2017 H-PEA Conference Concurrent Session Presentation Abstracts
(Updated on 09/08/2017)

10:10 – 11:10

Roundtables

1. Building Capacity to Design, Deliver and Evaluate High-Quality Professional Learning for Islands of the Pacific Region
[Roundtable] – Grand Ballroom (small)
Fredrick B Harris and Phillip Herman
In this roundtable, we will discuss the ongoing work on a Pacific island to develop local, meaningful indicators of effective instruction in their local context; rather than using off-the-shelf indicators of teacher effectiveness that may not be culturally appropriate or take into account the fact that though teachers, parents, and students are predominantly English Learners, high stakes assessments are in English. The goal of the professional learning design is to develop learning opportunities that are likely to change teacher beliefs, practice, and ultimately, student learning. This presentation will describe efforts to rigorously develop and evaluate professional learning for this Island.

2. Evaluation Capacity-Building
[Roundtable] – Grand Ballroom (small)
Linda Toms Barker
As program evaluators we often rely on program operators and staff to collect and submit data to us. Without their buy-in or understanding of the key evaluation questions, the value of the evaluation effort or how to use the results for their own program improvement process, their participation in the evaluation is simply a burden they have little time or patience for. The objective of this roundtable is to learn from each other how we as program evaluators can more effectively help the grantees/service providers we work with develop their capacity to conduct and participate in meaningful evaluation efforts.

3. Assessing the Ephemeral: How does one evaluate the Art of Performance?
[Roundtable] – Grand Ballroom (small)
Stacy Ray and Mark Branner
To provide examples of methods for assessment of student learning in the creative and performing arts allowing for the creative and subjective nature of the discipline.
The theoretical framework will be based on a performing discipline within an public University system.
We would like to address objective through four directions:
1. what is important when planning assessment
2. how feasible these goals are in relation to the program's resources
3. how these goals connect with the larger institution

4. how to implement those goals with students
We will use evaluation tools provided by the Kennedy Center's American College Theatre Festival as well as The Juilliard School's method of evaluation for students. This incorporates a national perspective as well as a level one institution for the performing arts. The importance of this study is to provide assessment structure to a field that is subjective in nature.

4. ʻĀina-based Education: An Evaluation of a Non-Profit's Hawaiian Cultural, Value, and ʻĀina-Based Learning Opportunities
[Roundtable] – Grand Ballroom (large)
Danielle Espiritu, Cassandra Nichols, and Pōmai Stone
With the increase in ʻāina and Hawaiian culture-based organizations using education as a means of empowerment, grounding, health promotion and capacity building, the need for culturally relevant evaluation tools grounded in and reflective of the needs of the community is essential. This "work in progress" qualitative evaluation project serves as a review of a place/ʻāina, value, and Hawaiian culture-based curriculum developed by an ʻāina-based non-profit organization. Grounded in community-based participatory and culturally responsive approaches, the proposed evaluation will consist of: critical framework of review, student and educator surveys and reflections, and student work analysis.

5. Native Hawaiian culturally-responsive evaluation framework
[Roundtable] – Grand Ballroom (large)
Palama Lee, Kathy Tibbetts, Puanani Burgess, and Leialoha Benson
This Native Hawaiian (NH) evaluation framework lays out a perspective on culturally-responsive evaluation in NH contexts. We offer this perspective as being grounded in the authors' professional experiences and reflective of the advice of persons practicing evaluation in Hawaiian contexts and our kūpuna (elders).
Recognizing protocol as ways of honoring cultural values, we discuss protocols through a case study used to illustrate the most critical issue: cultural responsiveness is, at its core, a way of being in a space. We offer our thoughts on what it means to engage in evaluation work in NH contexts in respectful and responsive ways.

6. Research on the Professionalization of Evaluation: Implications for Hawaii-Pacific Evaluators and Evaluation Clients
[Roundtable] – Grand Ballroom (large)
Stewart Donaldson and Leslie Fierro
The purpose of this round table is to discuss the implications of some of the latest research on the professionalization of evaluation for Hawaii-Pacific evaluators and clients, and to provide participants with a better understanding of the advantages, disadvantages, and challenges of professionalization. Participation will be asked to discuss their views on 1. What are the advantages of professionalizing evaluation? 2. What are the disadvantages of professionalizing evaluation? and 3. What are be the specific advantages and challenges facing the professionalization of evaluation in Hawaii and the Pacific?

7. Native Hawaiian Education Evaluation Design
[Roundtable] – Grand Ballroom (large)

Sylvia Hussey

The Native Hawaiian Education Council was established in 1994 and is charged with coordinating, assessing, reporting, and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and changes that may be made to improve the educational attainment of Native Hawaiians. NHEC desires to utilize developmental evaluation concepts and the unique elements of Hawai'i such as two official languages and pathways of education. This roundtable seeks assistance and guidance from conference participants and practitioners to begin and inform the design sketch for an evaluation of Native Hawaiian education.

8. Alumni Satisfaction with an Online Master's Program
[Roundtable] – Mauka I-II (large)
Klavdija Zorec and Curtis Ho
This evaluation study is designed to investigate the perceptions of approximately 60 alumni who graduated between the years of 2011 and 2016 from an online master's program that offers both asynchronous and synchronous courses. We focus on the ways in which the program met the alumni's needs and expectations, influenced their academic development, and provided them with opportunities for career advancement. The discussion will address most critical aspects of online learning experiences that appear to influence student satisfaction, the importance of assessment and evaluation of online programs, and how to facilitate positive student outcomes in distance learning environments.

9. College Aspirations in At-Risk Students: A Comparison Study of GEAR UP 9th Grade Students in Hawai`i and North Carolina High Schools
[Roundtable] – Mauka I-II (large)
Anna Ah Sam and Todd Nolt
This longitudinal study examines students from the Class of 2020 enrolled in a college access program in two different states. Differences in student demographic characteristics, student educational aspirations, student perceptions of parental and teacher expectations, and student knowledge of college and financial aid were examined. A 30-item student survey was administered to over 5,000 students. Main findings included the following: while the majority of respondents indicated they intended to go to college and that their parents and teachers also expected they attend college, a significant proportion believed they couldn't afford college, and had no idea how much college costs.

10. Evaluating the Integration of Evidence-Based Practices in Higher Education Programs
[Roundtable] – Mauka I-II (large)
Jessica Miranda and Jenny Wells
This evaluation investigated the extent to which evidence-based practices were being taught, observed, and applied within a special education teacher preparation program in severe disabilities/autism. Faculty utilized the Innovation Configuration tools developed by the federally funded Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center to examine the program's six course sequence for alignment with current research and to ensure students' were engaging in meaningful, evidence-based course and field assignments. Discussion will be facilitated on how lessons learned in this

investigation could be transferred across context, and strategies for integrating and evaluating evidence-based practices within higher education programs.

Demonstration

Linking and Analyzing SLOs for Instructional and Non-Instructional Programs
[Demonstration] – Glass Classroom
Frank Palacat, Jan Lubin, and Nalani Kaun
Using "The Walking Dead," as context, course SLOs from PSY 65 – Social Zombie Psychology – and process SLOs from the Zombie Headquarters, workshop participants will work through linking course, program, and General Education SLOs as well as relating unit process outcomes to the unit mission. An assessment tool will be provided, and workshop participants will need to analyze the results of the assessment.

Paper

Development of Evidence-Based Academic Program Assessment for a Nursing PhD Program
[Presentation] – Glass Classroom
Alice Tse
Since PhD programs set their own curriculum, the program has the responsibility to ensure that all students obtain the best possible training for pursuing careers in their areas of interest. This presentation will feature the development of a PhD curriculum assessment as a faculty-driven and faculty-supervised endeavor. The presentation will describe the decision/action processes undertaken by a Nursing PhD Curriculum committee to develop program learning objectives (PLOs), core competencies and evaluation rubrics for a PhD program assessment.

12:30 – 1:30

Posters – Foyer and Grand Ballroom (large)

Two Campuses Engage Faith and Culture Based Mission Statements with Assessment
[Poster] – Foyer and Grand Ballroom (large)
Dawne Bost and Sheryl Dohm
Wicked Competencies are "Achievements that cannot be neatly pre-specified, take time to develop and resist measurement-based approaches to assessment. They are important to higher education, since they are widely valued by employers and smooth the path of study and other forms of research." Peter Knight , Lecture, Institute of Educational Technology, The Open University, Great Britain. This poster addresses the integration and assessment of these competencies within select UH System schools and Chaminade University.

Design and Implementation of Mental Health Continuous Quality Improvement Procedures in a Hawai'i Corrections Facility
[Poster] – Foyer and Grand Ballroom (large)

Catherine Gallahue, Eréndira Aldana, Allison Wagner, Daniel Kinikini, and Julie Takishima-Lacasa
This presentation will describe the methodology of two continuous quality improvement (CQI) studies designed as part of an ongoing mental health services quality assurance initiative implemented at a corrections facility within the Department of Public Safety of the State of Hawaiʻi. The studies were conducted on a monthly basis to audit facility data on key mental health performance indicators and facilitate quality standards of care via data-driven recommendations.

Wound Care: A Need Identified by a Community of Interest in Hawai'i
[Poster] – Foyer and Grand Ballroom (large)
Sophie Gralapp and Jack Barile
The CHOW Project Wound Care Program was developed to fill a need identified by a community of interest – people affected by drug use, especially people who inject drugs – in response to discovering that CHOW's clients were utilizing emergency department services at high rates. CHOW conducted a needs assessment, which revealed that high emergency department usage was due to clients seeking wound care services. CHOW's Wound Care Program was launched in January of 2016 to fulfill two main objectives: (1) reducing client emergency department usage, and (2) increasing client efficacy in self-care in order address a public health concern.

Micronesian Students in Guam Public Schools
[Poster] – Foyer and Grand Ballroom (large)
Phillip Herman
This poster presentation will focus on a recent study of Micronesian students in Guam public schools. Guam is home to the largest population of migrants from the Freely Associated States (FAS); FAS students made up 22 percent of total student enrollment in Guam public schools in 2012. FAS students face a number of challenges when they enter Guam public schools, including low English language proficiency and low socioeconomic status. Using data from the 2013/14 administration of the Stanford Achievement Test 10th edition reading, math, and language arts subtests in Guam, this study sought to better understand how the characteristics and outcomes of FAS students compare with those of other students in Guam.

Excellent Uses of Assessment Results: A UH Mānoa Showcase
[Poster] – Foyer and Grand Ballroom (large)
Yao Z. Hill
This poster presents examples of academic programs in higher education using learning assessment results for program improvement. The poster defines excellent-use-of-assessment at a large research intensive higher education institution, summarizes ways of using assessment through the content analysis of 238 academic programs assessment reports, provides low-hanging fruit examples in ways to use results, maps excellent example programs on campus, and illustrates excellence with nine concrete programs. Not only does the poster show possible ways for programs to use results, it also serves as a showcase of excellence in using assessment results on campus, thus promoting the assessment-for-improvement concept and culture.

Mana: A digital Storytelling Project Capturing the Student Experience During the Māhina International Research Training Program
[Poster] – Foyer and Grand Ballroom (large)
B.F. Kaleionaia K-aloha
An International Indigenous Health Research Training Program is an intensive international summer research-training program. This program is geared towards undergraduate and graduate students who are interested in biomedical, behavioral science, public health and social science health research careers. Digital storytelling is a process that balances the art of telling a story found across indigenous cultures with research methods by combining multimedia such as videos, photographs, music and audio to give multiple perspectives on the primary research questions. Modern technologies integrated with cultural learning were used to interpret the summative evaluation based. This evaluation tool was used at training completion.

The Importance of Culturally Responsive and Honorable Program Evaluation in Indigenous School Settings
[Poster] – Foyer and Grand Ballroom (large)
Hannah Kivalahula-Uddin
This presentation will discuss the importance of utilizing a culturally responsive, congruent, and honorable qualitative data collection strategy when evaluating education programs in American Indian, Alaska Native, and Native Hawaiian school communities. It is imperative that the evaluation facilitators, participants, and interested community stakeholders have knowledge of local tribal or Native Hawaiian history, colonization, and decolonization strategies with an understanding of how intergenerational historical and cultural trauma may impact today's student attitudes toward education and standardized test performance. Program evaluators in Indigenous communities should utilize culturally responsive methodology throughout the evaluation design.

'Ike Aku, 'Ike Mai: Lessons Learned - Evaluation Capacity Building through Ma Ka Hana Ka 'Ike
[Poster] – Foyer and Grand Ballroom (large)
Melinda Lloyd and Leialoha Benson
This poster shares the methods used and lessons learned through an evaluation capacity building effort in a statewide nonprofit organization over a year-long period. This work had three critical dimensions. First, evaluation capacity building with front-line staff members using a modified design thinking method. Second, surfacing implicit theories of change from a range of related, but diverse programs (e.g., youth development, financial literacy) within a holistic wellbeing framework to create evaluation tools that will be used organization-wide to measure impact. Third, an evaluation of the process to determine utility and value to inform future evaluation capacity building efforts.

Using Trajectories of Treatment Progress to Predict Unsuccessful Treatment Discharge for Hawaii Youth Receiving Intensive In-Home Services
[Poster] – Foyer and Grand Ballroom (large)
Tristan Maesaka, Matt Milette-Winfree, David Jackson, and Charles Mueller

Youth mental health system administrators require a thorough understanding of treatment patterns to develop policies that ensure optimal service delivery. One such pattern is the relationship between therapist ratings of treatment progress and treatment outcomes. We examined treatment progress over time and its association with unsuccessful discharge for youth receiving intensive in-home services in Hawaii's Child and Adolescent Mental Health Division. Low-rated progress in the second treatment month predicted a greater than 50% probability of unsuccessful discharge. Such early-risk indicators can identify youth at risk for treatment failure so that services can be adjusted to increase the likelihood of success.

Lessons Learned in Evaluation Capacity Building
[Poster] – Foyer and Grand Ballroom (large)
Sunnie Makua and Shelly Tokunaga-May
This poster shares the methods used and lessons learned to date through an evaluation capacity building effort in a statewide nonprofit organization. This work has three critical dimensions. First, evaluation capacity building with front-line staff members using a culturally responsive method. Second, the introduction of the six key elements of actionable evaluation (Davidson, 2013) to program staff. Third, alignment of program design, development, and evaluation to achieve organizational outcomes.

Predicting Disruptive Behavior Treatment Progress for Youth in Hawaiʻi's Public Mental Health Care System
[Poster] – Foyer and Grand Ballroom (large)
Austen Taylor Matro
This study examines whether monthly patterns of targeting on four different psychiatric problem areas affects concurrent monthly progress on disruptive behavior problems. Clinical data from the first six months of treatment was collected from 613 youth receiving intensive in-home services via Hawaiʻi's Child and Adolescent Mental Health Division (CAMHD). Multilevel modeling techniques indicated each additional disruptive behavior target endorsed in a month predicted reduced disruptive behavior progress that month ($p < 0.001$). In contrast, higher rates of depressed mood treatment targeting in a given month predicted higher progress ratings on these same disruptive behaviors ($p < 0.01$).

Using Surveys as Indirect Evidence of Learning in Higher Education
[Poster] – Foyer and Grand Ballroom (large)
Jessica Miranda
The College of Education has developed surveys, aligned with our student learning outcomes, for our students in the final semester of their programs and for mentor teachers who supervise our teacher candidates. This poster presentation will outline through the use of text and data visualization: (a) key considerations and principles when developing new survey instruments and survey scales, (b) getting multiple perspectives through surveying multiple key stakeholder groups, (c) recommendations for successful administration of surveys, (d) methods for creating infographics with survey results, and (e) suggested ways of using survey results for program improvement and assessment reporting.

Building Practice-Based Evidence of Effective Treatment in Public Mental Health Services for Youth in Hawaii

[Poster] – Foyer and Grand Ballroom (large)
Max Sender, David S. Jackson, and Charles W. Mueller,
This research examines the effectiveness of mental health treatment strategies used across various treatment targets for youth in public mental health services in Hawaii. The results compare what has shown to be effective in the broader research literature with what has shown to be effective among actual services provided in Hawaii. These efforts to build practice-based evidence for Hawaii's youth contribute to the improvement of local services and to our understanding of ways to address the research-practice gap in mental health treatment.

The Institutional Learning Objectives and Undergraduate Assessment
[Poster] – Foyer and Grand Ballroom (large)
Jenifer Sunrise Winter, Hokulani Aikau, Nalani Balutski, Debora Halbert, Ulla Hasager, Vickery Lebbin, Jennifer Matayoshi, Atina Pascua, Wendy L. Pearson, Sarah Post, Amy Schiffner, Monica Stitt-Bergh, Megan Terawaki, Kyle Van Duser, and Wendi Vincent
The Mānoa Institutional Learning Objectives (ILOs) encompass the University of Hawai'i, Mānoa undergraduate experience as a whole – academic and co-curricular. In 2015-2016, the Assessment Office led a qualitative review of WASC-defined core competencies using the VALUE Rubrics and the expertise of instructional faculty from across campus. This poster presents undergraduate assessment results for critical thinking, information literacy, quantitative reasoning, and written communication. These are presented as baseline data and as the jumping off point for faculty and administrators regarding discussions about how to ensure all students graduate with the knowledge and skills we intend them to have.

1:40 – 2:45

Panel

When Things Go Awry - An interactive problem/solution panel
[Panel] – Grand Ballroom (large)
Herb Lee & Kem Lowry
Best laid plans often go awry. Panelists will describe an evaluation problem or situation they encountered while conducting an evaluation. Participants in the audience will form small groups to brainstorm potential solutions . At the end, panelists describe how they actually addressed the problem and comment on the solutions that emerged in the small group discussions.

Papers

Content in the Background: Using Evaluation Theorists as the Principal Motivator for Foundational Evaluation Courses
[Presentation] – Mauka I-II (large)
Abhik Roy and Reagan Curtis
This session presents results from a study of multiple face-to-face and online foundational program evaluation classes that were framed around a particular theorist rather than content. While students in all sections were exposed to similar models/approaches and were

required to plan as well as implement a real-world program evaluation, student-level outcomes of those classes constructed around Michael Scriven and Robert Stake were found to be different. An analysis of both student class assessments items and products indicated that deliverables were influenced by the evaluation theorists' views of social programming, knowledge construction and usage, valuing, and practice.

Three Stages Down! Exploring the Criteria for the Next Generation of Evaluation Theorists through Social Network Analysis
[Presentation] – Mauka I-II (large)
Abhik Roy and Kristin Hobson
Who are the next generation of evaluation theorists? We may not be able to pinpoint exactly who they are, but we can reasonably make predictions of what they may believe in. While there are multiple avenues to explore this, the researchers used social network analysis and the concept of a Scriven Number to describe the principles of future theorists. As a result, certain new dense groupings called community structures were found. Further analysis indicated that most individuals within these clusters shared theoretical foundations not necessarily aligned with current prominent theorists.

How Much is too Much? Assessing the Value of a Weekly Web-based Participant Check-In System for a Regional Training Program
[Presentation] – Glass Classroom
M'Randa R. Sandlin, Marie Kainoa Fialkowski, Rachel Novotny, Margaret Hattori-Uchima, Michael Weichhaus, and Patricia Coleman
Process evaluation, while potentially obtrusive, is a key component of program evaluation. Process evaluation efforts were conducted weekly in the Child Health Assessment in the Pacific program. The purpose of this study was to assess the administrative value of this weekly check-in system by exploring the administrative meeting minutes and administrators' weekly feedback responses. A content analysis of these documents revealed three themes: real-time value, future value, and effectiveness. It was concluded there is value in a weekly check-in system. It is recommended that a similar system be used when regular engagement is critical to program success.

Evaluator Evaluation Anxiety
[Presentation] – Mauka I-II (large)
Juna Z. Snow
Extreme Evaluation Anxiety (XEA) among evaluators emerged as an unanticipated barrier to gaining access to evaluations for a metaevaluation project. The metaevaluation design used the gatekeeper key informant (GKI) methodology to access and systematically review "grey literature" or unpublished evaluation reports in an NSF-funded research on evaluation study, PEEPs for PD. XEA, or evaluation anxiety in general, is discussed as a threat to the evaluation field in fulfilling the imperative of metaevaluation, which is set forth and emphasized across the professional standards of evaluation practice, as reflected in The Program Evaluation Standards, Guiding Principles for Evaluators, and Essential Competencies for Program Evaluators.

Prescription Drug Monitoring in Hawai'i: Results from a User Survey

[Presentation] – Glass Classroom
Emilee Turner and Daniel Galanis
The Centers for Disease Control (CDC) cites prescription drug monitoring programs (PDMPs) as the most promising state-level intervention to combat the non-medical use of prescription opioids. PDMPs are online data systems that allow providers to monitor patients' prescriptions for controlled substances. In 2015, the Hawaii Department of Public Safety collaborated with the Hawaii Department of Health to conduct a survey of prescribers eligible to use the PDMP. Responses on a 10-15 minute survey of licensed prescribers in Hawaii (N = 1,414) were analyzed to determine awareness of PDMP, and understand the problems and benefits experienced using the PDMP.

Symposium

Native Leadership and Ingenuity in Hawai'i's Hawaiian-focused Charter Schools
[Symposium] – Mauka III (small)
Chelsea Keehne, Wai'ale'ale Sarsona, Charlene Hoe, Pilimai Traub, Kamehaililani Waiau, Olani Lilly

Hawaiian-focused Charter Schools (HFCS) recognize that culture-based education is a pathway to improve native well-being. In the early 2000s through Hawai'i State Act 62; HFCS were created as an attempt to bridge the duality of Hawai'i's education system by using Hawaiian cultural education as the foundation for learning and thriving in today's world. Today with seventeen HFCS across the pae 'āina, there is a growing need to grow school leadership that has the in-depth knowledge, skills and character to lead. Secondly, these schools are on the cutting-edge of educational theory and practice of Native Hawaiian Education. This presentation provides insight into two recent studies on leadership in these settings and how these schools are exploring more effective ways to measure student achievement; 1) Alaka'ina: Female Leadership in Native Hawaiian Education and 2) HFCS Hō'ike: A Demonstration Student Achievement of the HFCS Vision of the Graduate. Findings from both studies underscore the need for parity in cultural knowledge accessibility. Native Hawaiian students must learn about their culture in both formal educational school structures and informal cultural education experiences with family and community. As such, leadership for these schools are likely to require different kinds of knowledge, skills and values.

2:55 – 4:00
Papers

Implementing Social and Emotional Learning Programs in Hawai'i: What does it take?
[Presentation] – Mauka I-II (large)
Linda Toms Barker and Nada Rayyes
There are many evidence-based programs to support social and emotional learning (SEL) and to create positive learning environments, but how well do they work here in Hawai'i? Through an evaluation of SEL grants to 11 schools, the Hawai'i Community Foundation seeks to understand the resources and conditions needed to support successful program

implementation. This presentation will describe: 1) the different needs identified by each of the grantees and the SEL programs selected to address them; 2) lessons learned from Year 1 implementation; 3) early evidence of program effectiveness; and 4) plans for evaluating program outcomes in Years 2 and 3.

Identifying Indicators of College and Career Readiness in the Pacific Region
[Presentation] – Mauka I-II (large)
Daisy Carreon
This presentation will focus on two recently released studies on college and career readiness and success in American Samoa and the CNMI, where education stakeholders have identified high school graduates' college and career readiness as a key concern.The presentation will include information about the college readiness of high school graduates in the Northern Mariana Islands as measured by whether the graduates were placed in developmental college courses or credit bearing college courses at Northern Marianas College, and a college and career readiness profile of each jurisdiction's recent high school graduating class.

Developing a Policy Evaluation of the 15 to Finish Initiative: Conceptual Framework, Theories, and Methods
[Presentation] – Mauka I-II (large)
Jenna Caparoso
In keeping with national efforts to reduce the time it takes students to graduate and to produce graduates who are career-ready, the University of Hawaiʻi at Mānoa (UHM) developed the 15 to Finish Initiative. The initiative encourages students to enroll in at least 15 credits a semester by having counselors assist with course planning. Despite preliminary findings of the initiative's success, a holistic policy evaluation has yet to be implemented. This session will provide an overview of a proposed evaluation design including the study's conceptual framework, research questions, literature review, and methods.

Hōkūpaʻa: Moving Beyond Collective Intent in West Hawaiʻi
[Presentation] – Glass Classroom
Kei-Lin Cerf and Richard C. Seder
The purpose of this paper presentation is to share the reflective journey of Hōkūpaʻa, a multi-sector, multi-stakeholder collaborative initiative in West Hawaiʻi launched in 2015 dedicated to improved outcomes for youth ages 11 to 25.
This paper will share Hōkūpaʻa's journey from collective impact in design, recognition of being collective intent in practice, and next steps in the use of established improvement frameworks to realize this initiative's potential. We draw on evaluation tools such as barrier analysis to understand enabler and barrier factors associated with Hōkūpaʻa's implementation over its two and a half year history.
Those contemplating multi-stakeholder engagements to address educational and social outcomes and inequities can learn from Hōkūpaʻa's experiences. Moving beyond original intentions, we believe we are positioned (and better prepared) to move towards collective action and realize collective impact.

Embodying Dance: Converging Self, Values and Identity: Dance education as a personal journey
[Presentation] – Glass Classroom
Desiree Cremer
The purpose of this qualitative case study is to explore the concept of dance identity and its influence on student personal growth and artistry. This research investigates how participation in a high school dance program can foster student's dance identity. Through critical arts based inquiry with students, in relationship with my own story as a dance teacher and choreographer, this study analyzes dance experiences when exploring movement phrases, learning choreography, and creating and performing dance work. The critical arts based method of create, rehearse, perform, and reflect is a choreographic process used to guide my students through finding their own movement voice and personal dance journey. Findings of this research hope to inform and drive sustaining dance programs and future dance programs. Dance education programs at high schools are an intervention. All students should have the opportunity and access to dance.

Symposium

Finding Evidence of Ancestral Learning Within Contemporary PreK-12 School Contexts
[Symposium] – Mauka III (small)
Chelsea Keehne, Charlene Hoe, Denise Espania, Meahilahila Kelling, Kelly Bradus, & Leinani Makekau-Whittaker
Seventeen Hawaiian-focused Charter Schools (HFCS) participate in the Culturally Relevant Assessment (CRA) project that cascades from the HFCS Vision of the Graduate. Project objectives include cultural competency, readiness for the next level, and academic growth. Three working groups developed tools that explore the research question, What is the evidence of the Hawaiian-focused Charter School Vision of the Graduate? Presenters will gather feedback about 3 instruments and mixed method data; 1) HFCS ceremony performance assessment results (inclusive of genealogy, leadership, land connections, and reciprocal relationship dimensions), 2) HFCS Hōʻike Capstone Project Continuum summative data, and 3) HFCS Assessment Validation summary.