

MARCH 2014



Symposium 2014

Partnerships in Paradise

AFTERWORD

Afterword

Over the course of three days, PSPP engaged more than 170 public and private education stakeholders in an ongoing conversation about promoting partnerships for successful education. Despite their varying backgrounds and experiences, symposium participants shared one common goal -- finding ways to combine their resources for the improvement of education for all children. This singleminded vision created the mosaic of ideas that was the *PSPP Symposium 2014*.

WHAT IS PSPP?

Private Schools with Public Purpose (PSPP) is an organization dedicated to promoting and furthering public-private partnerships for the educational benefit of students everywhere. It began informally, in 2006, as a meeting of ten school leaders who shared a common vision of private schools leveraging their resources, networks and knowledge for the benefit of their larger communities. Guided by the principles best outlined by Al Adams in "The Public Purpose of Private Schools" (Independent Schools, 2000), the PSPP network began to grow throughout Honolulu and the San Francisco Bay Area.

Since those humble beginnings, PSPP has grown to include members from across the country and has held symposia in Oakland, Honolulu, San Francisco, Baltimore, and Seattle. Dedicated to the core principle that collaboration is the key to educational advancement, PSPP aspires to connect leaders in the public and private school realms for the benefit of all. It is this mission that drives the PSPP Symposium. We bring together public and private educational leaders, community leaders, foundation leaders, and corporate and political leaders interested in furthering the educational goals of the communities they serve; and we hope that, through the speakers and events of these symposia, participants will be inspired to form new partnerships and create new educational programs.

Co-Directors

Dr. Carl Ackerman
Ms. Barbara Gee

Regional Directors

Ms. M.J. Thorne Ms. Allison Ishii
Mr. Tony Maccarella Dr. Oliver W. Holmes
Dr. Bonnie Traymore

How to use this ebook

If you were unable to be a part of this year's symposium, we hope that this book will allow you to share in the wealth of energy behind the Private Schools for Public Purpose movement. Included in these few pages are synopses of the addresses, panel discussions, and hands-on activities that filled three long days of collaboration.

If you are using the ebook version, you can take advantage of embedded photo galleries and videos to more fully experience the symposium activities. Just tap a photo and if a video of that speaker is available, it will begin automatically. You might also enjoy the dozens of still shots included within the galleries at the end of the book. If you have a printed version of *Afterword*, you can gain access to recordings of symposium speakers by scanning the QR code at the end of each synopsis. In either case, we hope this publication will give you an opportunity to join in the rich conversation about partnerships and education.

DAY 2 - PUNAHOU

A Lawyer's Job is Simple

David Rosenthal is not a teacher. He was never involved in the field of education in any capacity until 2005, the year he opened Richmond College Preparatory School and accepted the first 20 preschoolers into the charter school program. After a successful 30-year career as a criminal lawyer in Detroit and Richmond, CA, working primarily for poor people in underserved communities, David and his new wife decided to throw it all in and disappear. That was 2006, just a few days before the Safeway Warehouse Fire in Richmond, CA. As he watched the news coverage of the smoke damage to cars and buildings, he thought "Wow! If the smoke did all that damage to property, just imagine what it's done to peoples' lungs." He decided to pursue the case and won a 50-million-dollar settlement on behalf of dozens of local residents. He invested much of the money in Richmond community groups, hoping to help make a difference for the neighborhood.

Two years later, he won another lawsuit in the same neighborhood. But in looking at the lack of results from the first investment, David decided to use this new money himself to try to "change the face of American poverty in the inner city." Despite his apparent idealism, David began his new project with a somewhat cynical assumption -- everyone over the age of eight years old was already lost. This assumption combined with the success of programs like Head Start, convinced him that he could only affect change if he began with four-year-olds.



The Richmond College Preparatory School focuses on creating a healthy environment for preschoolers for as many of their waking hours as possible. The school meets 8 hours each day and 205 days each year. Salaries are higher than those in public schools, but the hours are longer and there can be no excuses for underperformance.

This is just one of the features that resulted from David's attempt to duplicate the model of a Silicon Valley startup. He asked, "Why do people in Silicon Valley work day and night without question?" His answer: "They all want to create something new and they all want to make a lot of money. They all have a common focus." Focus was an easy concept for David because of his background as a lawyer. He joked that a lawyer's job is simple -- he had to get the money from the insurance company's pocket into his client's pocket as quickly and as efficiently as he could. Following the Silicon Valley model, teachers, administrators, and everyone who works at Richmond College Prep are focused on only one thing -- student performance. In fact, the most important quality they seek in teacher applicants is a commitment to the school's focus, and the mental strength to stay committed in the face of overwhelming negative environmental influences.

Today, the Richmond College Preparatory Schools have the highest test scores in the city of Richmond. They do not teach to the test, but they always test what they teach. The school holds teachers, students, and parents accountable for improving student performance. David says that teachers know through data analysis every student's strengths and weaknesses.

Programs include Mexican folkloric dancing, gospel choir, Brazilian jujitsu, gardening, creative writing, acting, art, and mindfulness (meditation). David joked that "mindfulness" did not really impress his gritty Detroit mentality, but after overwhelming positive feedback from staff and students, mindfulness was adapted as a permanent program.

Richmond College Preparatory School has partnered with other charter schools as well as a high-end, all-white, private school in Silicon Valley. In the latter arrangement, the private school provides excellent middle school education to RCPS graduates and RCPS provides diversity for its private partner. Currently there is a waiting list of 200 preschool students, and enrollment is chosen through a lottery. David hopes to find a way to replicate the success of Richmond College Preparatory Schools in other inner city neighborhoods.



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Proficiency and Beyond

To fully appreciate the impact of Naomi Matsuzaki, one must understand the state of Kaneohe in the months before she arrived at the Kahalu'u Elementary School. The neighborhood was best known for its meth dealers and high crime rates. The



school, about to go into state restructuring, had some of the lowest proficiency rates as measured by the state tests. The kids were failing, and as far as the state was concerned, the teachers, administrators, and parents were failing too. Enter the new principal, Naomi Matsuzaki.

She describes her first day as depressing. She had just left a good job with the DOE to come to Kahalu'u and now found herself about to be restructured. Then she looked around. What she saw were good teachers, good kids, and real possibilities.

Kindergarten students in her neighborhood come to the school without the basic skills common among other preschoolers – colors, shapes, etc. It takes the school's youngest students about 3 years to catch up with similar kids outside of Kaneohe, and that means that Kahalu'u students must complete two years of learning for every year from kindergarten through second grade -- just to catch up. The Kahalu'u strategy to accomplish this amazing feat includes an Academic Review Team, which continually assesses the instructional program and provides guidance for future changes. A key person on this team is the Academic Coach. He mentors new teachers and serves as Naomi's eyes and ears within the faculty in general. If teachers have concerns, they discuss them with the Academic Coach and he works with Naomi to address their concerns.

Among the many arms of their Comprehensive Student Support network, is the school's Family Resource Teacher, affectionately known as the school FaRT. She leads parent outreach, an effort much needed in Kaneohe. Naomi said she never says no to any community assistance. If someone wants to help, she puts him or her to work. Kahalu'u extension programs include an aquaponics activity at the

KEY Project, and summer inclusion in the PUEO program. She has also recruited artists, writers, and performers – not just for quick visits, but rather for long-term partnerships with the school that have resulted in regular enrichment programming. The Kahalu'u Ukulele Band performance was a highlight of Day 1 of the PSPP Symposium.

Kahalu'u implements Common Core standards through community service activities. Activities, such as the Sandy Hook Elementary memorial garden, engage students in relevant service projects while challenging them to improve reading, writing, and analytical skills. Teachers rely heavily on mind maps to help their students to organize their thoughts. The impact of their efforts is obvious from their state assessment scores. In 2008, Kahalu'u students scored at 46 percent in reading proficiency and 37 percent in math on the Hawaii State Proficiency Test. 2013 scores were 86 percent in reading and 82 percent in math.

Principal Matsuzaki continues to rely heavily on her teaching staff – leaning on excellent veterans to serve as mentors for newer staff members. Kahalu'u Elementary School has created a system for identifying and cultivating teacher mentors. Teachers are focused on engagement and excellence. Students are made to understand that learning is fun, but also that there are no acceptable excuses for failing to learn. As a consequence of this focus on excellence, Kahalu'u has seen major improvements in state assessment results, and that is one of the reasons that Naomi Matsuzaki was chosen as Hawaii's Principal of the Year. To emphasize her dedication to good teaching, she closed her address with a quote from astronaut-teacher Christa McAuliffe – “I touch the future. I teach.”

Naomi Matsuzaki is currently principal of Kahalu'u Elementary School in Kaneohe. She was selected 2013 Hawaii Principal of the Year for her successful efforts to raise proficiency levels and reverse the downward trends of student performance at her school. Her students and teachers are models for success and her story is an inspiration for all of us involved in education.



The Same Canoe

As Executive Director of the KEY Project, John Reppun takes great pride in the success of this local community center. Here, neighborhood families come for education, civic participation, entertainment, and community. The mission of The KEY Project is “to nurture and promote the cultural, environmental, social, economic and recreational well being of the Kualoa-He'eia area by providing a vital grassroots civic resource that effectively serves the needs of our diverse multi-cultural community.” The KEY Project offers educational and life skill programs for teens and adults in the local community. John believes that non-school area facilities, like The KEY Project, are essential to successful public-private education partnerships, because they provide the link between school time and home time.



The Reppuns grew up in the culture of Windward Oahu. John credits his education in the local public school with his deep-rooted sense of community. He grew up with children of farmers, fishermen, and local entrepreneurs, and learned the necessity for collaboration and organization. He and his family have organized to prevent commercial development from taking over the Kahaluu-Waikane-Waiahole area, to restore water rights to the local community, and to support local educational programs.

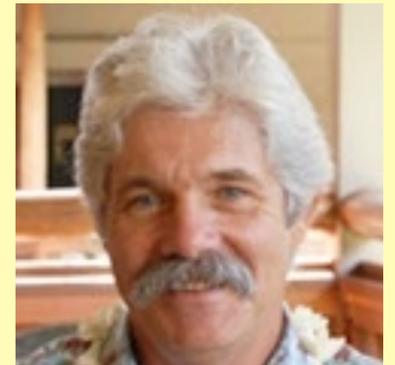
John believes that every good thing in life starts with a sense of community, and he sees his home state as the perfect place for this type of community organization. Everything that happens on the land in Hawaii almost immediately impacts the

bay, because Hawaii is one large watershed. That fact creates a unique challenge, and an opportunity, for all Hawaiians – public schools, private schools, charter schools, and community groups – everyone! We are all connected. "We are all in the same canoe."



Pre-Conference participants embrace John Reppun’s sense of community by pitching in to build an imu, or traditional Hawaiian in-ground oven, at The Key Project. The imu was lit later that afternoon and used to cook lunch for all PSPP Symposium participants the next day.

John Reppun is the Executive Director of The Kualoa-He’eia Ecumenical Youth (KEY) Project. He has also worked with Windward Homeless Coalition, Community Works in 96744, Makawai Stream Restoration Alliance, Kahaluu Regional Park, Hui Malama Aina O Koolau, Kahaluu Neighborhood Board, Kaneohe Bay Master Planning Task Force, Community Trust for Kaneohe Bay, Aloha Aina Recycling, Minami Community Foundation and Hui Ulu Mea Ai. In addition to establishing a reputation as a true local hero, John received the 2008 Lions Humanitarian Award.



Public School Panel

Terry George, President and CEO of the Castle Foundation, began the panel discussion with a reference to “tectonic shifts” within Hawaii that will impact all future decisions about education within the state. He began with the fact that the Georgetown Center on Education and the Economy has predicted that by 2018, 65% of all Hawaiian jobs will require a college education. Unfortunately, Terry noted, only about 42% of working Hawaiians currently have such a degree -- so college readiness is now essential for the state’s students. The second great shift cited by Terry was ecological. He said that damage to Oahu’s reefs has diminished the biomass of the bay by 75% in the past 10 years, so students must be prepared to find solutions to Hawaii’s fragile ecology. The final tectonic shift is a massive effort by the Hawaii DOE to close the achievement gap among its students, and this creates a special challenge for public school teachers and administrators to change their approach to education. Possible directions for these changes were included among the topics of the panelists.

Lea Albert is the Area Superintendent for the Castle Complex. She emphasized community as the most important component in school improvement. Unfortunately, according to Lea’s view, No Child Left Behind left community out of its equation. By reinserting community, the Castle Complex has found success in student achievement. She suggests to all participants that we must break down the walls between school and community.

Meredith Maeda is the retired principal of Castle High School. Used the model of frequent focus groups to improve student performance. Castle’s new focus groups included teachers and students, involving more stakeholders in decisions affecting the school. Community and faculty members were also recruited to help with budgeting decisions, and this helped to create greater consensus around key school decisions. Meredith said that his focus on community involvement led to more community partnerships and an even greater diversity of school programs.

Keileen Isono is currently the vice-principal of Castle High School. She spoke about the benefits of Castle’s involvement in the PUEO program. Castle students get free summer enrichment, including college readiness programs such as SAT prep. Additionally, some of Castle’s teachers benefit from teaching PUEO summer

classes. Keileen ended by sharing a letter from a current senior who participated in PUEO. The letter emphasized that PUEO helped this student to get excited about going to college and investing in her own future.

Donna Okita, a teacher at Castle High School, was a part of the Castle Redesign Team. She took charge of the Character Education component of the new Castle High School curriculum. She created the Po’okela Academy to address character development through community service projects. By recruiting community partners, Donna was able to involve students in meaningful community service work and gain greater community support in the process. She said the success for her at-risk students has been, in her words, phenomenal!

Sheena Alaiasa is the current principal of Castle High School. Her mission was to change her teachers’ perceptions of Castle students. She said that previously many of her teachers’ low opinions of their students had helped to shape their low expectations and weak classroom practices. Sheena used the idea of One Vision to reinvigorate her staff and help them to restore high expectations, focusing on student achievement without limits.

Cheri Nakamura is the Director of the HE’E (Hui for Excellence in Education) program. He’e is Hawaiian for octopus and Cheri said that she is very proud of that image for her program -- reaching out to many groups in the community to form one great partnership. Her interest in the voice of the community in education began with parent complaints about teacher furlows brought on by budget constraints. Although this all began with a negative reaction, Cheri prefers to see the positive result -- for the first time, in many cases, parents began paying attention to decisions made by the Hawaii DOE.

Marlene Zeug is the Wraparound Services Coordinator of the Hawaii DOE. She said that her experience with the Castle Redesign project led her to better understand that change must start with engaging families and communities, despite the fact that the system tends to conspire against collaboration and authentic civic engagement. Marlene used her mom’s banana bread recipe as a metaphor for school change. Her mom told her that banana bread required the same five ingredients every time, but that the immediate conditions (temperature, humidity, etc.) may demand some adjustments to the amounts of each ingredient. She said, although school reform may require the same “ingredients” in each case, local conditions must be considered, and the best way to account for those conditions is through community involvement.

DAY 1 - THE KEY PROJECT

Hot Glass, Cool Tricks

Dave Roberts teaches the art of hot glass at Iolani's KA'I Program. He uses the art form as a metaphor for student growth. His students learn that it takes hard work, commitment, and hours of practice to be able to mold clay into ceramic. More importantly, they learn that, even after all those hours, sometimes things do not take the shape the artist had intended. Those oddly shaped "mistakes" often become the inspiration for new and fantastic ideas. He held up a bowl with one side collapsed and demonstrated how that mistake allowed the user to grip the bowl more firmly than could otherwise be done with a more "normal" bowl. These are the lessons that his students -- often perceived as the "mistakes" of their society -- need more than even the three Rs.



Brad Kerwin teaches magic at Punahou's PUEO Program. Brad describes how his students use the lessons of magic and performance art to learn skills of oral and written expression, public speaking, and problem solving. He says that his students, many of whom have never spoken about school with their parents, often go home after the first day in his class eager to show everyone in their families the

new trick they learned in school. His students continue to hone their skills, both slight-of-hand and expression, throughout the length of the program. Many of his kids have gone on to become professional performers in adulthood. In fact, one of Brad's graduates, Will D, played guitar and sang for PSPP Symposium participants during lunch on Day 1.



"The symposium was wonderful. The activities matched it's goal of match-making. Mahalo nui loa."

PUEO Co-Director, Kylee Mar, gets the Pre-Conference participants started making their own traditional ti leaf leis.



Ola - *Health is Everything*

PSPP Symposium participants were given the unique opportunity to screen a new documentary film about health and healthcare. Directed by Matthew Nagano, *Ola* is a film that attempts to see healthcare as a problem entirely apart from the debates going on in Washington, DC. To better explain his view of healthcare, the film tells three stories about people who have taken a new approach to making people healthier. To begin to understand these stories, read the information below taken from the *Ola* website.

PROBLEM – Higher Risk of Chronic Disease

The incidence of chronic disease and unhealthy behaviors like smoking are much higher among those populations with a high school education or less. Lack of quality education also leads to higher rates of poverty, which influences all the other social origins of health.

SOLUTION – Healthy Lifestyle Education

Early education and exposure to healthy lifestyle choices, nutrition, and academic excellence can encourage a lifetime of healthy behaviors and choices. More importantly, a comprehensive and quality education equips individuals with tools to escape poverty, homelessness, and environmental causes of poor health.

PROBLEM – Lack of Housing

People who don't have a decent place to live, are homeless, or who must spend a majority of their income on inadequate housing, all suffer from extra health care burdens. These include increased stress, which damages both the body and the mind, and a persistent inability to afford routine health care, which leads to more severe and chronic diseases.

SOLUTION – Healthy Neighborhoods

Public policies that encourage healthy neighborhoods, affordable housing development, and remedies for the special living challenges of our senior population can help address some of the underlying causes of poor health. Innovative programs that encourage individuals and organizations to make an impact on these issues must be encouraged and supported.

PROBLEM – The Price of Healthy Eating

Often, eating healthy can be an expensive proposition. Access to healthy, affordable food is a challenge for all given Hawaii's isolation and dependence on imports, but these burdens are particularly high for those who are not among the financially well off.

SOLUTION – Accessible Community Gardens

Community gardens that are accessible to all, and policies that encourage the development of sustainable, organic agriculture projects will help expand access to nutritious foods. In addition, an expansion of programs to encourage healthy and gardening among youth can instill a lifelong commitment to better nutrition.

PROBLEM – Stress Effects on Health

Where you live can be a much better indicator of the quality of your life than all else combined. The evidence is clear: stress kills. Higher rates of stress are linked to increases in diseases like hypertension, obesity, and depression.

SOLUTION – Supportive Social Planning

More comprehensive social planning that incorporates environmental issues, economic development, transportation, and public safety, will create more livable, more supportive, and more healthy environments for people to live in.

PROBLEM – Environmental Decay

Just as in nature, people can only thrive under supportive living conditions. Greater environmental decay and general disregard for protecting our natural resources lead to conditions that threaten our livelihoods and our society's health.

SOLUTION – Respect for the 'Aina

Greater respect for the 'aina (the land), and a more comprehensive approach to managing our resources (watersheds, agricultural lands, and our air), can encourage environments that allow people to thrive and lead healthier lives.



Matthew Nagano was born and raised in rural Waimānalo on the island of O‘ahu. He has

worked in Hawai‘i’s health care industry since 1987, including stints in an acute care hospital, the state’s largest health insurance plan and, most recently, in the nonprofit public health sector. He speaks regularly at health care conferences and to medical organizations on system transformation, health care reform, and innovation. *Ola* is Matthew’s first film.

Coffee, Ti, and the Church of the Blue Sky

Just before lunch at the Waianu Farm, John Reppun explained, with a grin, his views on organized religion. When he and his siblings were young, his father – not a particularly religious man – decided one day that the family would start attending church services on Sunday. John says they spent six weeks trying one church after another. Each time, his father was dissatisfied and sought out a new destination for the following week. Finally, on the seventh Sunday, Mr. Reppun sat with his kids and explained that they were all now members of the Church of the Blue Sky – it's always open and everyone is welcome. This brief lesson in spirituality may help to explain John Reppun's sense of community and how it has led him and his brothers and sister to invest their lives in the Waianu Farm and the Waiahole neighborhood.

Paul and Charlie Reppun and their family are not teachers, but they may have something to teach education professionals everywhere – Community is the Key. The Reppun's have found a way to make education relevant to the lives of kids through a direct connection with the land and their community. They have turned their 20+ acre Waianu farm into a classroom. Students from local schools participate in activities that focus on sustainable living and traditional Hawaiian culture. Meanwhile, the Reppun family and their students produce taro, coffee, and ti for the entire community.



Up mountain, or *mauka*, the Reppun family operates a taro farm. Taro was once the staple crop on Oahu before the sugar growers arrived. It is an excellent food source and the basis for poi. Taro, like rice, grows under water, but unlike rice, taro only grows in cold running water. As a result, taro growers need a constant supply of fresh water. This requirement never deterred the early farmers because the island is home to a range of mountains with hundreds of rivers that flow down to the ocean on all sides. Unfortunately, the sugar growers found ways to divert the water from the rivers near the Reppun farm using three long tunnels that carry millions of gallons of fresh water to their Leeward side plantations each day, and now, even though the sugar plantations are long gone, the water is still diverted to central Oahu and protected by the state of Hawaii.

Paul explained how the family has found ways around the problem to create a necessary supply of cool running water, but it has not been easy. Among their many attempts to secure the water necessary for restoring their Windward community's traditional agricultural lifestyle has been an almost 20-year court battle with Leeward residents over water rights. After all that time, the court decided on a split between the two sides of the island – a decision that has been unpopular with all parties. As with everything else on the farm, however, the Reppun family has found ways to continue their operation with only the resources nature, and the state of Hawaii, provides.

The water feeds the taro, but also generates the power to operate farm and home. The Reppun's built a waterwheel that drives a car alternator to produce 12v DC current. That energy is stored in four large golf cart batteries and, from there, converted to 110v AC via a power inverter. Combined with multiple solar panels placed across the farm, the waterwheel provides all the electricity the Reppun family needs. Throughout the taro fields, the Reppun's raise chickens. The hens provide eggs and their manure fertilizes the ground near them. Some of the chickens are even housed in mobile coops, so they can be moved to locations where fertilization is most useful at that moment.



The farm is relevant down to its roots and kids can feel that relevance from the moment they sink their toes into the dirt. Educators know that many young people lack an understanding of

their own self worth, and consequently they cannot envision their own success. School can reinforce these misperceptions by providing curricula so irrelevant to students' realities that kids simply disengage. Students learn from the Waianu Farm. They learn the value of a connection to the land. They learn the value of good nutrition and hard work. Mostly, students learn the value of themselves within their community. They don't just visit the farm, they participate in the work and suddenly the farm's success is their success -- and they can see it.



Makai

Makai, or downstream, from the Waianu Farm is the Paepae o He'eia. Pre-conference participants were treated to a "tour" of this centuries-old Hawaiian technology. As part of the pre-conference tour, PSPP participants rolled up their sleeves – and their pants – and assisted the fishpond staff in clearing out invasive seaweeds from the pond and the neighboring cove. Seaweed found on the beaches of the cove were gathered into bags and spread throughout a garden as mulch, while the growth from the pond was washed thoroughly and used as part of the Symposium's lunch the next day. Recycling is more than a triangular symbol when all of life is restricted to an island in the middle of the Pacific. Survival depends on finding ways to suffice with only the available resources, and that is why fishponds were necessary in Hawaii. Ocean fishing is disrupted by weather conditions, beyond the control of the local population, so fishponds provided a consistent source of food that could supplement the uncertain flow of fish from the sea.

Before the sugar growers arrived, Hawaiians raised fish at the edges of the ocean in walled off ponds fed by tidal waters. The walls of Paepae o He'eia, built 800-900 years ago, had been overrun with mangrove trees, an invasive species brought here probably in the last century.

Although the mangrove is part of the natural aquatic habitat in the Caribbean, the fish in Hawaii do not like it. To eliminate the problem, the mangroves had to be cut down below the water level. So the Paepae o He'eia staff



and their family of local workers have been cutting down the trees one by one, and after 10 years of restoration, they have finally reached the halfway point on the 7000-foot wall. The best news is that the wall has survived underneath all those trees for all those decades.

Restoring the wall is only one part of bringing the fishpond back to life. The water in the pond has to be maintained at a certain depth and must be constantly recycled to insure adequate oxygen and the right mix of saltwater and freshwater for the growing fish. This is accomplished through a natural filtration system that brings new water in from the rest of the fishpond's cove, a location that had once been designated for dredging to create a deep-water port. The key to Hawaiian fishpond technology is the *mākāhā*, or sluice gates. These technological wonders, unique to Hawaii, are so important to the health and success of the fishpond, that *kia'i* (guardians/caretakers) were on duty 24/7 to watch the flow. The six *mākāhā* at Paepae o He'eia have been built at opposite ends of the pond so that three can regulate the flow of saltwater from the ocean and three control the flow of freshwater coming from the mountains. The resulting brackish pond is the perfect habitat for a variety of fish species, all of which make excellent sources of food for the local Hawaiian population.

Like their Waianu counterparts mauka, Paepae o He'eia has become more than a fishpond -- it is a school for local Hawaiian students who drastically need to learn their connections to the land. Kids work at the fishpond to earn credit toward graduation. They perform the tasks sampled by pre-conference participants, but they also learn the nuts and bolts of fishpond technology and its history within their own community. Teaching place-based knowledge and ecological-based studies that foster values and concepts of traditional fishpond management, Paepae o He'eia has developed a curriculum that they deliver to everyone from pre-school thru *kūpuna* (elders). Educational programs include partnerships with local charter schools, upper-level University of Hawaii classes, one-time field trips, research and community outreach opportunities, and the He'eia Ahupua'a Internship. Funded by the Harold K. L. Castle Foundation and Kamehameha Schools, this paid internship allows local young adults to connect with traditional Hawaii while learning skills necessary for success throughout their lives.

Whether mauka at Waianu Farm or makai at Paepae o He'eia, people like the Repun family are inventing new ways to help kids learn the age-old values of hard work, community, and self-worth. By taking students back to the roots of their communities, they hope to revitalize Hawaiian culture, reinvest in Hawaiian environment, and reinvigorate Hawaiian education. Programs like theirs may be the

solution to a reimagined educational system, in which students, teachers, parents, and neighborhood leaders join together to shape a new spirit of community -- the spirit of the Church of the Blue Sky.

PHOTO GALLERY: *Pre-Conference Activities*



Pre-conference participants help clear the fishpond of invasive seaweed species. The local fish don't like this seaweed, but fortunately PSPP Symposium participants enjoyed it plenty as part of their lunch on Day 1.

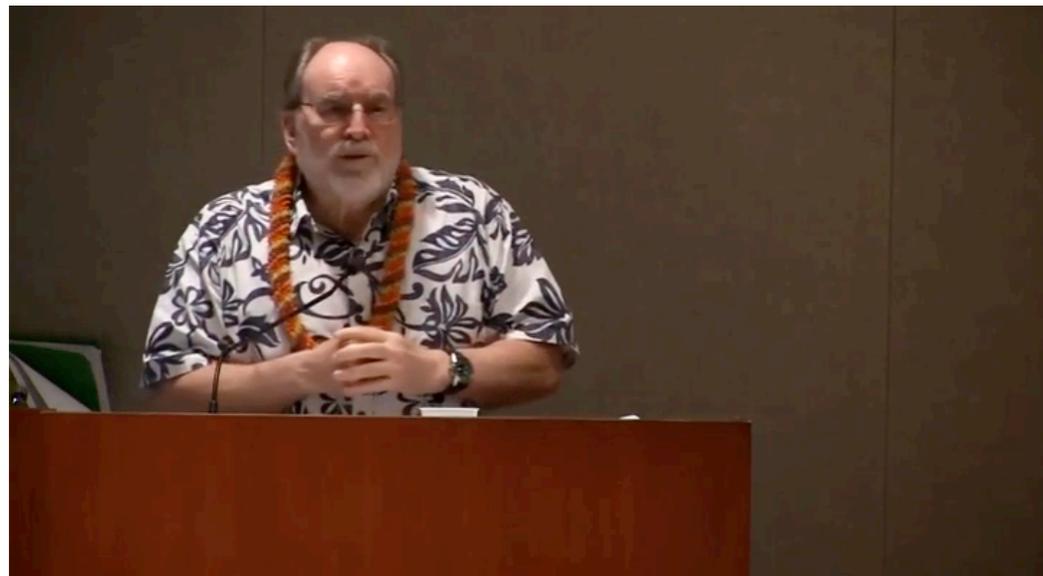


“Covered a lot of ground in only a couple of days. Great opportunities to network.”

Human Potential is the Same for All

Governor Neil Abercrombie addressed the PSPP Symposium briefly at the start of the second day. He began by quoting from a book by the Dalai Lama -- "Human potential is the same for all. Your feeling 'I am no value' is wrong -- absolutely wrong. You are deceiving yourself. We all have the power of thought, so what are we lacking? If you have the will power, you can do anything. You are your own master." Using these words of the Dalai Lama, Governor Abercrombie encouraged participants to find their roles in the Private Schools for Public Purpose movement. He said it was too easy to feel beaten down by the forces that demoralize us and try to convince us that we have no power. The governor reiterated that we do have the power and that, through the various symposium activities and speakers, we can all find our purpose.

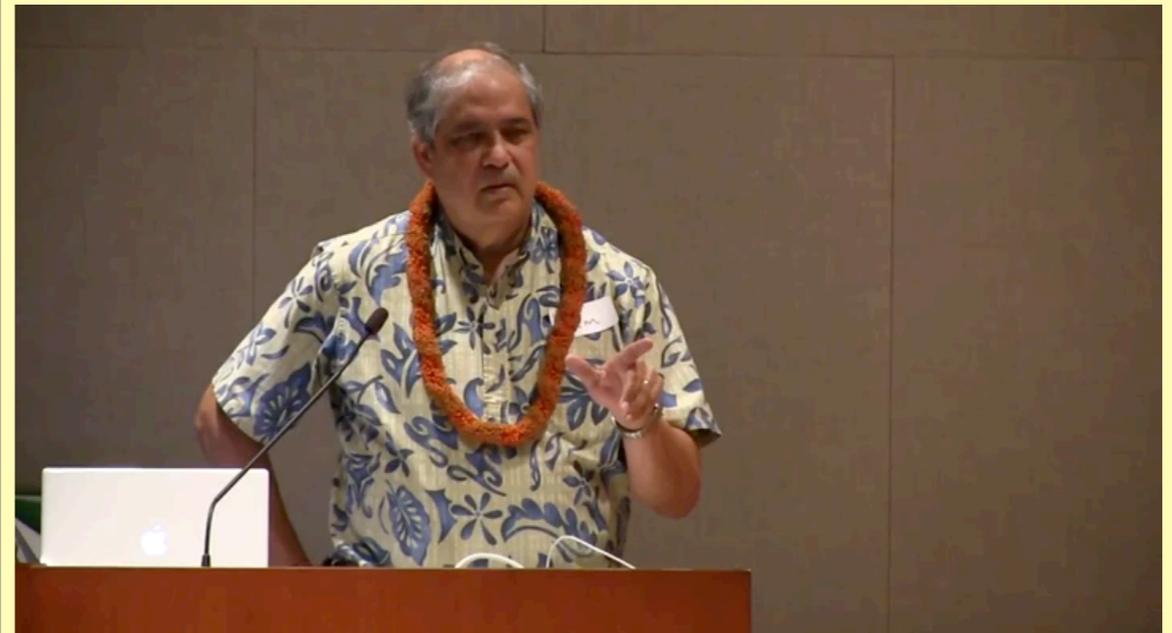
He noted the irony that in an age of information, we are bombarded with so many factoids that we actually feel less and less knowledgeable about anything. He said that the entire experience tends to immobilize and isolate us. The purpose of the PSPP Symposium -- to form partnerships -- can be cathartic in such a world. Al-



though most of the symposium could have been accomplished as a webcast, Governor Abercrombie said that it is this face-to-face experience that will inspire us to form partnerships, because seeing the reality of the others, who share our need to make a contribution to the world, makes us feel less alone and more empowered. So the governor of Hawaii exhorted participants to take advantage of the opportunities for collaboration made possible by the PSPP Symposium, and to break out of our familiar spaces and form the partnerships that will inevitably lead to better education for all of our students.



We Cannot Do It Alone



Dr. Jim Scott, Head of Punahou School, opened Day 2 in Punahou's Wo Center with a traditional Hawaiian song. As an illustration of the school's commitment to its public purpose of serving its community, Jim proudly announced that over half of this year's Punahou graduates will attend college on need-based scholarships. He encouraged participants to renew their commitments to serving their own communities and to understand that everyone benefits from private-public partnerships.

Kathryn Matayoshi is the Superintendent of schools for the State of Hawaii. As leader of the ninth largest school district in the country, serving over 180,000 students, Kathryn's mantra is "We cannot do this alone." She embraces partnerships with private and charter schools because she believes that, only through these partnerships, can Hawaii educate all of its children.



A Lawyer's Job is Simple

David Rosenthal is not a teacher. He was never involved in the field of education in any capacity until 2005, the year he opened Richmond College Preparatory School and accepted the first 20 preschoolers into the charter school program. After a successful 30-year career as a criminal lawyer in Detroit and Richmond, CA, working primarily for poor people in underserved communities, David and his new wife decided

to throw it all in and disappear. That was 2000, just a few days before the Safe-way Warehouse Fire in Richmond, CA. As he watched the



news coverage of the smoke damage to cars and buildings, he thought “Wow! If the smoke did all that damage to property, just imagine what it’s done to peoples’ lungs.” He decided to pursue the case and won a 50-million-dollar settlement on behalf of dozens of local residents. He invested much of the money in Richmond community groups, hoping to help make a difference for the neighborhood.

Two years later, he won another lawsuit in the same neighborhood. But in looking at the lack of results from the first investment, David decided to use this new money himself to try to “change the face of American poverty in the inner city.” Despite his apparent idealism, David began his new project with a somewhat cynical assumption – everyone over the age of eight years old was already lost. This assumption combined with the success of programs like Head Start, convinced him that he could only affect change if he began with four-year-olds.

The Richmond College Preparatory School focuses on creating a healthy environment for preschoolers for as many of their waking hours as possible. The school meets 8 hours each day and 205 days each year. Salaries are higher than those in public schools, but the hours are longer and there can be no excuses for underperformance.

This is just one of the features that resulted from David’s attempt to duplicate the model of a Silicon Valley startup. He asked, “Why do people in Silicon Valley work day and night without question?” His answer: They all want to create something new and they all want to make a lot of money. “They all share a common focus.” Focus was an easy concept for David because of his background as a lawyer. He joked that a lawyer’s job is simple -- he had to get the money from the insurance company’s pocket into his client’s pocket as quickly and as efficiently as he could. Following the Silicon Valley model, teachers, administrators, and everyone who works at Richmond College Prep are focused on only one thing -- student performance. In fact, the most important quality they seek in teacher applicants is a commitment to the school’s focus, and the mental strength to stay committed in the face of overwhelming negative environmental influences.

Today, the Richmond College Preparatory Schools have the highest test scores in the city of Richmond. They do not teach to the test, but they always test what they teach. The school holds teachers, students, and parents accountable for improving student performance. David says that teachers know through data analysis every student’s strengths and weaknesses.

Programs include Mexican folkloric dancing, gospel choir, Brazilian jujitsu, gardening, creative writing, acting, art, and mindfulness (meditation). David joked that “mindfulness” did not really impress his gritty Detroit mentality, but after overwhelming positive feedback from staff and students, mindfulness was adopted as a permanent program.

Richmond College Preparatory School has partnered with other charter schools as well as a high-end, all-white, private school in Silicon Valley. In the latter arrangement, the private school provides excellent middle school education to RCPS graduates and RCPS provides diversity for its private partner. Currently there is a waiting list of 200 preschool students, and enrollment is chosen through a lottery. David hopes to find a way to replicate the success of Richmond College Preparatory Schools in other inner city neighborhoods.



Good Will Always Prevail

Possibly the most enthralling speaker of the symposium was an ex-corrections officer, currently a martial arts instructor for troubled teens named Matt Levi. Matt began with the amazing true story of his family



background. He is the adopted son of Werner and Wilma Levi, German Jews who had escaped Hitler's extermination by just a few years. In the early 1940s, the Levis lived in Minnesota and worked as academics – his father was a professor and two-times a Fulbright Scholar, and his mother was the indexer of the Minnesota Historical Society. The Levis adopted two children in Minnesota and eventually moved to Hawaii in 1960. In 1976, his father reached the mandatory University of Hawaii retirement age. He sued the university and won the right to continue to teach and write well into his 80s. Matt's sister holds a Ph.D. in Japanese History from Stanford University.

His parents' stories of the Holocaust helped Matt to develop a strong character. He learned to take nothing for granted and to be grateful for all that he has. He learned to accept responsibility for his mistakes – admit them, fix them, and move on. He also learned that prejudice is wrong – no matter what it looks like. It often takes the form of indifference, but Matt says that indifference is as cowardly as more active forms of discrimination.

He is now a martial arts instructor for teens in the juvenile justice system. Hawaii is the only state with martial arts training in its juvenile court system. Matt currently has funding for only 60 students, but his program is credited with helping to create one of the lowest recidivism rates among juvenile offenders in the country.

The problems of Hawaiian teens in the juvenile court system, most of whom are young men, include dysfunctional families, drug abuse, and the absence of a strong male role model. Rather than obsessing on a particular drug, Matt focuses on the children. The problem is the child not the drug. He says that we must set strong examples for our kids. Sports programs and education partnerships are important, but all lessons learned in sports must be applied to life. The adults involved with children must continue to help them to learn life's lessons and support them as they move forward to become successful and productive members of society.

Matt's program focuses on project kids, starting with 7-year-olds. He tries to teach his students to follow a new path to success. His Lawakua form of mixed martial arts demands hard work and dedication, and creates a structure Matt says kids need and want. Beyond the juvenile court system, he has partnered with Carl Ackerman to offer martial arts training at PUEO. Matt closed his address by proudly listing past students who had graduated his program and gone on to colleges all over the country. Finally, he expressed gratitude to his parents for teaching him the lesson on which all his work is based -- "Good in this world will always prevail."

Matt Levi is a 1966 graduate of University High School in Honolulu. He worked for many years as a television reporter, and currently examines social issues on a half hour investigative show that airs several times each year on the local CBS affiliate. He owns a private detective agency and a separate security company that does everything from bodyguard work to posted security.



Since 2005, Matt has worked with the Treatment Team of Juvenile Drug Court on Oahu, which is part of Family Court. He is a martial artist, and selected JDC teenagers are court-ordered to train with him. Outside of JDC, Matt volunteers as an instructor at public housing projects on Oahu. The program currently trains 50 to 60 young people. Part of that effort in-



cludes a scholarship program for housing kids to attend private school on Oahu. They currently have some 15 public housing students in private middle school and high school, as well as college. The program has partnered with PUEO in the past, and Matt hopes to again in the future.

Kokua is Key

Casey Agena and Colleen Murakami represent both sides of the public-private partnership. Casey is the Director of the Summer Program at the Punahou School and Colleen is the Science Specialist at the Hawaii Department of Education. Through an interactive online survey, they engaged symposium participants in a discussion of partnerships with a focus on *kokua* – Hawaiian for mutual assistance or the idea



that all partners have something to give. *Kokua* is the key to establishing a partnership of equals – one to which all partners contribute something the others need.

Colleen used a dating metaphor

to describe her ongoing partnership with Carl Ackerman and the Punahou School. Courtship, she said, is the first stage. She met Carl 15 years ago in Youth Service Hawaii. He approached her about a summer bridge program two years later. As they became better acquainted, they discussed the outline of the future PUEO program. But before they could “give birth” to PUEO, Colleen said they had to meet each other’s parents -- their partnership needed the cooperation of others within their public and private realms. As is so often the case, they hit a roadblock – the public school officials expressed a fear about brain drain. Despite this setback, Carl and Colleen chose to move forward anyway and began planning “the wedding” – they designed the summer program. In order to overcome the roadblock, they had to develop trust between the private school and a few of the public school principals. They began the PUEO program pilot with just 40 kids who entered the program in the summer after fifth grade. The breakthrough came through *kokua*. When all parties realized that they had something to give to the partnership, the fears began to fade. The key was in breaking down the implied power disparity – to transcend the arrangement in which the grand private school imparts its wis-

dom onto its poor public school neighbors. With a joint understanding of *kokua*, all parties are equal and everyone gains.



Partnership is Fun



The KEY Project and some local schools have teamed up to create a Hui program for kids who want to learn the traditional Hawaiian dance form -- the Hula. Symposium participants were treated to an exhibition of their talents.



We Know the Problem

Tim Cottrell began the afternoon session with some thoughts. “We believe in education; we have identified a problem – poverty; and we have a palette of successful solutions. Why aren’t we solving the problem?” He went on to suggest that as a society, we are very good at rolling out big systemic solutions – like a cure for polio. But according to Tim, polio was easy – get a shot and you are all set – education requires a complicated set of relationships.



Tim’s success in Rochester proved it could be done on a small scale. When he wanted to expand and scale the program, however, he encountered push-backs from a variety of groups that saw his successful program as potentially negative for their own group. Some complaints that Tim cited: “You are making the teachers/administrators look bad. You are trying to steal our best students. You are operating outside of the collective bargaining unit. I have a political supporter with a different program that I’m going to promote. You will be cannibalizing fundraising efforts that should go to the students of our school. You are not employing union teachers. The teachers are not certified. The school board should not support you because my kid did not get into your program.” Legitimate or not, these complaints must be seriously considered in order to scale a private-public partnership.

The problem for scaling successful programs may be similar to that of startup companies. Tim told of his experience as an entrepreneur. He would prepare for meet-

ings with venture capitalists by assembling all the reasons that his idea was great, but the venture capitalists did not want to hear this presentation. They told him that they assumed his idea was great, but what they needed to know was how he planned to market this “great idea.” Communication became the key factor. Learning from this experience, Tim approached new constituents by asking what he might do for them. This “relationship” approach was so successful, that eventually Tim was sitting at a table with both the Superintendent of Rochester Schools and the President of the Rochester Teachers Association (no small feat in a contentious public school environment), discussing how to incorporate his program into more Rochester schools. Tim asked the teachers union president what he wanted most from the program, and found that teachers wanted students to return in September in better shape than they had without the program. Summer loss was the problem that teachers identified – a problem they could not solve on their own.

The Greater Rochester Summer Learning Association was born from that meeting. The association is still growing and still flourishing. So Tim’s message to the symposium was to temper the “sell” of the program. Instead of trying to pitch the qualities that make your program better than anything else currently being used, reach out with the more humble question of “What can our program do to best help you and your kids?” Spend time understanding the needs of all your constituents at the outset, and you may avoid a future of complaints.



Dr. Timothy R. Cottrell has a broad background in math and science with hands-on knowledge of communications, technology, engineering, and entrepreneurship. Prior to joining Iolani School in July 2012, Dr. Cottrell served for six years as Head of School at The Harley School in Rochester, New York. At Harley, Dr. Cottrell established the Center for Mindfulness and Empathy Education. He formed partnerships between Harley and the University of Rochester and Rochester Institute of Technology that focused on sustainability education, and also led to the launch of a project to construct a "living building" designed to educate students in creating a sustainable future. At Iolani, Dr. Cottrell has led the implementation of a One-to-One Initiative, which placed iPads in the hands of all 1,880 students, and guided the school through the final construction phases of the 40,000-square-foot Sullivan Center for Innovation and Leadership. He teaches courses in advanced leadership and applied renewable energies, and serves on the Board of Directors of the Hawaii Association of Independent Schools (HAIS).

Partnerships in Action

Al Adams

Al Adams, one of the true leaders in the Public Purpose movement, was the Head of Lick-Wilmerding High School in San Francisco from 1988 to 2011. He opened the panel with some brief remarks about summer learning loss. He said that it is the number one problem with education, and that many of the panelists are involved in programs that attack that problem. After humbly introducing the panelists, Al told of his experiences with his own program, Aim High, the program he started in the Bay Area. He said that the measure of success at any school should be the level at which students are authentically engaged. Aim High, in business for 28 years, has become very data driven – in a good way. It expanded from a single site of 50 kids to 15 sites serving 1500 students, funded by 4 million dollars per year. They never open a new site until that site has enough funding to stay open for three summers. They ask donors to make multi-year grants – three-year donations are their

standard. 90% of Aim High students have graduated high school and 90% of those have graduated college. The program's impact is also evident in the fact that one-third of all Aim High teachers are



Aim High graduates! He reminded program leaders that assessment is not just about raising money, but more about improving the program itself. Aim High also regards partnership as its hallmark, earning the National Partnership of Educational Access Award for Excellence in Collaboration this year. He suggests that all programs, if they wish to succeed and expand, must be laser focused on their core mission while remaining opportunistic. Aim High's mission is access, because access to quality education for all children is the civil rights issue of our era.

Guybe Slinger

Guybe is the Director of Community Engagement at the San Francisco Friends School, a K-8 Quaker School in the Mission District. The Mission is the site of many recent changes, including tech startups, causing gentrification. His school moved to the area in 2008. The Friends Community Scholars program was created to allow low-income, high-achieving students to attend the Quaker School. The students gain an education that they otherwise could not afford, and the school gains diversity, because, as Guybe says, students learn best from others when the others are different from themselves. He finished with a story about his brief meeting with Jonathan Kozol. While Mr. Kozol was signing Guybe's book, Guybe asked what is his advice to someone from within the private school system. Kozol, a proponent of better public education, told him that although we need lots of people outside to break down the gates, we also need people inside to open them up.

Allison Ishii

Allison is the Director of the Sullivan Center for Innovation and Leadership at Iolani School in Honolulu, and leads the KA'I Program. She explains that her approach to starting the KA'I Program was to speak with all the participants at a prior PSCP Symposium and ask what their programs did well and how. KA'I is a community-based summer bridge program. They select incoming middle school students from a single elementary school. KA'I students have been identified as "on the bubble" – in danger of dropping out by ninth grade. KA'I has a very low student-teacher ratio in order to provide each student with as much attention as possible. The program uses the arts and community service to excite students about learning, in the hope that they will carry that energy back to school in September. Additionally, since it is a community-based program, KA'I students do not return to school as the only kids with the KA'I experience. Rather, there are dozens of kids in the neighborhood who have shared this experience, and together they all spread the energy throughout the school year.

*The symposium was excellent!
I attended all 3 days and appreciate
all the content that was shared and the
relationships that were forged.*

Pete Barazza

Pete teaches American Literature at the Punahou School and Language Arts in the PUEO program. He says that PUEO creates community. One sign of this community is that graduates consistently return to PUEO to work with the younger participants. The impact of the program is felt beyond each PUEO student – it impacts that student’s family, friends, classmates, and neighborhood. Pete teaches writing through experiential learning. High expectations combined with academic responsibility create college readiness – the goal of PUEO. Student achievement is helping to create a cycle of success within their community.

Judy Cramer

Judy is a 6th grade math teacher at Kamehameha Schools and the Executive Director of Youth Service Hawaii, which seeks to promote service and service learning in schools throughout Hawaii. She says school is connected with real-life. YSH has created a Youth Philanthropy Board, in which students learn about service learning and grants writing. They decide which projects should be funded and which will be pursued by the YSH. Students later present the projects at a conference at the end of the school year. She said that the biggest challenge is convincing teachers that service learning is not just an add-on -- it is central to student engagement.

Camille Seals

Camille is the Director of the Aspire Program at Hathaway Brown School in Shaker Heights, OH. The Aspire Program seeks to advance leadership skills in Shaker Heights girls. They support the girls throughout the school year by keeping up with their grades and offering help along the way. Camille is proud to announce that the first cohort of fifth graders from 2001 has just graduated college. Aspire also offers opportunities to student teachers to allow them to try out the field, and Camille has seen that even those who decide against teaching have gone on to support the Aspire program in other ways. Her advice to others is to stay true to the mission. Even if enrollment is small, impacting one life is important.

Barbara Gee

Barbara cofounded the Heads Up community outreach program at the Head-Royce School in Oakland, CA. Heads Up has been around for 26 years, and each year it provides summer enrichment for 30 middle school students. The program combines academics, athletics, and character development. Program leadership is the key to its sustained success. Assessment tools are also important to sustain funding – funders want to see evidence of success. Part of this is continuing to track

students beyond the program years. Barbara believes that every child has a right to rise and as the children rise, society rises.

David Holmes

David has developed the Character Growth Project as Head of School at Community School in Sun Valley, Idaho. He began by thinking about indications of a renewed interest in character building. For instance, he mentioned the recent popularity of the movie, *True Grit*, and alluded to Angela Lee Duckworth’s TED talk connecting character with academic success. Core variables are categorized into seven traits – social intelligence, gratitude, self-control, grit, optimism, curiosity, and zest. Students self-report on their growth in each category, and teachers assess students on the same categories. One huge challenge that David noted was convincing colleges to look beyond SAT scores at these intangibles in admissions decisions.

M.J. Thorne

M.J. has recently stepped down as the Executive Director of the Odyssey program in Atlanta, GA, after 12 years in that position. She spoke of the things that all program leaders have in common. Every program has something that is unique and of which each leader is most proud. Additionally, each program has developed partnerships, which make both parties greater than the sum of their parts. Odyssey partners with The Westminster Schools to reach the “middle third” of students – those who can achieve but may need that extra push. One of M.J.’s most recent successes is Triathlon in a Box. Students participated in a program-ending triathlon that engaged every family as spectators. She suggested that when building partnerships, look at all facets of the arrangement in order to find the win-win.

Bonnie Traymore

Bonnie is Site Director for the Peninsula Bridge Program, which is a consortium of seven different programs in the Bay Area. Her school at Pinewood is the newest member of the consortium. Pinewood School includes an extensive drama component that recently saw students performing one act of Shakespeare. Teaching Assistants lead elective classes to allow Pinewood to offer great variety at a low cost. Additionally, these TAs often go on to use their Pinewood experience to further their future careers. Win-win! Bonnie said she had tried conducting in-house assessments in response to the demands of funders, but found the tests to be too intrusive and time-consuming. Now, she uses data from the public school tests as evidence of her program’s success. She suggested that future programs think big, but start small, and reach out to local corporate leaders to advance the interests of both parties.



Student Panel

The final act of the PSPP Symposium was a Student Panel. Students involved with the PUEO and KA'I programs answered questions and discussed the values of summers at Punahou and Iolani. The panel was led by Kirk Uejio, a teacher in the KA'I program at Iolani.

Gabby Perry

Gabby has been a Mentor in the KA'I program for four years, since her junior year in high school. She was one of the first mentors selected for KA'I and defines her role as teacher, big sister, and mentor. Her favorite part of KA'I is the service component. She says community service is essential to the program because the KA'I mission is to go beyond the students and have an impact on their communities. Gabby said that facing "a pack of middle school kids" was the biggest challenge she faced as a KA'I mentor. Her advice to those who want to start a new summer program is that it is all about the partnership.

Trentt Mida

Trentt is a ninth grade KA'I student in his second year with the program. He was originally selected for the program in seventh grade, but rejected the offer in favor of a summer camp with his friends. The following summer another spot at KA'I opened and Trentt took this second opportunity -- he said he now wishes he had chosen KA'I in the first place. Trentt cited the KA'I classes as his favorite part of the program. He said classes in Leadership and Hawaiian History have definitely helped him succeed in high school. In Kirk's Leadership class, Trentt said he learned to be a better person and that has helped him in high school as well as at home in his relationship with his sister. He said his biggest challenge was accept-



ing homework over the summer, but that participation in KA'I was very much worth it. The best thing he has learned from KA'I is that "being you makes people like you, because true friends accept who you are."

Yuna Martin

Yuna is a graduate of PUEO in her sophomore year at the University of Hawaii at Manoa. As with all PUEO students, Yuna began in the summer after fifth grade. She says that the principal of her elementary school called her to the office to give her the good news, but she thought she was in trouble -- again. One of the greatest things about PUEO that Yuna mentioned was her relationship with the kumus. In fact, Yuna said it surprised her that they were still friendly after the summer had ended -- calling and sending Christmas cards. It was really important for her to know that her PUEO connections genuinely cared about her. She described her first impressions of the Punahou campus by saying that "everything looked like a castle." But even during those first days, it was the kumus who helped her to overcome her anxiety. Among her favorite PUEO experiences was a summer abroad in Costa Rica as a P7, although she admitted missing her PUEO family. Yuna said the best thing she has learned from PUEO is self-confidence. Her advice to new PUEO students is to keep trying, because "if you're trying, you're already winning."

Christopher Li

Christopher is a PUEO graduate in his second year at the University of Hawaii at Manoa. Chris said his parents were initially reluctant to allow him to participate in PUEO because they thought there might be some financial catch. He said that on his first day, he was nervous and alone until he was introduced to another P1 student, and he made a friend. Every day after that, Chris said he developed more and more friendships. When asked about the biggest challenge at the PUEO program, Christopher said that after his P1 summer, there really were no more problems for him.



Wish You Were Here

PSPP Symposium participants were treated to three jam-packed days of collaboration and collegiality. We heard stories of seemingly insurmountable obstacles that were overcome by education leaders who were eager to partner with those around them for the greater good of their communities. Successful partnerships were formed by public school principals, charter school developers, private school headmasters, and community leaders, and in each case, the whole was greater than the sum of its parts. Both partners gained from the experience, and, most importantly, students and the local community gained as well.

To those who were in attendance, we hope that this *Afterword* has helped to renew the excitement of the symposium. Perhaps listening again to one of your favorite speakers you were reminded of a project or a partnership that had occurred to you

on that day in Hawaii. Maybe, within the pages of this little booklet, you discovered some new idea that had eluded you in the moment. In either case, we hope that your involvement in the PSPP Symposium proves rewarding in terms of your current and future programs.

We hope that you have enjoyed reading about the 2014 PSPP Symposium. The goal of the *Afterword* is to spread the symposium's spirit of collaboration and innovation beyond the shores of Oahu, and to inspire new partnerships beyond those of this year's participants. If you have read about an idea that intrigues you or watched a video of someone who inspires you, please take the next step. Reach out to PSPP or find a local partner and begin the journey to bring better education to your community.

Thanks for reading and we hope to see you at the PSPP Symposium 2015. To learn more about this and future PSPP events, contact Dr. Carl Ackerman at cackerman@punahou.edu or go to our website -- www.PSPP-Symposium.com.

PRE-CONFERENCE



David and John

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DAY 1



John Reppun welcomes PSPP to the KEY Project.

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DAY 2



Carl Ackerman kicks off Day 2

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