and depicts a current organizational emphasis on Strategic Priority 2 and Strategic Priority 3.



New Programs & Services

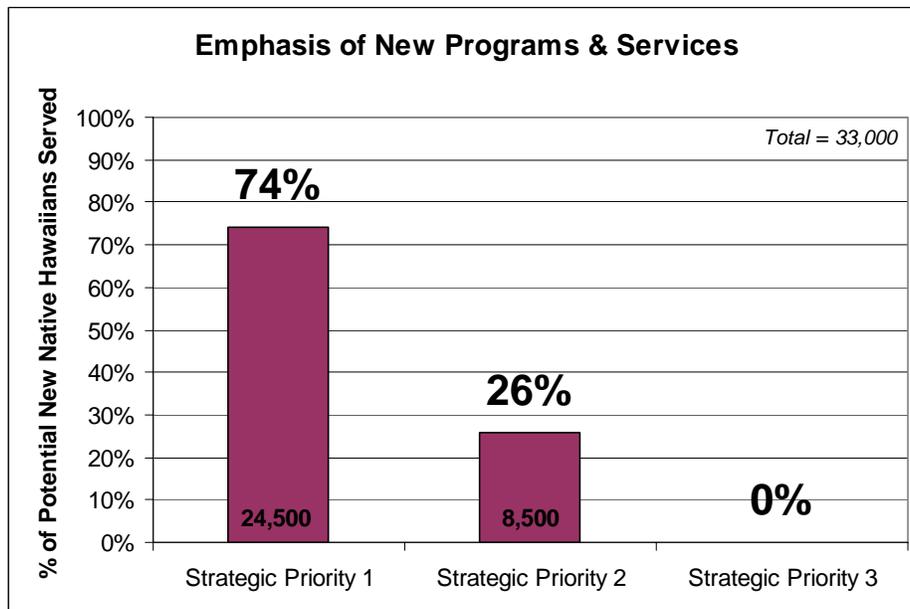
By analyzing the target population groups, the Education Group Executives developed targets, by Strategic Priority, for the number of additional Native Hawaiians, (those not currently being served by Kamehameha Schools) to be positively impacted by future Education Strategic Plan efforts within ten years.

The schedule below displays information related to the intent and focus of future Education Strategic Plan efforts. Programs and services in each of the areas of focus have been identified to support the strategic priorities and demonstrate the organization's commitment to achieving the mission of the organization.

Strategic Priority 1: Pre-Natal to 8 Years of Age	Potential New	Strategic Priority 2: Sustaining Momentum	Potential New	Strategic Priority 3: Innovate & Optimize	Potential New
A1 Caregiver Support "Child"	3,000	C3 Supporting 4th-16th Grades in Public Schools & Post-High	6,000	C1 KS K-12 Campuses	-
B1 KS Pre-School Campuses	300	D2 Support Families & Caregivers "Child Focus"	2,500	D2 Support Families & Caregivers "Child Focus"	-
B2 Support Pre-School Age Children	4,200				
C2 Support K-3rd Grades in Public Schools	9,000				
D1 Caregiver Training & Support	3,000				
D2 Support Families & Caregivers "Child Focus"	5,000				
Total Potential New	24,500	Total Potential New	8,500	Total Potential New	-
74%		26%		0%	

33,000

Although C1 - K12 Campuses are investigating innovative instructional delivery models, it is assumed campus enrollment will not grow due to physical capacity limitations and cost constraints.



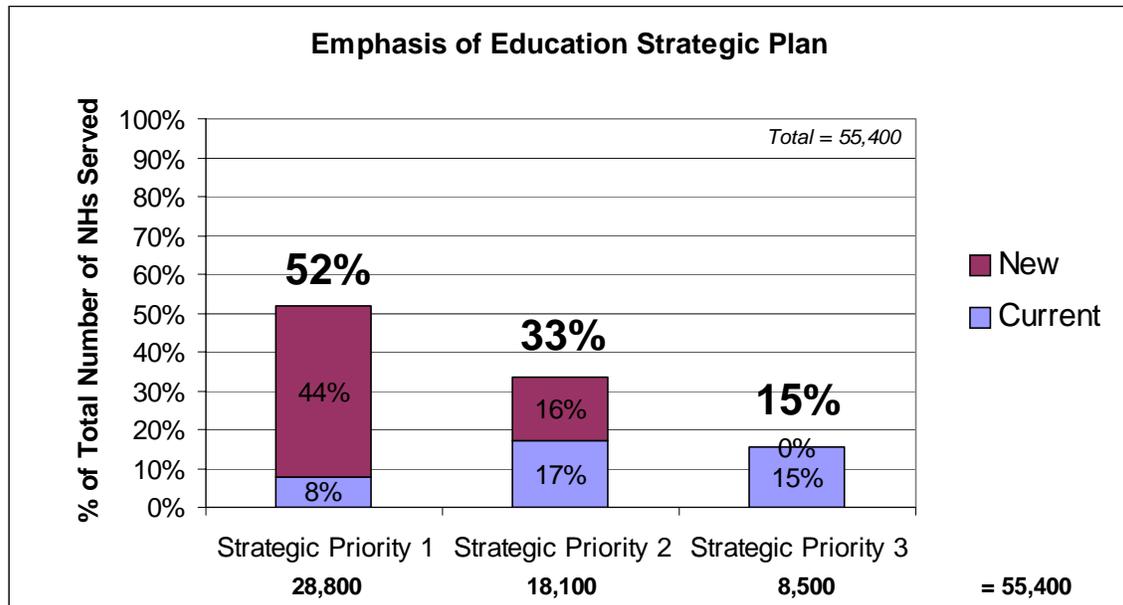
Combined Current and New Programs & Services

The table below displays Current and New numbers of Native Hawaiians impacted by Kamehameha Schools' efforts and how the Education Strategic Plan emphasizes programs and services targeted toward Strategic Priority 1 – Pre-Natal to 8 Years of Age.

Strategic Priority 1: Pre-Natal to 8 Years of Age		Current	Strategic Priority 2: Sustaining Momentum		Current	Strategic Priority 3: Innovate & Optimize		Current
A1	Caregiver Support "Child"	-	C3	Supporting 4th-16th Grades in Public Schools & Post-High	9,600	C1	KS K-12 Campuses	5,500
B1	KS Pre-School Campuses	1,440	D2	Support Families & Caregivers "Child Focus"	-	D2	Support Families & Caregivers "Child Focus"	3,000
B2	Support Pre-School Age Children	360						
C2	Support K-3rd Grades in Public Schools	-						
D1	Caregiver Training & Support	-						
D2	Support Families & Caregivers "Child Focus"	2,500						
Total Current		4,300	Total Current		9,600	Total Current		8,500
% of Total Current		19%	% of Total Current		43%	% of Total Current		38%
								22,400

Strategic Priority 1: Pre-Natal to 8 Years of Age		Potential New	Strategic Priority 2: Sustaining Momentum		Potential New	Strategic Priority 3: Innovate & Optimize		Potential New
A1	Caregiver Support "Child"	3,000	C3	Supporting 4th-16th Grades in Public Schools & Post-High	6,000	C1	KS K-12 Campuses	-
B1	KS Pre-School Campuses	300	D2	Support Families & Caregivers "Child Focus"	2,500	D2	Support Families & Caregivers "Child Focus"	-
B2	Support Pre-School Age Children	4,200						
C2	Support K-3rd Grades in Public Schools	9,000						
D1	Caregiver Training & Support	3,000						
D2	Support Families & Caregivers "Child Focus"	5,000						
Total Potential New		24,500	Total Potential New		8,500	Total Potential New		-
% of Total Target		74%	% of Total Target		26%	% of Total Target		0%
								33,000

Total Impact	28,800	18,100	8,500	55,400
	52%	33%	15%	100%

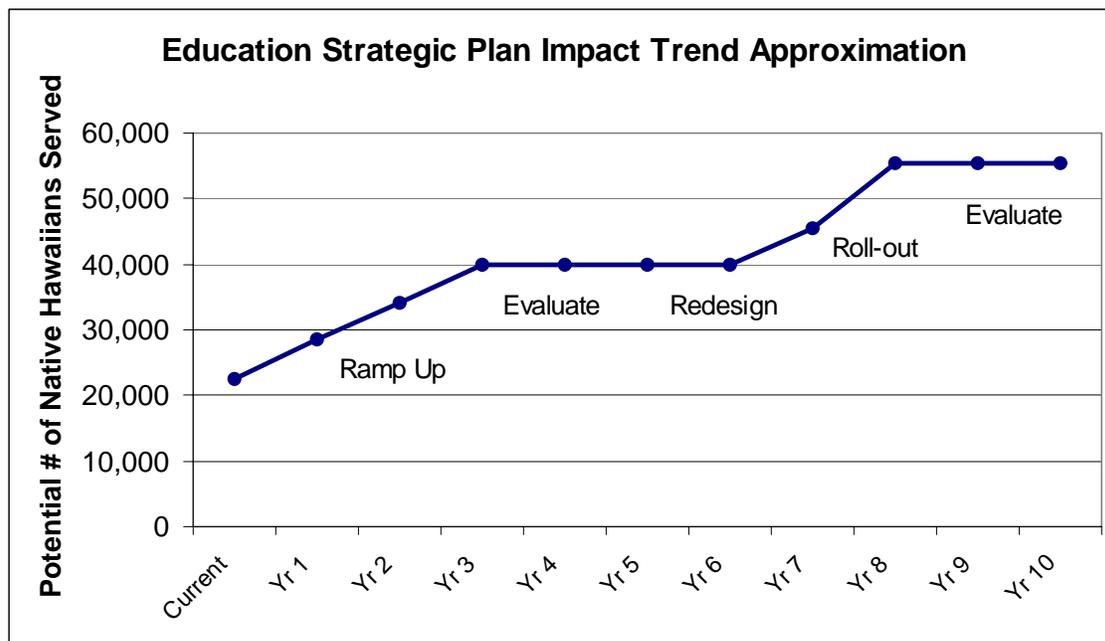


- Although a distinction is made between Current and Future programs and services, the Education Strategic Plan encompasses and integrates education programs and services. In other words, the Education Strategic Plan is not a collection of new add-on programs and services, but a reorganization and reprioritization of education programs and services both current and future.

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2. Please note that although KS K12 Campuses currently serve approximately 640 Native Hawaiian children in the 5-8 age range (Grades K-3) these efforts are not recognized as part of Strategic Priority 1. However, if K-3 Campus totals were shifted to Strategic Priority 1 the recalculated percentages would be 53%, 33%, 14% respectively.

VIII. ESP Impact Trend

Through effective implementation of programs and services within each of Kamehameha Schools' Strategic Priorities, significantly more Native Hawaiians will be served by the organization over the next ten years. The following graph displays this trend. In addition, high-level Education Strategic Plan implementation phases are identified.



- *Ramp Up* – Based upon Kamehameha Schools' "high sense of urgency" to make significant progress toward its mission and opportunities due to statewide attention and focus on early education and current HODOE needs, Year 1 and Year 2 activities will be focused on aggressive and prudent implementation or expansion of programs and services targeted at the pre-natal to 8 year old population.
- *Evaluate* – Tracking and monitoring of program performance will be a continuous process. Once programs and services have been fully implemented and have reached program maturity during Year 3 through Year 6, they will be thoroughly evaluated to determine if they are viable candidates for expansion. Ineffective or low value programs or services will be phased out and eliminated.
- *Redesign* – Lessons learned from program implementation and performance management will be incorporated into on-going strategic planning efforts in Year 5 and 6. Action plans for roll-out of effective or "promising" current and new programs and services to greater numbers of Kamehameha Schools' target population will be developed.
- *Roll-Out* – Year 6 through Year 8 will be used to roll-out proven programs to greater numbers of targeted Native Hawaiian children.
- *Evaluate* – Continuous tracking and monitoring of program outcomes and measures will identify a new set of "promising" programs and services that can be expanded and rolled-out to larger target populations of Native Hawaiians.

IX. Measuring Our Success Toward Achieving Our Objectives

Kamehameha Schools will address its strategic and tactical priorities through the delivery of educational programs to engender positive, long-term change in learners. As an organization, we will track our impact on Native Hawaiian educational outcomes using seven key indicators with demonstrable relevance in three areas: Kamehameha Schools mission and will, strong research base, national policy relevance.

Educational Impact is measured by 7 key indicators:

1. School Readiness
2. Growth/Achievement
3. Literacy
4. Graduation/Promotion
5. Family Involvement
6. Cultural Knowledge & Practice
7. Leadership & Community Giveback

Each indicator may have multiple measures that provide an overall picture by which to assess progress, some will be population or community based, others will be tailored to the objectives of a program. All measures will specify baselines, targets, and benchmarks.

- *School Readiness:* Typically used in early childhood education, school readiness refers here to the academic, social, and emotional preparation of children to enter the next step of their educational trajectory
- *Growth/Achievement:* This indicator includes gains in student knowledge, skills, self-worth and school engagement and may be measured using standardized assessment instruments or other methods
- *Literacy:* A nationally critical focus for education policy and research, this indicator is also key to Kamehameha Schools partnerships with the Department of Education and other collaborators and may be measured with standardized and customized tools
- *Graduation/Promotion:* This indicator is measured by the successful movement to the next grade level and timely completion of educational milestones, such as high school graduation
- *Family Involvement:* Core to the educational successes of children is the educational involvement of their families. This indicator is measured in numerous ways, including home and school interactions with family
- *Cultural Knowledge & Practice:* As Kamehameha Schools continues its expanding focus on ‘ike and nohona Hawai‘i, this indicator will be an important measure of our progress in perpetuating Native Hawaiian culture and values. Assessment may include oral demonstration, in addition to various Native Hawaiian cultural inventories
- *Leadership & Community Giveback:* The intergenerational successes of Kamehameha Schools’ educational strategies are dependent on the cultivation of leadership and community service. This indicator may be measured in multiple ways, including volunteerism, leadership traits, and leadership depth in the community.