

# imua

PUBLISHED FOR THE KAMEHAMEHA SCHOOLS 'OHANA

HĀ'ULELAU (FALL) 2019

## The Value of Early Education

Kamehameha Schools is working with state  
and private entities to bring quality early learning  
experiences to more of Hawai'i's keiki





## Growing Warriors

Kamehameha Schools Maui students from the class of 2019 take part in the school's annual Ulu Koa tradition as campus Kahu **Kalani Wong KSK'74** looks on. Each year since 2005, members of the kindergarten and senior class have planted koa trees in the grove. In addition to being a tree species, koa translates into brave, bold and courageous while ulu means to grow. Combined, Ulu Koa symbolizes "to grow brave and courageous Warriors," which is Kamehameha Schools' hope for all its learners.

## A Generation of Change Begins with Early Learning

by Livingston "Jack" Wong  
Chief Executive Officer

Aloha mai kākou.

Hānai i ke keiki, ola ka lāhui. Feed the child and the lāhui thrives.

Throughout the ages and around the world, the foundation of any society is built on uplifting their children – starting at the very earliest of ages.

In fact, modern science and research reinforce what our ancestors have long known. Ninety percent of a child's brain development occurs before the age of 5.

Yet, in Hawai'i, the greatest inequity in education occurs even before a keiki starts kindergarten. There is capacity in our early learning system to serve only one in every four keiki under the age of 6.

For many, affordability is out of reach with the cost of childcare and preschool on par with undergraduate tuition at UH Mānoa.

Latest data from the Annie E Casey Foundation's Kids Count show the situation worsening in Hawai'i, with an average of 54 percent of 3- and 4-year olds not in preschool during the years 2015-2017, as compared to an average of 44 percent during the years 2009-2011.

We need to act now to reverse this trend. Early learning opportunities play a vital role in preparing our keiki for success, leading to higher educational achievement, higher earnings and career success. We will not be able to achieve our Vision 2040 of a thriving lāhui unless we address this inequality.

KS envisions a quality early childhood development and learning system that includes a private, community, 'ohana, and a public run system to serve the variety of needs for our keiki and 'ohana.

We believe a necessary first step is expanding access to public preschool. As the public early education system grows, all learners will benefit, including Native Hawaiian keiki.

This is an attainable goal if we can create focused support and action from the business, public, and nonprofit sectors, along with the broader community. Over the next year, KS will focus its efforts on collective action with educational, business, and corporate partners to bring this bold idea to fruition.

We hope you'll learn more about this issue as you enjoy our cover story on "The Value of Early Education."

Then, think about the keiki in your lives. What could be more important than helping create a brighter future for them? We all want them to have the best start in life, so please find ways to speak up, advocate and act to ensure a strong foundation for all of Hawai'i's keiki.

Me ka mahalo,  
Jack



# ka papa kuhikuhi

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I Mua is published by the Kamehameha Schools Communications Group, 567 S. King St., 4th floor, Honolulu, HI 96813.

I Mua Magazine connects, informs and inspires through storytelling that engages alumni and other important members of the donor community by framing the breadth and impact of Kamehameha Schools and its mission of strengthening the capability and well-being of Pauahi's people through education. I Mua is committed to being a catalyst in establishing the thriving lāhui envisioned by the KS Board of Trustees.

## On the Cover

From left, astronaut King Arasato, doctor Elektra Gonsalves and firefighter Jerome Pave of Kamehameha's Hoaliku Drake preschool model future professions. Three more of their classmates are featured in our cover story on "The Value of Early Education."



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*Editor*
- Kyle Galdeira KSK'03
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### Contributors

- Elizabeth Freeman Ahana KSK'93
- Ben Balberdi
- Shaun Chillingworth KSKS'99
- Aron Dote
- Andrea Kanno
- Keoni Kelekolio
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- Angela Moy
- Mae Nishimura
- Andrea De La Cruz Oka KSK'86
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- Carrie Shoda-Sutherland
- Dancine Baker Takahashi KSK'79
- Megan Tsuchida



The Kalanihookaha Community Learning Center will serve as a place for gathering and learning.

## KS celebrates start of construction of community learning center in Nānākuli

On April 15, 2019, Kamehameha Schools gathered with the Nānākuli community at a formal groundbreaking ceremony to celebrate the start of construction on the Agnes Kalanihookaha Cope Community Learning Center in Nānākuli.

The \$10.9 million learning center is being designed and constructed by Kiewit Building Group and is slated to open to the public by the summer of 2020.

The new center will serve as a place for gathering and learning for community residents and program partners alike. Programs will emphasize Hawaiian culture-based approaches to health, education and ‘āina.

The 6,800-square-foot facility will include a large multi-purpose room that can divide into three smaller spaces.

Covered lānai will allow for hybrid indoor/outdoor gathering areas, and ample space for outdoor learning and community māla (gardens) will be incorporated.

“The vision for this learning center is to create a gathering place that embodies Auntie Aggie’s legacy of working toward improved educational and health outcomes through a Hawaiian worldview,” said KS Wai‘anae Regional Director **Kalei Ka‘ilihiwa KSK’93**.

“We are excited to mark this milestone with the residents of Nānākuli and Wai‘anae, and I am looking forward to seeing the progress in construction.”

The project honors the professional legacy of Dr. Agnes Kalanihookaha Cope, known fondly by many as “Auntie Aggie,” a longtime Nānākuli resident

and champion for Native Hawaiian health, education, culture and the arts. Cope was a founder of the community-owned and -driven Wai‘anae Coast Comprehensive Health Center, and served as board chair for both Papa Ola Lōkahi and Ke Ola Mamo.

The Kalanihookaha Community Learning Center is the second partnership of its kind for KS and the state Department of Hawaiian Home Lands (DHHL) in this moku. In August 2014, KS partnered with DHHL to develop the Community Learning Center at Mā‘ili.

The Wai‘anae Coast region is home to the third-largest concentration of Native Hawaiians in the state with upwards of 28,000 residents, including nearly 10,000 in Nānākuli alone.

## Crystal Rose selected as a Kamehameha Schools trustee

The state Probate Court has selected attorney **Crystal Rose KSK’75** as the newest member of the Kamehameha Schools Board of Trustees. She began her term on July 1, 2019, replacing Corbett Kalama, whose term expired on June 30, 2019.

“On behalf of our board of trustees, I’d like to welcome Crystal to Kamehameha Schools,” said Trustee **Micah Kāne KSK’87**. “Her decades of leadership experience and generosity of spirit in serving our local community will make her a valuable addition to the trust. Together we will help ensure the well-being of Native Hawaiians by lifting up our keiki, just as our founder Ke Ali‘i Pauahi envisioned more than 130 years ago.”

Rose is a founding partner of the law firm Bays Lung Rose Holma, and specializes in real estate, trust, business and construction litigation. She is also an expert in corporate governance and serves on the boards of Central Pacific Bank, Gentry Homes and Hawaiian Airlines.

She has given back to her community in countless ways, including serving as a trustee for The Nature Conservancy; a board member of the Boys and Girls Club of Hawai‘i, a board member of Child and Family Services, a board member of Blue Planet Foundation, and a member of the advisory boards of Kamehameha Schools and Catholic Charities Hawai‘i.

“Like Pauahi, I am passionate about education being a source of hope for both our haumāna and our lāhui. Like many



During her investiture, CEO Jack Wong presents Crystal Rose with an ‘ō‘ō stick as a symbol of strength, and a Baibala as a symbol of responsibility.

of us, Pauahi’s gift set me on a path to become who I am today,” Rose said.

“I have represented KS for many years and have advised the trustees, management and staff on many critical issues. Serving as a trustee is the next step in my journey to provide value, insight and leadership to Kamehameha.”

Born and raised in Hilo, she holds a juris doctorate degree from the University of California Hastings College of the Law, and a Bachelor of Science degree in psychology and sociology from Willamette University.

Her initial five-year board term will end in 2024. She will have the option to petition for a five-year reappointment at the end of her first term.

## Kamehameha teachers earn national certification

Five Kamehameha Schools educators recently achieved certification by the National Board for Professional Teaching Standards, bringing the number of certified KS educators to 75 – more than any other private school system in the state.

They are: **Nicole Williamson Barsamian KSM’06**, art kumu, KS Maui Middle School; Jan Ching, counselor, KS Hawai‘i High School; Alana Kaopuiki-Pellegrino, K-2 resource kumu, KS Maui Elementary School; Kristy Sharrer, fifth grade resource kumu, KS Kapālama Elementary School; and **Cady Uyeoka KSK’06**, fifth grade resource kumu, KS Kapālama Elementary School.

The NBPTS certification is the nation’s highest credential in the teaching profession. To ensure that Hawai‘i teacher certification candidates had the best chance for success, Kamehameha’s Ho‘olaukoa Career Pathways and Professional Growth department partnered with the Hawai‘i State Teachers Association to provide candidate support through seminars and cohort meetings.

“More than a decade of research conducted across the nation confirms that national board certification is linked to improved student achievement,” said **JoAnn Wong-Kam KSK’71**, managing director of KS’ Ho‘olaukoa Education Systems and Strategy Division. “By continuing to support our kumu in their certification efforts, we continue to advance distinguished teaching and learning across our nā kula education system.”

The certification process can take from one to five years to complete, and includes building portfolios of student work, assignments, and a teaching analysis. The portfolios account for 60 percent of the certification scoring. The remaining 40 percent is based on exams assessing teaching subject areas and strategies.



## Enjoy our new look!

For the first time in more than a decade, I Mua magazine has a refreshed design. This new look is an effort to visually reflect Kamehameha Schools’ growth and progress as the organization strives to create a future in which all keiki have the means to discover their potential.

Readers will notice a bold new masthead, a vibrant and diverse color palette as well as a more welcoming typeface throughout the magazine. Some new features have been added and more are to come. These updated visuals are inspired by a simple idea: Hānai i ke keiki, ola ka lāhui. Nurture the child and the lāhui thrives.

This idea is the foundation of our story today. Kamehameha Schools is committed to placing our keiki at the center of everything we do so that they can one day uplift their ‘ohana and our lāhui to incredible new heights.

## KS Kapālama welcomes three new po‘o kumu

In February 2019, Kamehameha Schools announced the appointment of three new po‘o kumu (principals) to its Kapālama campus, following a nationwide search and vetting process. The new elementary, middle and high school principals are dedicated to cultivating world-class education and elevating the educational experience for haumāna.

“The newest leaders of Kamehameha Schools Kapālama are deeply committed to our mission to elevate student achievement and well-being at every level as we continue to develop as a world class institution,” said Dr. **Taran Chun KSK’95**, KS Kapālama po‘o kula (head of school).

“Moving forward with these leaders will support advancement and continued academic growth for our haumāna for generations to come, and I know they will be eagerly embraced.”

The new po‘o kumu have extensive experience in the private school sector, exhibiting exceptional leadership abilities and a strong understanding of the importance of student-driven learning and Hawaiian culture as part of a global mindset.

**Deede Baldwin Santiago KSK’82** began her new role as KS Kapālama Elementary School po‘o kumu on March 1, 2019. She had been serving as interim po‘o kumu prior to her selection.

She has dedicated nearly 20 years

of her educational career to the school’s youngest learners, first as a math kumu and later as a summer school principal and instructional evaluator.

After graduating from KS, Santiago went on to graduate cum laude from Whitworth University with a bachelor’s in elementary education. She then earned a master’s degree in education from the University of Hawai‘i at Mānoa.

In all her educational roles, Santiago has enhanced best teaching practices and cultivated high levels of learning. She said she’s dedicated to Pauahi’s mission and strives to “live aloha” in all that she does.

**Kula Gaughen-Haili** began his new role as the KS Kapālama Middle School po‘o kumu on March 1, 2019. He had been serving as interim po‘o kumu prior to his selection.

He joined the Kapālama campus in 2017 as elementary school vice principal, after serving for five years as interim elementary school principal at KS Maui. Prior to joining KS, he served as vice principal at Olomana School, a state Department of Education alternative education school for middle and high school students.

Gaughen-Haili began his professional career as a Honolulu police officer, where he developed a passion for working with at-risk youth. That passion propelled him to earn a master’s degree in counseling psychology from Chaminade University.

He went on to complete the DOE School Administration Program, paving his path to a career in educational leadership.

**Wendy Erskine** began her new role as the KS Kapālama High School po‘o kumu on July 1, 2019.

She comes to Kamehameha from Chicago Bulls College Prep, where she served as principal. The school is a public charter high school named after the Chicago Bulls basketball team, which supports the school. Under her leadership, Chicago Bulls College Prep became the top-performing charter school in the state.

After earning a bachelor’s degree in history and international studies from Northwestern University and a master’s degree in curriculum and instruction from National Louis University, Erskine returned to her birthplace O‘ahu, to serve as math kumu and researcher/curriculum developer at University Lab School.

She then joined the Teach for America program, serving as the O‘ahu regional program director, then as TFA managing director in Chicago.

Erskine said she is passionate about building relationships with students and staff and creating educational pathways that are personalized to the needs of each student.



Deede Baldwin Santiago



Kula Gaughen-Haili



Wendy Erskine

## MA‘O Organic Farms, Kamehameha Schools and Central Pacific Bank form unique partnership on Wai‘anae Coast

In May 2019, MA‘O Organic Farms (MA‘O), Kamehameha Schools (KS) and Central Pacific Bank (CPB) announced an unprecedented collaboration to facilitate expansion of MA‘O’s social enterprise program and farm operation in Lualualei, Wai‘anae.

The collaboration allows MA‘O to acquire 236 acres of land through a guaranteed loan agreement with CPB expanding its current 45-acre operation to 281 acres, making MA‘O the eighth largest landowner and the fourth largest private landowner in Wai‘anae.

With this land acquisition, MA‘O will become the community steward of this important agricultural resource, which has been fallow since the 1980s.

Through the farm’s physical expansion, MA‘O will also scale its community impact by growing its youth leadership training programs fourfold and organic food production tenfold while creating an estimated 75 green-collar jobs, developing an agricultural housing project, and forging a more financially sustainable organizational future through an expanded earned revenue.

“Our endeavor to secure and steward this ‘āina in perpetuity is made possible because of the mutual respect, aloha and willingness to turn our hands to the work together,” said MA‘O Executive Director and Co-Founder, Kukui Maunakea-Forth.

“We are grateful to our collaborators at Kamehameha Schools and Central Pacific Bank for their partnership to grow empowered youth leadership and good food for our communities.”

MA‘O’s approach to food production is grounded in the empowerment of local youth, as new leadership is imperative to the future of both the sustainable food movement and the broader community.

As a nonprofit, MA‘O has been serving the youth of Wai‘anae since 2001, through a series of educational programs, including an on-farm to college two-year internship that provides a stipend and full tuition support for students at Leeward Community College, UH West O‘ahu or UH Mānoa.

To date, the organization has graduated more than 100 interns with Associate of Arts degrees and 25 with Bachelor of Arts degrees. Several



MA‘O Organic Farms, Central Pacific Bank and Kamehameha Schools share a meal to celebrate the unique partnership that will expand the farm’s social enterprise program and acreage in Wai‘anae.

graduates of the program currently manage the 45-acre organic farm and youth training program, which supplies over 2 tons of fresh organic produce a week to farmers markets, grocery and natural food stores and restaurants on O‘ahu.

“Twelve years ago I came to MA‘O as a Wai‘anae high school senior, I wanted to go to college, to connect with my Hawaiian culture, and do something for my community,” said Kauī Sana, MA‘O’s current farm manager, and a past Kamehameha Schools First Nations Futures’ Fellow who was born and raised in Lualualei Valley.

“Through MA‘O I got to travel and I earned a college degree. With other young people, amongst the mentorship of elders – and now with more land – I’m committed to helping lead the renaissance in Hawaiian organic food production.”

“This collaboration with MA‘O is part of Kamehameha’s strategic approach to improve Hawai‘i’s educational ecosystem by looking at innovative ways to empower community champions who are doing game-changing work deep in our communities,” said **Kamuēla Cobb-Adams KSK’94**, O‘ahu Region

senior director for Kamehameha’s Community Engagement and Resources group.

“It is our kuleana to stand with community partners like MA‘O who work tirelessly to uplift their community of Wai‘anae, and ultimately the entire lāhui.”

**Together with partners who share the same values and vision, Kamehameha Schools is creating an environment where all Native Hawaiian learners can thrive. Hānai i ke keiki, ola ka lāhui. Feed the child and the lāhui thrives.**

**Kauaʻi’s Island School**

Kamehameha Schools and Island School have teamed up to improve access to quality private school education for more Native Hawaiian students on Kauaʻi.

The memorandum of agreement was signed on Nov. 16, 2018, by KS Chief Executive Officer Jack Wong and Island School’s Head of School Shannon Graves at a ceremony held at the PK-12 campus in Līhuʻe.

The educational partnership between the schools will include shared funding for tuition, innovative initiatives to further integrate Hawaiian culture-based education, wraparound support services, and shared data and research. These efforts are all part of KS’ plan to uplift students through educational systems change.

“We are excited to partner with Kamehameha Schools to inspire Kauaʻi’s children to be confident, passionate learners who embrace their unique interests and learning styles,” Graves said. “This collaboration aligns with our mission of educating the mind, inspiring the heart, and preparing Kauaʻi youth to lead lives of significance.”

This KS partnership with an independent private school in Hawaiʻi creates another opportunity for the organization to serve more haumāna beyond its campuses and community programs. Other partner schools include St. Andrew’s Schools, St. Louis School and Aka’ula School on Molokaʻi.

“Our mission is to restore our people and we accomplish that by putting our keiki at the center of all we do,” Wong said. “It’s a mission we can’t do alone and working with partners in communities like this is how we’ll lift our lāhui.”

Effective for the 2019-20 school year, the agreement will be for three years with the intent to continue beyond the initial term.

**Assets School**

Two years after Kamehameha Schools and Assets School collaborated on a first-of-its kind scholarship program for keiki in kindergarten through fourth grade, the schools are expanding the partnership to serve gifted and capable haumāna in high school.

The robust scholarship agreement, announced in January 2019, provides keiki and their ‘ohana with access to resources they need to thrive: financial support and culturally grounded Hawaiian culture-based educational opportunities fostered by KS – combined with the highly specialized learning environment unique to Assets School.

In addition to reducing financial barriers to a quality education, the partnership establishes a supportive environment in which Native Hawaiian learners and their families are set up for success.

“This partnership is very important because it represents a unique opportunity to create scholarships for keiki who will benefit from the exceptional care and

attention available at Assets School,” said KS CEO Jack Wong.

“We’re excited to continue our collaboration with a school that provides expert assessment, instructional strategies and enrichment, as well as ongoing engagement with the parents and caregivers who make such a difference in the present and future success of our Native Hawaiian keiki.”

KS and Assets’ shared goal is to create a powerful educational trajectory for the scholarship recipients, setting them on a path for success in learning. The schools anticipate that the methods of assessment and teaching utilized in this pilot program will be broadened and shared with other educators, eventually taking the positive impact of this approach to scale throughout Hawaiʻi.

“Assets is honored to be included in the Kamehameha Schools Strategic Plan 2020 partnerships, ensuring that more Native Hawaiian students can receive the education they need and deserve,” said Assets Head of School Paul Singer.

“Assets is the only school of its kind in the state, providing students who are gifted, twice-exceptional, or facing language-based learning differences with a strengths-based education that embraces the students’ differences and builds a platform from which they can excel and succeed at school and in the world. We are so grateful to Kamehameha Schools for joining with us to expand our school’s diversity and our cultural understanding.”



Kamehameha Schools and Island Pacific Academy.



Kamehameha Schools and Hawaiʻi Pacific Health.

**Island Pacific Academy**

Kamehameha Schools and Island Pacific Academy (IPA) have teamed up to provide more children of Hawaiian ancestry with a quality Hawaiian culture-based and college-preparatory education.

The four-year collaboration, announced in January 2019, called “Ke Aloha A Pauahi,” will go into effect for the 2019-20 school year. It includes shared tuition funding, wrap-around support services as well as innovative approaches to Hawaiian culture-based education, research and data sharing.

A memorandum of agreement between the schools was signed on Jan. 7, 2019, by KS CEO Jack Wong and IPA Head of School Gerald Teramae.

“Since opening in 2004, Island Pacific Academy has served West O’ahu families by offering a supportive, safe and nurturing learning environment that combines academics and real-world experiences to prepare students for college success, societal citizenship and lifelong learning,” Teramae said.

“Our Ke Aloha A Pauahi collaboration will offer this educational opportunity to more Native Hawaiians while expanding our curriculum so that all IPA students can benefit from Hawaiian culture-based education.”

KS has established similar agreements with private schools across the state as part of its focus on creating opportunities for more Hawaiian haumāna through educational systems change.

In addition to these partnerships, KS also provides K-12 private school tuition support through its Kipona Scholarship Program. The need-based scholarships provide financial assistance to children

attending participating schools throughout Hawaiʻi.

“In order to ensure that great education happens for every child in our community, we need to partner with organizations like Island Pacific Academy. This partnership offers our families more choices in West O’ahu, where there is a high population of Native Hawaiians,” Wong said.

**Hawaiʻi Pacific Health**

Kamehameha Schools has joined forces with Hawaiʻi Pacific Health (HPH) to improve the education, health, economic stability and social well-being of students and families across Hawaiʻi. The partnership, announced in June 2019, is Kamehameha’s first with a nonprofit health care system.

Many factors impact the health of a community, from employment and food production to educational access. The partnership will address these root causes through joint occupational training programs, internships, increased outreach by HPH, financial and employment support centers, increased ‘āina-based education and more.

A memorandum of agreement between KS and HPH was signed by Kamehameha Schools CEO Jack Wong and Hawaiʻi Pacific Health President and CEO Ray Vara.

The organizations will collaborate toward shared goals of creating more resilient children and strengthening families through education, economic empowerment, expanded career pathways, increased ‘āina-based experiences, improved community health and advancement of Hawaiian culture and language.

“Hawaiʻi Pacific Health and Kamehameha Schools share a common understanding that for us to achieve our organizations’ respective missions, we must extend our reach beyond the walls of our institutions and work together to strengthen and enhance the lives of our children and families across Hawaiʻi,” Vara said.

“Through the efforts of both organizations, we will address the root issues that impact the long-term health of our local communities and create sustainable change.”

Both organizations recognize that the health of Native Hawaiians is disproportionately worse than that of other ethnic groups in Hawaiʻi, and strongly believe integrating a commitment to Hawaiian culture and language while increasing a connection to the ‘āina is essential to addressing this disparity.

“We are combining the good work, resources and visions of our organizations into a powerful collaboration of health, education and culture that can have a greater collective impact,” Wong said.

“With the community at the heart of our work, and our shared dedication to Hawaiian culture guiding us, we will take action that helps Hawaiʻi’s haumāna and ‘ohana thrive.”



Kamehameha Schools and Kauaʻi Island School.



Kamehameha Schools and Assets School.

## Kamehameha kumu sweep art educator awards



Don Harvey



Nicole Barsamian



Tana Rosehill

Three Kamehameha Schools kumu were recently named art educators of the year by the Hawai'i Art Education Association (HAEA).

KS Kapālama's Don Harvey, KS Maui's **Nicole Williamson Barsamian KSM'06** and KS Hawai'i's Tana Rosehill have been named HAEA's 2018 high school, middle school and elementary school art educators of the year.

The Hawai'i Art Education Association is dedicated to building art advocacy, education and appreciation. This is the first year that HAEA has given awards based on grade level.

For the 2018 awards program, art educators submitted nominations. HAEA board members – including professionals from public schools, private schools and the University of Hawai'i – selected the honorees based on achievements in the field of art education and contributions to the art profession.

KS Hawai'i's **Auli'i Nahulu KSK'88**, a middle school art kumu who serves as the board president for HAEA, said that Kamehameha's art programs are distinct among others in the state.



KS Hawai'i kumu Tana Rosehill says she enjoys working with young keiki.

"Our programs keep pace with new technologies and techniques in the art field but still maintain a strong foundation of 'ike kūpuna (ancestral knowledge) so that we can continue to ensure the vibrancy of the community locally and abroad," she said.

"I'm very fortunate to work at a school that both values and supports a strong art program," Harvey said. "To be able to work in such a creative environment, to be able to share my skills and love of art and to see our students grow artistically by creating such powerful artworks has been extremely fulfilling."

Barsamian emphasized the cultural aspects to art education at Kamehameha.

"I love seeing students gain a better understanding of themselves as Hawaiians through their art, taking traditional craft and practices and applying them to their contemporary lives," she said.

"When students are able to make connections between themselves and their local and global community, their artwork becomes empowering, and by extension, they themselves become empowered."

Rosehill said she enjoys working at Kamehameha and with children.

"While at KS, I've grown as an educator, artist and person," she said. "I've been able to fine-tune my craft within a community committed to the growth of our lāhui. It's been a privilege and honor to perpetuate Pauahi's vision, to educate her haumāna and an even greater joy to work with our youngest keiki. Who can resist those smiles and hugs received every day?"

## KS podcasts carry on tradition of storytelling

Kānaka maoli have traditionally passed on Hawaiian history, legends and practices through storytelling in the forms of oli, mele and hula.

Kamehameha Schools recently launched the "Ka Piko Podcast" carrying on the tradition of storytelling in an audio format, enabling listeners to access mo'olelo on their digital devices anytime and anywhere.

Hosted by KS Communications Specialist **Kyle Galdeira KSK'03**, the podcast highlights innovative approaches to education, leadership and community-building through a Native Hawaiian lens.

Ka Piko Podcast is currently available to stream and download through multiple platforms including Spotify, Stitcher and Google Play Music, as well as at [ksbe.edu/imua](http://ksbe.edu/imua).

"It's a growing and increasingly popular medium that keeps pace with today's lifestyle and up-to-the-minute news cycles," Galdeira said. "We try to, in a space of about 10 minutes, give our audience a glimpse into the lāhui-lifting work that is central to Kamehameha Schools' mission and vision for the future."

Topics covered thus far on Ka Piko Podcast include: innovative and collaborative approaches to learning through project- and 'āina-based teaching; evolutions in instruction that emphasize the learner at the center; and integration of culture and knowledge as the next generation of leaders is nurtured.

Podcasts can also be used in schools to engage students and improve teaching and learning practices. Many educational institutions incorporating podcasts into their curriculum have reported positive results. This can be attributed to the ease of creating and consuming podcasts as well as the various ways in which educational podcasts enhance the student learning experience.

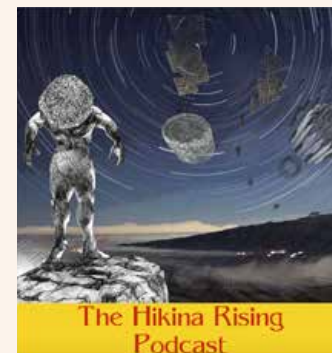
With that in mind, KS Maui High School has launched the "Hikina Rising Podcast" featuring the theme: "Embracing the Past While Envisioning Our Future."

The podcast serves as an extension of the campus' Post-High Counseling

Department by featuring students, alumni, staff and faculty in discussions focused on helping recent alumni make the transition to their postsecondary endeavors.

Begun in December 2018, topics have ranged from balancing school and sports as a college athlete to goal-setting and planning for a professional career. The podcast is produced monthly by campus staff with assistance from students.

Hikina Rising is available by visiting [ksmpodcast.podbean.com](http://ksmpodcast.podbean.com).



The Hikina Rising Podcast



## Kamehameha athletes honored

Kamehameha Schools Kapālama senior student-athletes **Ashley Gooman KSK'19** (wrestling) and **Kalina Obrey KSK'19** (basketball and volleyball) have been selected to the Enterprise Rent-a-Car/Hawai'i High School Athletic Association (HHSAA) Hall of Honor as part of the 12-member 2019 class.

The haumāna were selected by a committee of current and former sports reporters, athletic directors and coaches from around the state. Selection criteria included athletic achievement as well as character, sportsmanship, academic record and community service.

Each inductee received a \$2,000 scholarship.

Gooman is a three-time state wrestling champion, who capped her senior campaign by winning gold in the 122-pound weight class. She will be joining the Midland (Nebraska) University women's wrestling team as she pursues a college education.

Earlier this year, Obrey was named the 2019 Gatorade Hawai'i Girls Basketball Player of the Year. She led the Warriors to an 18-7 record and a HHSAA Division I state championship game berth. As the Interscholastic League of Honolulu Player of the Year, Obrey is a three-time all-ILH honoree.

Obrey, the third Gatorade Player of the Year award winner in KS Kapālama girls basketball program history, maintained a 3.63 GPA, and plans on playing basketball while attending San Jose State University.

**Pōmaika'i Evans-Bautista KSH'19**, was presented with a \$5,000 scholarship as part of the Kaimana Awards & Scholarship Program.



KS's Kalina Obrey is the 2019 Gatorade Hawai'i Girls Basketball Player of the Year.



KSH's Chenoa Frederick leaps to the state long jump title.

Evans-Bautista was recognized as a stellar scholar-athlete who excelled in volleyball, basketball and track and field. She was selected from a pool of more than 300 applicants based on her athletic achievements, academic success and community service.

The Kaimana Awards & Scholarship Program is held annually and sponsored by the Hawai'i Medical Service Association and the HHSAA.

KS Hawai'i track and field standout Chenoa Frederick KSH'20 was named the Gatorade Hawai'i Girls Track and Field Athlete of the Year for the second consecutive year.

Frederick earned four gold medals at the 2019 Island Movers/HHSAA Track and Field Championships, building upon the three she claimed in 2018. Frederick won the long jump, the 100-meter dash, triple jump and high jump.

In addition to her stellar athletic abilities, Frederick also maintained a 3.05 GPA.

"Chenoa has God-given talent, but she's also mentally tough," said Kamehameha Schools Hawai'i track and field coach Manly Kanoa. "She has a fierce competitive drive – she knows when it's game time and she just hates to lose."

The Gatorade Player of the Year program recognizes the nation's elite high school athletes for athletic excellence, high standards of academic achievement and exemplary character.



## Nā Pua a Pauahi

In May, nearly 700 seniors from Kamehameha Schools Hawai'i, Kamehameha Schools Maui and Kamehameha Schools Kapālama gathered with Kamehameha trustees for a special Tri-Campus Worship Service at Kawaiaha'o Church. Kamehameha Schools founder Ke Ali'i Bernice Pauahi Bishop also worshipped at Kawaiaha'o Church, and she is no doubt proud of these seniors as they begin their journeys to become good and industrious men and women.

Ike ki'i mui





## Understanding where Native Hawaiians are living is critical to our Vision 2040 of a thriving lāhui

by Wendy Kekahio  
Strategy Consultant  
Kamehameha Schools Strategy and Transformation Group

More and more people are leaving Hawai'i. According to a recent analysis by the Hawai'i Department of Business, Economic Development and Tourism, Hawai'i's population declined by about 3,700 from mid-2017 to mid-2018 primarily due to people leaving to other states.

O'ahu alone lost 62,000 people over the past eight years, bringing the O'ahu population to its lowest since 2012. Additionally, Census 2010 data show that nearly half of Native Hawaiians no longer live in Hawai'i.

Population numbers matter. Our workforce, housing market, economy, and essentially the functioning of our state is dependent on and responsive to the size of our total population.

For Kamehameha Schools, understanding where Native Hawaiians are living and their reasons for staying, moving, or returning to Hawai'i is critical to our Vision 2040 of a thriving lāhui.

As such, we included two questions

to examine this issue more deeply in the "2018 Hawai'i Index of Well-being Survey," which was administered by SMS Research. This survey, completed by over 3,000 residents, provides estimates of the general population's perspective of well-being in our islands.

This is what we found related to living in, or leaving, Hawai'i.

Over a third of individuals (38%) are planning to, or have thought about, moving away from Hawai'i within the past 12 months (see Figure 1). This percentage differs across counties, ranging from 35% in the County of Hawai'i to 39% in the City and County of Honolulu. Five percent of individuals are in the process of, or planning to, move away.

When asked why they would move or consider moving, Hawai'i's high cost of living topped the list of reasons. This was followed by a lack of affordable housing, employment opportunities, and wanting to experience life in another place (see Figure 2).

These data, along with other studies

such as the recent "Hawai'i Perspectives: Understanding the Mindset of Hawai'i Residents" by Pacific Resource Partnership, offer an introductory look into the complex decision-making process of families and individuals when deciding where to live.

By understanding what people value, and what they are willing to forgo, we can make more informed, strategic decisions that promote optimal living conditions for anyone who wants to live in Hawai'i.

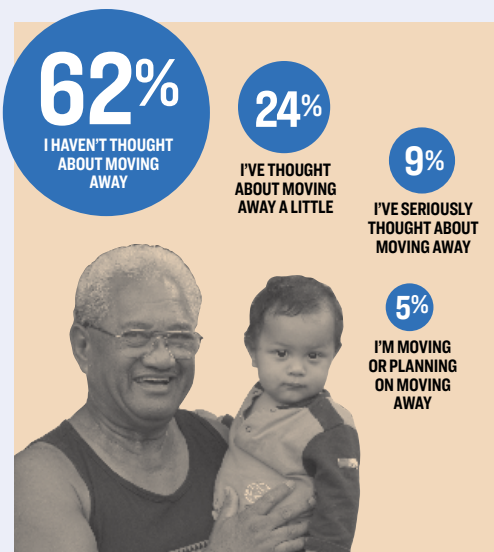
As an organization, we need to continue to support abundant communities and the conditions in which Native Hawaiians, and others, thrive.

To understand this complex topic more, we are conducting a large-scale, in-depth, interview and survey-based study to examine reasons why families leave, return, or remain in Hawai'i and the connection between movement out-of-state and key economic, environmental, educational, health and social factors.

Look for findings from this study to be released in late 2019.

**Figure 1:**  
Thinking about moving?

Percent of individuals thinking about or planning to move



**Figure 2:**  
Why leave Hawai'i?

Percent of individuals who cited \_\_\_\_\_ as a reason to move or think about moving from Hawai'i. (Percentages do not equal 100% because respondents were able to choose more than one reason.)



## "The vision for this learning center is to create a gathering place that embodies Auntie Aggie's legacy of working toward improved educational and health outcomes through a Hawaiian worldview."

—Wai'anae Regional Director **Kalei Ka'iliihiwa KSK'93** on the under construction Agnes Kalanihookaha Cope Community Learning Center in Nānākuli, page 6.

**"The newest leaders of Kamehameha Schools Kapālama are deeply committed to our mission** to elevate student achievement and well-being at every level as we continue to develop as a world-class institution."

— KSK Po'o Kula **Taran Chun KSK'95** on the three new KSK po'o kumu, page 8.

**"It is our kuleana to stand with community partners like MA'O who work tirelessly to uplift their community of Wai'anae, and ultimately the entire lāhui."**

—**Kamuela Cobb Addams KSK'94**, on KS' partnership with MA'O Organic Farms and Central Pacific Bank, page 9.

“Through MA'O I got to travel and I earned a college degree. With other young people, amongst the mentorship of elders — and now with more land — I'm committed to helping lead the renaissance in Hawaiian organic food production.”

**"To achieve our vision of a thriving lāhui, we have to start with our youngest learners."**

— KS Nā Kula Kamali'i Po'o Kula **Shelli Aiona Kim KSK'90**, on the value of early educational opportunities, page 18.

“Our mission is to restore our people and we accomplish that by putting our keiki at the center of all we do. **It's a mission we can't do alone** and working with partners in communities like this is how we'll lift our lāhui.”

— KS CEO Jack Wong, on KS' partnership with Kauai's Island School, page 10.

**"Ōiwi Edge learners and leaders gain great strength from their identity as 'ōiwi Hawai'i** and discover and ignite their unique passions to fully engage their kuleana in ways to serve and uplift their 'ohana, lāhui and world."

— KSH Po'o Kula **Kāhea Nae'ole-Wong KSK'87**, on the 'Ōiwi Edge mindset at KS Hawai'i, page 32.

**"I bring Hawaiian cultural values and methods in my teaching, and IT MAKES A DIFFERENCE between 'Oh no I failed' and 'I can do it.'"**

— KS Hawaiian Resource Specialist Earl Kawa'a, honored as a Living Treasure of Hawai'i, page 36.

**"EVERYONE IN HAWAII, WHETHER THEY ARE PARENTS OF KEIKI IN IMMERSION SCHOOLS, HAWAIIAN LANGUAGE LEARNERS, STUDENTS OR JUST PART OF OUR WIDER COMMUNITY, HAS THE POWER TO PROPEL THIS MOVEMENT FORWARD. THERE IS SO MUCH TO BE DONE, BUT BY COMING TOGETHER, WE MAKE THE IMPOSSIBLE POSSIBLE AND TURN OUR VISION INTO REALITY."**

— 'Aha Pūnana Leo CEO **Ka'iulani Laehā KSK'07**, on revitalizing and normalizing the Hawaiian language, page 44.

# The Value of Early Education

Kamehameha Schools is working with state and private entities to bring quality early learning experiences to more of Hawai'i's keiki



**Meilani Simeona**  
Future business woman

She works with the littlest of learners.

**Kehaulani Crawford** Piiohia **KSK'06** oozes with aloha when she talks about her job as a Mālama Honua Public Charter School kindergarten teacher. She said she got into teaching because “that’s where you get to see the kids grow, laugh and learn.”

With 90 percent of a child’s brain development occurring in the first five years of life, Piiohia works with keiki – she had 20 students in her class last school year – at a critical time in their lives.

And she’s convinced of the value of early learning experiences – which include public or private preschool, child care centers, family-child interaction learning programs and other initiatives – that prepare children to enter kindergarten ready to learn.

“At the start of the school year, students who have engaged in routines and socially interacted with peers in a positive learning environment transition into kindergarten very easily. They know how to listen, follow directions, and work together with their classmates,” Piiohia said.

“Academically, students who have been exposed to early literacy score

higher on their pre-assessment tests. We test for upper- and lower-case letter identification, letter sound recognition, print concept, and phonological awareness. Many students who enter kindergarten knowing most to all of their upper and lower letter identification go on to begin reading early in the school year and will finish the year reading above the grade level benchmark.”

Native Hawaiian identity also plays a key role in student development, Piiohia said.

“Mele, oli and hula are another big part of our school,” she said. “Students who have participated in Hawaiian and place-based learning are ma’a to our Hawaiian-focused charter school environment. For example, we have piko as morning protocol and grounding. It’s very easy to see who has been learning and growing in a cultural environment and those who are hearing oli for the first time.

“A big part of social-emotional development is being connected to ‘āina and Hawai’i. When students have that sense of belonging and pilina to Hawai’i it starts to build their identities as a people of place.

“Aloha ‘āina and mālama honua

are not new ideas. These practices are passed down from our kūpuna. We are setting the foundations for the next kupuna.”

Piiohia said she’s convinced all children should have early learning experiences.

“Preschool is an early learning experience that checks off the social-emotional and academic pieces that I look for in haumāna entering our school,” she said. “I don’t have enough experience as a kindergarten teacher to say that preschool is the best early education initiative, but I do know that keiki who attend preschool are more prepared than their peers who have not.

“This past year all of the haumāna in my class went to some type of preschool or early education experience. By the end of the year, 100 percent of our students could identify upper- and lower-case letters and mastered initial letter sound recognition and 77 percent of our students were reading above grade level.”

While that is outstanding news for Piiohia and Mālama Honua, unfortunately in Hawai’i, the greatest inequity in education occurs even before a keiki continued next page

**“To achieve our vision of a thriving lāhui, we have to start with our youngest learners. It’s important that all of our Native Hawaiian keiki have access to quality early learning experiences...”**

– Shelli Kim, *KS Nā Kula Kamali’i Po’o Kula*

continued from page 19

starts kindergarten. There is capacity in Hawai'i's early learning system to serve only one in every four keiki under age 6. Among 4-year-olds, one half, mostly those without wealth, start their lives way behind.

Kamehameha Schools has long supported early education through a roughly \$45 million annual investment in its own preschools, scholarships, and grants to independent non-KS preschools and community-based programs that serve thousands of keiki and families each year.

**Shelli Aiona Kim KSK'90** is Kamehameha's Nā Kula Kamali'i po'o kula (preschools head of school) while **Nicole Darakjian Souza KSK'89** is serving as the interim hope po'o kula (assistant head of preschools). They oversee the delivery of world-class Hawaiian culture-based education at 29 preschools statewide that serve more than 1,640 keiki.

Kim has 20 years of preschool experience with KS as an administrator and as a preschool teacher on Moloka'i and in Waimānalo. She said she agrees that Hawaiian culture plays an important role.

"A critical component of our KS preschools is to provide keiki with



**"Preschool is an early learning experience that checks off the social-emotional and academic pieces that I look for in haumana entering our school."**

— Kehau Piiohia, Mālama Honua PCS kindergarten teacher

opportunities to develop their Native Hawaiian identity and appreciation for their culture and where they come from, their sense of place or wahi pana," Kim said.

"When our keiki transition to

kindergarten they have a strong understanding of the values of aloha, mālama and kuleana and they can demonstrate what these values mean through their interactions with each other, their 'ohana and their environment. Keiki leave our preschools feeling confident and proud of who they are which is so critical as they make the important transition to kindergarten."

Souza's early learning experience includes 18 years with Kamehameha as a preschool teacher, regional educational coordinator and po'o kumu (principal), as well as a stint as the organization's director of Early Learning Strategies.

Souza said keiki have basic needs that must be met before quality education can begin. They include having full stomachs and access to nutritious foods; physical health needs, including dental work; a space to go where they feel safe; and that they feel aloha – that they have 'ohana, people that they trust, and have pilina and love in their lives.

"Early learning experiences are valuable because they provide foundational experiences for keiki to develop social-emotional skills, language and literacy, self-regulation and other critical skills and knowledge needed to successfully function in the school setting and the world," she said.

"For example, keiki learn to interact positively with others which may include skills like negotiating, sharing or taking turns, listening to and following multiple

step directions, and managing emotions.

Souza said family also plays an important role in early education.

"Pilina 'Ohana (family engagement) is a vital component of Nā Kula Kamali'i and is an indicator for early learning programs," she said. "Successful early learning requires a partnership between keiki, 'ohana and kula. The 'ohana plays a critical role in early learning because young keiki learn from the people around them and often demonstrate the behaviors they see adults doing.

"Partnerships between home and school are important and we want to make sure that the adults, at home and at school, who surround the keiki are giving them the same messages and modeling behaviors that are aligned.

"Our kumu also start the school year by conducting Kipa 'Ohana, family home visits, to build pilina with each keiki and 'ohana member while supporting the keiki's successful transition from home to school. This has been an effective practice that has allowed kumu, keiki and 'ohana to form a unique and positive working relationship."

"Our preschools are one part of Kamehameha's early learning strategy and we currently serve about 13 percent of Hawai'i's Native Hawaiian population of 3- and 4-year-old keiki," Kim added.

With an overall theory that a rising tide will raise all boats, coupled with the fact that most Native Hawaiian children are in the public school system, Kamehameha Schools is working with the business, public and nonprofit sectors to increase the availability and accessibility to quality early learning opportunities in Hawai'i.

"Kamehameha's strategy is really



In Kehau Piiohia's kindergarten classroom last school year, 100 percent of keiki had some type of early learning experience which led to greater class achievement.

## A generation of change begins with Early Learning

No ke ola pono o nā keiki

**Early learning benefits keiki, families, and community.**

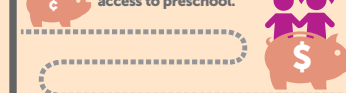


- Promotes healthy brain development.
- Strengthens positive relationships between parent and child.
- Supports school and life-long success.
- Creates contributing members of society.
- Strengthens Hawai'i's economy.

Only 1 in 4 keiki under age 6 is served by early learning.

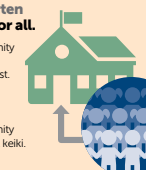


Half of 4-year olds, mostly those without wealth, are left without access to preschool.

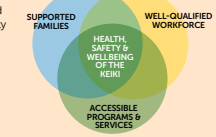


Public pre-kindergarten should be available for all.

- Private preschools, community and 'ohana programs, and public preschools can coexist.
- A variety of early learning opportunities is needed.
- Private, public, and community systems drive success for all keiki.



A strong early learning system will connect keiki and families to community supports.



Early learning education is an investment for the future.



- Early learning brings additional and better jobs to the state.
- Return on investments of \$4-\$9 per \$1 invested.
- Increased tax basis for the economy.



A quality early learning workforce will be required to support a thriving lāhui.



- Investment in teacher recruitment and development is an investment in our keiki.

comprehensive for early learning," said Dr. Wai'ale'ale Sarsona, the KS vice president of the Hi'ialo Group, which oversees KS preschools in addition to other duties. "We have an organization-wide plan that includes programs and services, partnerships, capacity-building efforts as well as policy and advocacy initiatives that support our vision of universal public pre-K.

"We're working with program delivery organizations as well as state level agencies such as the state Department of Education and the state's Executive Office on Early Learning. We're also active as a member of the state's Early Learning Board, which is responsible for all early learning in Hawai'i.

"In fact, Kamehameha funded the

third party that facilitated discussions and helped draft the state's Early Childhood State Plan. By working with the state, we've both been able to make more progress than by each of us working alone."

Sarsona is a rock star when it comes to early childhood education experience.

While working for Good Beginnings Alliance, now called the Hawai'i Children's Network, she focused on the establishment of the state's professional development tracking system for licensed childcare providers.

While at INPEACE, she started Keiki Steps, a parent participation preschool modeled after Kamehameha's former traveling preschool program. She then continued on next page



**“Kamehameha funded the third party that facilitated discussions and helped draft the state’s Early Childhood State Plan. By working with the state, we’ve both been able to make more progress than by each of us working alone.”**

– Wai’ale’ale Sarsona  
KS Vice President, Hi’ialo Group



**London Garcia**  
Future engineer



**Princess Barr**  
Future police officer

continued from page 21

went on to design and implement Keiki Steps to Kindergarten, a statewide transition program to help incoming kindergarten students.

She’s also credited with developing the business plan for the Ke Kula ‘o Samuel M. Kamakau Public Charter School’s pre-K program, writing her master’s research paper on designing and implementing the initiative. She then secured a federal grant to help the school with the first three years of the program, which still exists today.

Sarsona oversees policy efforts on a cross-functional internal team that Kamehameha has put together to address early education initiatives, and sits on the Hawai’i Early Learning Board, chairing the governance subcommittee.

She said there’s a lot to think about when addressing Hawai’i’s need for more early learning initiatives.

“The issue is multi-faceted. The expectations of educational success are ever increasing as the world changes and as we now say, we’re preparing our keiki for an unknown future. We first want to ensure they get the best start possible and that starts from prenatal through their early years of development,” Sarsona said.

“Currently, spaces are limited, and the cost of preschool is expensive, coupled with the high cost of living in Hawai’i. Preschool is competing with household needs like housing and food. One solution could be universal public preschool, where families have access to state funded preK in their community.”

Sarsona said she feels that without more early learning opportunities, it may be tough for Kamehameha to achieve its Vision 2040, which foresees a thriving lāhui.

“Right now, at any given time in Hawai’i, we have about 18,000 4-year-olds, and the state is serving only half with public and private preschools and other models. Without considering multiple options that are included in the concept of universal preschool, we will never reach the other half of those 4-year-olds.”

Po’o Kula Kim said she’s glad to see Kamehameha’s current efforts in early education.

“We appreciate that Kamehameha has a pulse on the heartbeat of early education in the state,” she said.

“We value the important work that others across the organization are doing



to advocate for quality early learning experiences and universal preschool. Through the early learning cross-functional workgroup we’re kept informed of and are able to contribute to statewide efforts. It’s valuable that we have this communication and have learned new things happening in the field from this internal system.

“To achieve our vision of a thriving lāhui, we have to start with our youngest learners. It’s important that all of our Native Hawaiian keiki have access to quality early learning experiences and it’s through advocacy for universal preschool, partnerships, and leveraging KS resources that we will be able to reach that goal.”

Back at Mālama Honua charter school, kindergarten teacher Piiohia makes another important point.

“I’ve often wondered why preschool is so expensive, but preschool teachers don’t earn that high of an income,” she said. “We need to address that. But I do think that preschool should be offered to every child and made affordable for every family. I’m not 100 percent sure

that our state has yet figured out the best preschool system.

“As a mom, my son attends Pūnana Leo O Ko’olaupoko Hawaiian Immersion Preschool. We have seen our own child grow socially, emotionally, academically and culturally. The bottom line is that preschool and early education is so important.”

# A Hui Hou

Business executive and veteran waterman Corbett Kalama completes his term as a Kamehameha Schools trustee

**H**e's crossed the Moloka'i channel 48 times in outrigger canoes.

He started paddling one-man canoes when he was 5. As a youngster, he made his own canoes out of tin. By the time he was 13, he was steering canoes "against all the greats" in competitive races.

He's been with the 600-member strong Kailua Canoe Club since its beginnings, and to this day he still finds time in a hectic schedule – he's the executive vice president and chief operating officer for the Hawai'i office of the Harry and Jeannette Weinberg Foundation – to stay involved with paddling seven days a week, either coaching the club's open women and master's men's teams or conducting off season training sessions.

For Corbett Kalama, whose term as a Kamehameha Schools trustee ended on June 30, 2019, his Hawaiian cultural knowledge has always been his guiding light, whether he's in a corporate boardroom or out on the open ocean.

Kalama said canoe paddling has

been key – his "ticket" – in his development as a leader.

"Everything is applicable from a leadership standpoint," he said. "You're put in boats with people you may not really know. But to be effective, you've got to understand who these people are – you've got to be sensitive, aware and respectful."

"The other thing with paddling is that you have to ensure that everyone is performing at their highest level. More important than that, is the need to create an environment that allows our paddlers to grow, so that they can improve their ability and achieve their objectives."

"Teamwork. Trust. Hard work. Discipline. Structure. It's all important and all those lessons are taught through paddling."

Kalama said his first teacher was the ocean.

"You learn at a very young age that the ocean is very powerful, and you've got to respect the immensity of it. Being on the ocean is very humbling, and

continued on next page

*"It seems like only yesterday that I was selected. I will miss the people here, but the mission of Pauahi will always be a part of me."*

you learn to be humble. The ocean can change from day to day, and even though you may not see something at first, you need to understand it," he said.

"For me, one of the life lessons I was taught was to listen for what you can't hear and see what you can't see. What am I not seeing? What am I not hearing? That's my training. Spending time in the ocean, those lessons come to the forefront."

Kalama's professional career took off in 1982, when he was hired by First Hawaiian Bank. He climbed nearly to the top of the corporate ladder before retiring from the bank in 2013 and taking his current position.

The Weinberg Foundation awards nearly \$12 million a year in Hawai'i, with a primary focus on services to low income families, helping them with jobs, housing, education and health.

The work is not unlike his former role at Kamehameha, in that both positions are about serving people.

"I use the analogy of a stool," he said. "In these leadership positions, we don't need to be sitting on the stool. The people we serve are sitting on the stool. We've got to make sure that stool has strong legs. And we need other parts of the community to help support that stool as well.

"We can't lose sight of the fact that Pauahi's vision was that we serve people. It's the people we serve who are critical – not us – and it's certainly been



During a trustee visit to the KS Hawai'i campus, Kalama speaks with student leaders from elementary, middle and high school about his life experiences and their own aspirations.

rewarding work."

Kalama is a living example of a leader who is grounded in Hawaiian identity, culture and values. He has committed to memory many of the stories of Hawaiian ali'i, and he can tell you what life lessons those stories hold for all of us.

He can recite his genealogy, tell you the legends of the 'āina, and his reading material includes writings from not only Martin Luther King Jr. but also historical texts on Kekūhaupi'o and Bernice Pauahi Bishop. He quotes King David Kalākaua and Henry 'Ōpūkaha'ia as easily as he does with any Western leader.

"When people ask me what guides me, it's my culture. It's that simple,"

Kalama said. "Our kūpuna were wise. Our cultural structure and the ahupua'a system were wise. For me, in all the places I've ever worked, that's been my concept.

"As a leader, I also have to be willing to be the one to throw the net and clean the net too. In my work, if I expect my people to pick up a paper clip on the ground, I better be willing to pick that paper clip up too. As a leader, you need to do what you expect people to do."

Trustee **Micah Kāne KSK'87** said Kalama is someone who has earned respect.

"He's an iconic role model for our children," Kāne said. "Not just for our

Hawaiian kids, but for all kids. He's grown up in Hawai'i and appreciates what the host culture can bring and how we can all be better for understanding our history and the paths of our ali'i.

"Corbett would always bring a community perspective to the board that comes from someone who has been battle tested at every point of his career. He gets called on – in sometimes not very public ways – to bring calmness and insight to some of our most difficult issues. Issues that not only the Hawaiian community is facing, but the state is facing. His leadership has always been extremely important, and it will remain important even as he steps off the board."

Looking back over his years as a trustee, Kalama said he's particularly proud of the development of internship opportunities for learners, and the many partnerships that Kamehameha has

their work, and we need to support them. That's never been lost on me as a trustee at Kamehameha."

Kalama's run as a trustee almost never happened. He was not selected the first time he applied for the position.

"To be candid I was disappointed I wasn't selected. I did a lot of soul searching. But I thought the court was wise in what they did and the group that came in was a terrific group. They brought skill sets that, at the time, the community needed," he said.

Kalama was not going to apply a second time, but said he received a call asking him to submit his name once again.

"It's a tough process to go through. It's very humbling for you to be told no. You've got someone aspiring and charging, and then to be told you didn't make the mark – and I just thought what more could I have done?" he said.

He said the Hawaiian community

assurance that the responsibility that I was going to be given was fulfilled.

"I respect that because it just reflects how important this institution is to our community. That's where their passion comes from, and that's why the selection process is vital."

Ask Kalama to reflect on his experiences at Kamehameha, and you can see the mist form in his eyes.

"It's been a surreal experience," he said. "It seems like only yesterday that I was selected. I will miss the people here, but the mission of Pauahi will always be a part of me. I've seen the benefits she's given to our community and I will always support that. Well before I was a trustee I was fortunate enough that three of my four children got to come to Kamehameha.

"I never thought I'd be doing this, to tell you the truth. This job enriched me and helped me realize how much more

*When people ask me what guides me, it's my culture. It's that simple. Our kūpuna were wise. Our cultural structure and the ahupua'a system were wise. For me, in all the places I've ever worked, that's been my concept.*

taken on where both entities become stronger – like the scholarship programs that have come about in working with the University of Hawai'i and Chaminade University.

A former teacher at Kailua High School, Kalama can't say enough about the quality of the teachers at Kamehameha Schools. He has been their outspoken advocate.

"The opportunity to continually acknowledge our teachers and the significant role that they play in the nurturing of Pauahi's vision was very important to me," he said. "We can never do enough of that.

"The people in our schools are the ones on the ground and they're pushing. They are the pulse and heartbeat of our work and they are inspiring our students to do great things. The future of Hawai'i and Pauahi's vision are tied to those kids – and our teachers are the ones out there working with them, and they are doing it extremely well.

"Our work here as trustees is important, but we've got to continue to work through the people who we've hired who have the expertise and the required skill sets. They need the flexibility to do

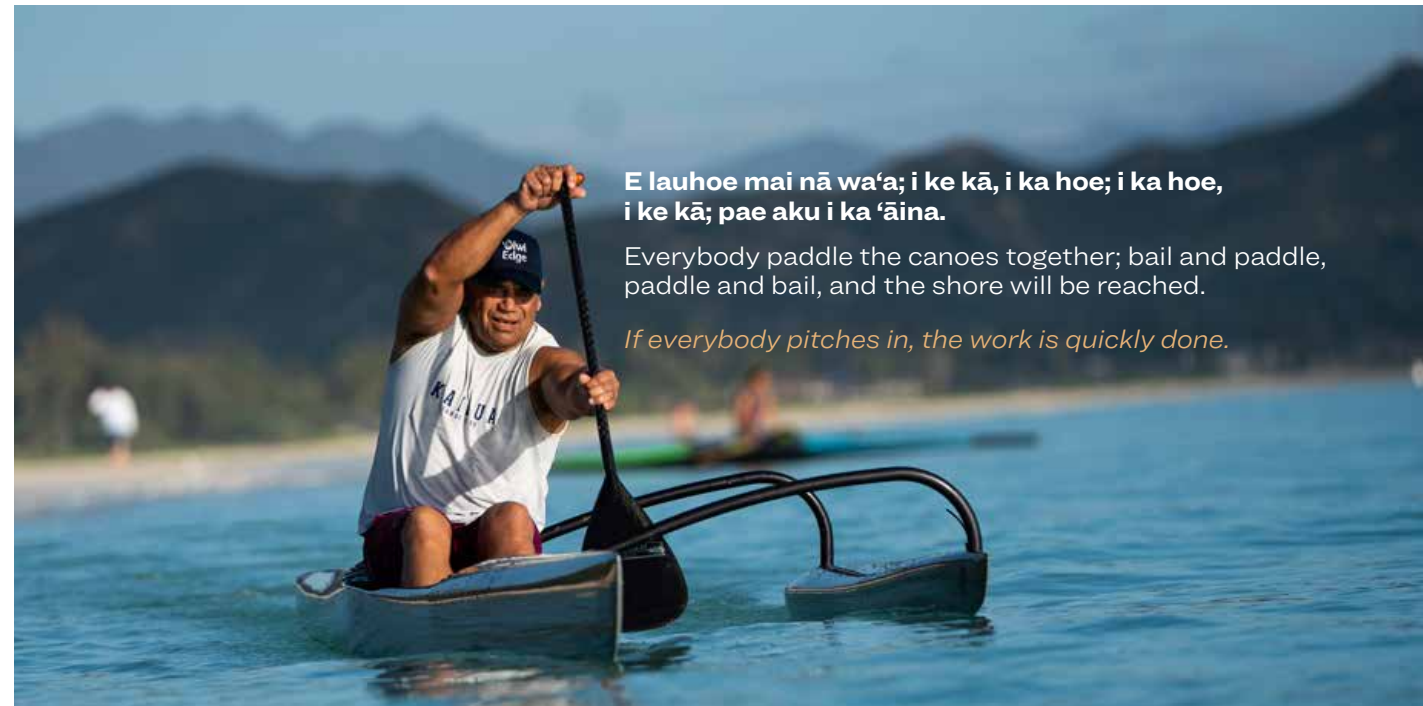
is very serious when it comes to the selection of Kamehameha trustees.

"The exhibition of their passion during the selection process – they are very vocal, very specific, and they know their perspective of what they expect of a trustee. They are basically saying 'Hey, you better do your job!'" he said.

"You have to respond in a humble, respectful fashion and not take things personally – because it was nothing about me – it was all about the position that I was going to fill. They needed

needs to be done. I remember people asking me about my legacy here, and I've told them it's not about me. It's never been about me.

"It's about me being a steward, and hopefully I'll be thought of as a good steward of this legacy. I far exceeded my hopes by just being selected. That was a major event in my life. I remember when I was selected. I just sat down and cried. I'd like to mahalo everyone for the privilege of serving Pauahi. It's just been my privilege." 🍷



**E lauhoē mai nā wa'a; i ke kā, i ka hoe; i ka hoe, i ke kā; pae aku i ka 'āina.**

Everybody paddle the canoes together; bail and paddle, paddle and bail, and the shore will be reached.

*If everybody pitches in, the work is quickly done.*



Trustee Kalama is the featured speaker at January services honoring Charles Reed Bishop at Mauna'ala.



Kalama talks story with high school student leaders Abigail Andrade KSH'20 (left) and Cassidy Wilson KSH'19.



*Lanakila Hilary Domingo  
was  
failing high school.*



LANAKILA HILARY DOMINGO



*Traditional high school  
wasn't clicking for her  
and the Moloka'i teenager  
was destined to become  
a dropout statistic.*



**'LAST CHANCE' SCHOOL SETS MOLOKA'I STUDENTS ON PATH TOWARD GRADUATION**

A KS partnership with Ho'omana Hou High School opens new doors for at-risk teens

"I didn't really think I would make it through high school," Domingo said.

Yet, there she stood this past May, wearing her graduation kīhei and kukui lei po'o, alongside nine of her senior classmates singing one of their graduation songs, "Alive" by The Green.

"Together we can make some memories. And help love grow and live eternally. And spread this word over both land and sea. And help each other on this long hard journey," they sang.

Domingo's life turned around after she began attending Ho'omana Hou, a private high school on Moloka'i that attempts to steer at-risk teens toward the goals of graduating from high school

and preparing for the possibility of postsecondary success.

"For many of them, this is their last chance," said their lead teacher, 'Ekolu Ah Yee, a Ho'omana Hou graduate himself who came back to teach at his alma mater.

"There are kids falling by the wayside on Moloka'i," said Karen Holt, executive director of Moloka'i Community Service Council, the parent organization of Ho'omana Hou. "And most of them are Hawaiian."

**Venus Rosete-Medeiros KSK '81**, Kamehameha's regional director for Maui, Moloka'i and Lāna'i – who watched continued on next page



LEAD TEACHER 'EKOLU AH YEE AND LANAKILA HILARY DOMINGO ENJOY THEIR ACHIEVEMENT.

the graduation ceremony – said supporting the school with KS community investment funding was a no-brainer.

“One of the educational pathway milestones in our strategic plan calls for students to graduate from high school on time and to be prepared for the next step. Ho’omana Hou helps to make that goal a reality for students without a whole lot of options left,” Rosete-Medeiros said.

“The reason that Kamehameha Schools is supporting this school is because we recognize that not all kids learn the same way – we all learn differently.”

Domingo said that’s what Ho’omana Hou did for her.

“I didn’t really learn that much before I came to this school,” Domingo said. “My learning techniques were kind of different. Now, it’s easier for me to learn – it’s just a better learning environment.”

Holt said the KS support was a big boost for the school.

“Kamehameha Schools’ willingness to partner with us was instrumental in

helping us to improve the services we were offering to our students, so they could graduate and be productive,” Holt said.

One opportunity that the funding brought was the ability to hire the right lead teacher – in this case, Ah Yee. The students see him as one of them and look to him as a role model.

“He’s the kind of teacher that makes you want to learn,” Domingo said.

A few months before graduation, Domingo and her schoolmates sat with Rosete-Medeiros and other KS staff members who asked them for a show of hands of how many of them were failing in their previous high school.

All hands went up.

“They come to us with many challenges,” Holt said. “Kids aren’t able to focus on academics.”

Ho’omana Hou had 25 students this past school year in grades nine through 12. The school integrates Hawaiian culture into its coursework and employs outdoor, hands-on place-based learning as tools to help students focus on learning.

“That becomes a pretty powerful teaching tool. We found with that approach we’re able to engage kids who might be disengaged from the learning process,” Holt said.

Students said they look forward to things like working outside in their school garden and harvesting the bounties of their hard work.

Some students said that had it not been for Ho’omana Hou, their education would’ve ended at the eighth grade.

Domingo and other students said that being on the verge of failing high school was stressful and that stress boiled over into life at home. But home life has improved as school life improved.

Domingo said she is looking forward to going to a community college in Tacoma, Wash., and her goals of graduating from college and becoming a teacher – like her mentor Ah Yee – are now more attainable.

“I have more self-confidence in myself,” Domingo said. 🍀



AH YEE ADDRESSES THE GRADUATES.



*Kamehameha Schools' willingness to partner with us was instrumental in helping us to improve the services we were offering to our students*

– KAREN HOLT, EXECUTIVE DIRECTOR  
MOLOKA'I COMMUNITY SERVICE COUNCIL