

EAST HAWAI‘I
EDUCATIONAL NEEDS ASSESSMENT SURVEY RESULTS
(2011)

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SCOPE OF THE STUDY

METHODOLOGY

Native Nations Educational Foundation (NNEF) conducted a survey¹ of Native Hawaiians and their service providers in the East Hawai'i Districts including: Hāmākua, Hilo and Puna.

The 2000 Census results for residents of South Hilo, Hāmākua, and Puna who self-identified as Native Hawaiian only was 8,528 residents. The 2010 Census report on District by Race Population for Hawai'i County has not been released to the general public as of this writing in May 2011. According to the 2010 US Census QuickFacts for Hawai'i County, there is a 12.1% increase in persons who identified as Native Hawaiian or Pacific Islander only in Hawai'i County². An estimate for the 2010 Census result was derived by multiplying 8,528 by 12.1 percent that resulted in an estimated increase of 1,032 persons identifying as Native Hawaiian or Pacific Islander³. The sample size of this survey is 371 respondents. 371 is one more than the minimum number of 370 respondents needed for an estimated population of 9,560 people who have identified themselves as Native Hawaiian only in Hawai'i County on the 2010 Census. The sample size of 371 gives this survey a margin of error of +/- 5%⁴. For more information on sample sizes and margins of error please refer to the book and websites in the bibliography.

After citing the US Census, NNEF determined that to achieve a true estimate of the community's interests and needs, 368 surveys would need to be conducted.⁵ An actual count of 435 surveys were completed and collected, however, after eliminating results from those that were non-serviceable, 371 surveys are analyzed in this study.

PURPOSE

The purpose of this study is two-fold: **1)** to establish the attitudes that Native Hawaiians have towards education at various levels; and **2)** to determine what kinds of Community classes Native Hawaiian adults seek. NNEF worked with Dr. Davianna McGregor, professor of Ethnic Studies at the University of Hawai'i at Mānoa, to construct the survey.

¹ See Appendix for copy of Survey

² US Census 2010. "Hawai'i County QuickFacts" census.gov

³ Hawai'i County Research and Development. "Resident Population, Hawaii County, By Detailed Native Hawaiian and other Pacific Islander Race Alone or in combination with one or more other races by District and Census Tract 2000" Table 1.14e *Hawai'i County Data Book*. Web. 1 Dec. 2003

⁴ Hamburg, Morris. *Basic Statistics: A Modern Approach*. New York: Harcourt Publishers Ltd., 1985. Print.

The survey began with Background questions. These questions were included to provide the study with an idea of what types of demographics are seeking specific classes. This section helps to determine whether we should make gender specific classes or geographically friendly classes. Background questions included were: Gender, Native Hawaiian Ancestry, Town/District, Age, and Highest Level of Education Completed. Gender was broken down into two categories: Male and Female. Native Hawaiian Ancestry was also broken down into two categories: “Yes” and “No”. Town/District was a blank for respondents to fill in. Highest Level of Education Completed had seven categories: 9th Grade to 12th Grade, No Degree, High School Diploma or GED, Some College, No Degree, Associates Degree, Technical Degree/Apprenticeship, College (Bachelor’s) degree and Graduate’s (Master’s) Degree.

Dr. McGregor and NNEF established the variety of classes to list on the survey. These choices were classes that she determined would serve as either an area of interest or of a need being met. For example “Weaving” would be a class to appease an interest in a traditional art form practiced by Native Hawaiians; whereas “Healthy Cooking/Meal Planning” would address a need in the community as a plethora of Native Hawaiians suffer from such illnesses as diabetes and heart problems and would therefore benefit from taking a class educating them on how to prepare healthier meals.

Classes were separated into three categories: **1) Workforce Preparedness; 2) Life Skills; and 3) Hawaiian Culture.** Workforce Preparedness listed the following classes for respondents to choose from:

- Web Design
- Basic Computer
- College/Scholarship Applications
- Small Business Basics
- Job Resume/Interview Skills
- Creative Writing
- GED/High School Diploma
- and a blank space for respondents’ suggestions.

Life Skills listed the following classes for respondents to choose from:

- Exercise and Fitness
- Basic Car Repairs
- Healthy Cooking/Meal Planning
- Basic Home Repair, Parenting
- Money Management
- Investing
- and a blank space for respondents’ suggestions.

Lastly, Hawaiian Culture listed the following suggested classes for the respondents to choose from:

- Genealogy Research
- Hawaiian Language
- Wahi Pana
- Hawaiian Studies
- Music: Mele/'Ukulele
- Lā'au Lapa'au
- Lei
- Weaving
- And a blank space for respondents' suggestions.

Discovering attitudes towards education was done through asking the following questions: importance of earning a High School diploma, a College degree, a Masters' degree, acquiring new skills, and if one would consider him or herself a lifelong learner.

The survey concluded with two household questions. This section provides further background information with the hope that the data obtained by the study may be utilized by others interested in using the data gathered. The first question asked how many lived in [one's] household. The second question asked the respondent which number reflected their household's combined gross income. The categories for the aforementioned question were as follows: under \$24,000; \$24,000 to \$47,999; \$48,000 to \$71,999; \$72,000 to \$95,999; and \$96,000 and above.

DISTRIBUTION

The surveys were distributed into the communities through several methods, including: utilizing Native Hawaiian organizations in Hilo that are widely used by the community, organizations and businesses that service Native Hawaiians, and old fashion face-to-face surveying.

NNEF was able to collaborate with a variety of Native Hawaiian organizations through placing a closed, slotted box in that organization's reception area. The surveys were accompanied by a cover letter⁶ explaining the Pane'e Mua Project and those that took the survey were encouraged to keep the letter as a reference. The organizations collaborated with include: Alu Like, Hui Mālama Ola Nā 'Ōiwi, Kīpuka, Nā Pua No'eau, Office of Hawaiian Affairs, and the Queen Lili'uokalani Children's Center. Alu Like provides job placement and training for Native Hawaiians. Hui Mālama Ola Nā 'Ōiwi provides health care for Native Hawaiians. Kīpuka is a counseling, study hall and academic advising center for Native Hawaiian students attending the University of Hawai'i at Hilo. Nā Pua No'eau provides supplemental educational programs for Native Hawaiian children and youth and is located at the Hawai'i Community College. The Office of Hawaiian Affairs is located in the heart of Keaukaha, a Hawaiian Homestead Community, and exists to provide

⁶See Appendix for copy of Cover Letter

assistance to Native Hawaiians in various aspects of life. Queen Lili'uokalani Children's Center provides services to orphaned Native Hawaiian Children.

Additionally, surveys were conducted at a few organizations and places of businesses that service Native Hawaiians including a home health care agency, a drug rehabilitation center, human services, and various County of Hawai'i offices. Native Nations Educational Foundation had a presence at the 20th Anniversary of Nā Pua No'ēau's Hawaiian Family Affair where additional surveys were completed. The remaining surveys were completed at various locations throughout the community, for example: at the beach, in various neighborhoods, the park, coffee houses, etc.

PROFILE OF RESPONDENTS

BACKGROUND INFORMATION

NATIVE HAWAIIAN

Of the 435 survey respondents, 88.74% or 392 were Native Hawaiian, 9.89% or 43 were non-Native Hawaiian. Because Native Nations Educational Foundation (NNEF) seeks to service Native Hawaiians in East Hawai'i (Puna, Hilo and Hāmākua Districts), this report's findings will eliminate the responses from those that are not of Native Hawaiian Ancestry and the responses of those that do not reside in East Hawai'i. However, below you will find a table delineating the responses from all 435 respondents. In addition, all future table tabulations will be based upon the 371 surveys administered to Native Hawaiians in East Hawai'i, as is applicable for this report.

Background Information Profile by Native Hawaiian Ancestry				
TOTAL Administered Surveys	Non-Native Hawaiian	Native Hawaiian	Non-East Hawai'i	Native Hawaiian in East Hawai'i
435	43	392	21	371
100%	9.89%	88.74%	4.83%	85.29%

GENDER

Of the 371 serviceable survey respondents, 42.86% or 159 were male, 56.60% or 210 were female, and 0.54% or 2 respondents of those surveyed refrained from answering the gender question.

Background Information Profile by Gender			
TOTAL	Male	Female	Blank
371	159	210	2
100%	42.86%	56.60%	0.54%

TOWN OR DISTRICT

Question number four asked "In what district or town do you live?;" rather than having answers that respondents could check to best describe their place of residence, the answer portion provided respondents with a blank to fill in. Allowing the "Town or District" question to be filled in enabled the respondents to identify the community which best represents them. The larger districts NNEF services are Puna, Hilo and Hāmākua. Within these districts are a number of smaller communities by which residents particularly identify with as opposed to just the larger district and thenceforth. Please note that some respondents do identify solely

with their district thus have responded with answers that portray just their district, not to be confused with a town within the district bearing the same name. 5.66% or 21 respondents do not reside in any of the districts NNEF services.⁷

Background Information Respondents by Serviceable District		
District	Respondents	Percentage
Hāmākua	25	6.74%
Hilo	210	56.60%
Puna	136	36.66%
TOTAL	371	100%

Hilo District

A majority of the respondents, 56.60% or 210, reside in the district of Hilo. The following smaller communities within Hilo comprised of 0.27% or just 1 respondent each: Ainako, Onomea, Pauka‘a, Pi‘ihonua and Waiākea Houselots. South Hilo comprised of 0.54% or 2 respondents. Honoli‘i and Pāpa‘ikou comprised of 0.81% or 3 respondents respectively. Wainaku comprised of 1.08% or 4 respondents. Kaumana comprised of 1.35% or 5 respondents. Waiākea and Waiākea Uka comprised of 3.23% or 12 respondents respectively. Keaukaha comprised of 6.20% or 23 respondents. Pana‘ewa comprised of 7.28% or 27 respondents. “Hilo” is a district and some respondents responded to Question 4 with the district versus the town in which they reside. These respondents comprised of 30.73% or 114 respondents.

Background Information Profile by District, Hilo District		
Town	Respondents	Percentage
Ainako	1	0.27%
Hilo	114	30.73%
Honoli‘i	3	0.81%
Kaumana	5	1.35%
Keaukaha	23	6.20%
Onomea	1	0.27%
Pāpa‘ikou	3	0.81%
Pana‘ewa	27	7.28%
Pauka‘a	1	0.27%
Pi‘ihonua	1	0.27%
South Hilo	2	0.54%
Waiākea	12	3.23%
Waiākea Houselots	1	0.27%
Waiākea Uka	12	3.23%
Wainaku	4	1.08%
TOTAL	210	56.60%

**Hilo as listed in the column “District/Town” refers to the District of Hilo.*

⁷ Of the respondents in “Unknown/Non-Serviceable Districts”: 8 are from Ka‘ū; 3 from Kailua-Kona; 2 from Kona; 1 from Kohala; 1 from Volcano; 1 from “Hawaii”; 1 from Aiea, O‘ahu; 1 from Kailua, O‘ahu; 1 from Kāne‘ohe, O‘ahu; 1 from Waimānalo, O‘ahu; and 1 from Lāhaina, Maui.

Puna District

The next largest response came from the district of Puna with 36.66% or 136 respondents. The following smaller communities within Puna comprised of 0.27% or 1 respondent each: Ainaloa, Hawaiian Acres, Kalapana, Kūlani, Paradise Park and Pōhaku Circle. Kurtistown comprised of 0.81% or 3 respondents. Maku‘u comprised of 1.62% or 6 respondents. Hawaiian Beaches comprised of 2.16% or 8 respondents. Pāhoa comprised of 2.43% or 9 respondents. Kea‘au comprised of 6.74% or 25 respondents. Mountain View comprised of 7.28% or 27 respondents. “Puna” is a district and some respondents responded to Question 4 with the district versus the town in which they reside. These respondents comprised of 14.02% or 52 respondents.

Background Information Profile by District, Puna District		
Town	Respondents	Percentage
Ainaloa	1	0.27%
Hawaiian Acres	1	0.27%
Hawaiian Beaches	8	2.16%
Kalapana	1	0.27%
Kea‘au	25	6.74%
Kūlani	1	0.27%
Kurtistown	3	0.81%
Maku‘u	6	1.62%
Mountain View	27	7.28%
Pāhoa	9	2.43%
Paradise Park	1	0.27%
Pōhaku Circle	1	0.27%
Puna	52	14.02%
TOTAL	136	36.66%

**Puna as listed in the column “District/Town” refers to the District of Puna.*

Hāmākua District

The district of Hāmākua comprised of 6.74% or 25 responses. The following smaller communities within Hāmākua comprised of 0.27% or just 1 respondent each: Honomū and Laupāhoehoe. The following comprised of 0.54% or 2 respondents: Hakalau and Pepe‘ekeo. Honoka‘a comprised of 1.08% or 4 respondents. “Hāmākua” is a district and some respondents responded to Question 4 with the district versus the town in which they reside in. These respondents comprised of 4.04% or 15 respondents.

Background Information Profile by District, Hāmākua District		
District/Town	Respondents	Percentage
Hakalau	1	0.27%
Hāmākua	15	4.04%
Honoka'a	4	1.08%
Honomū	1	0.27%
Laupāhoehoe	1	0.27%
Pepe'ekeo	2	0.54%
TOTAL	25	6.74%

**Hāmākua as listed in the column "District/Town" refers to the District of Hāmākua.*

AGE

Of the 371 survey respondents, 29.11% or 108 are between the ages 18 - 24; 16.17% or 60 are between the ages of 25 - 30; 20.22% or 75 are between the ages of 31 - 40; 13.48% or 50 are between the ages 41 - 50; 11.32% or 42 are between the ages 51 - 60; and 7.55% or 28 are aged 61 & older. The oldest respondent is an 85 year-old female. There were 8 respondents that chose not to respond to the question about age and left this line blank.

Background Information Profile by Age		
Age Category	Respondents	Percentage
18 - 24	108	29.11%
25 - 30	60	16.17%
31 - 40	75	20.22%
41 - 50	50	13.48%
51 - 60	42	11.32%
61 & Older	28	7.55%
Blank	8	2.16%
TOTAL	371	100%

LEVEL OF EDUCATION

Of the 371 respondents, 8.90% or 33 marked "9th Grade to 12th Grade, No Degree" as their highest level of education completed. 25.88% or 96 marked "High School Diploma or GED" as their highest level of education completed. 22.10% or 82 marked "Some College, No Degree." 9.16% or 34 achieved an "Associates' Degree." 5.93% or 22 obtained a "Technical Degree" or have completed an "Apprenticeship." 14.56% or 54 obtained a "College or Bachelor's Degree." 5.39% or 20 obtained a "Graduates' or Masters' Degree." 0.81% or 3 chose not to respond to the question; and 7.28% or 27 marked more than one choice⁸.

⁸ 0.27% or 1 respondent chose both: "9th Grade to 12th Grade, No Degree" as well as "High School Diploma or GED" and; 0.27% or 1 respondent chose both: "9th Grade to 12th Grade, No Degree" as well as "Some College, No Degree". 3.50% or 13 respondents chose both: "High School Diploma or GED" as well as "Some College, No Degree". 0.27% or 1 respondent chose both "High School Diploma or GED" and "Associate Degree". 1.35% or 5 respondents chose both: "High School Diploma or GED" as well as "Technical Degree/Apprenticeship". 0.54% or 2 respondents chose both: "Some College, No Degree" as well as "Associate Degree".

Background Information Profile by Level of Education		
Level of Education	Respondents	Percentage
9 th Grade to 12 th Grade, No Degree	33	8.90%
High School Diploma <i>or</i> GED	96	25.88%
Some College, No Degree	82	22.10%
Associate Degree	34	9.16%
Technical Degree/Apprenticeship	22	5.93%
College (Bachelor's) Degree	54	14.56%
Graduate (Master's) Degree	20	5.39%
Blank	3	0.81%
More Than One Choice	27	7.28%

HOUSEHOLD INFORMATION

NUMBER OF OCCUPANTS

Of the 371 respondents, 2.70% or 10 refrained from answering the question, “How many people live in your household?” 7.55% or 28 comprised a one-person household. 20.76% or 77 comprised a two-person household. 19.041 % or 72 comprised a three-person household. 19.68% or 73 comprised a four-person household. 14.56% or 54 comprised a five-person household. 7.49% or 28 comprised a six-person household. 4.58% or 17 comprised a seven-person household. 1.89% or 7 comprised an eight-person household. 1.08% or 4 comprised a nine-person household. 0.27% or 1 comprised a ten-person household, being the largest household of all.

Household Information Profile by Number of Occupants in Household		
Number in Household	Respondents	Percentage
1	28	7.55%
2	77	20.76%
3	72	19.41%
4	73	19.68%
5	54	14.56%
6	28	7.49%
7	17	4.58%
8	7	1.89%
9	4	1.08%
10	1	0.27%
Blank	10	2.70%

0.54% or 2 respondents chose both: “Some College, No Degree” as well as “Technical Degree/Apprenticeship”. 0.54% or 2 respondents chose both: “Associates Degree” as well as “Technical Degree/Apprenticeship”.

HOUSEHOLD INCOME

Of the 371 respondents, 5.93% or 18 refrained from answering the question, “Please check the number that reflects the combined gross income for your household in 2010.” 1.35% or 5 replied, “I Don’t Know.” 23.18% or 86 marked “Under \$24,000.” 33.15 % or 123 marked “\$24,000 - \$47,999.” 19.95% or 74 marked “\$48,000 - \$71,999.” 11.32% or 42 marked “\$72,000 - \$95,999.” 5.93% or 22 marked “\$96,000 & above.” 4.85% or 18 left the query blank. And 0.27%, or 1 selected two answers⁹.

Household Information Profile by Household Income		
Household Income	Respondents	Percentage
Under \$24,000	86	23.18%
\$24,000 - \$47,999	123	33.15%
\$48,000 - \$71,999	74	19.95%
\$72,000 - \$95,999	42	11.32%
\$96,000 & above	22	5.93%
Blank	18	4.85%
“I Don’t Know”	5	1.35%
Multiple Answers	1	0.27%

⁹ The respondent chose both “Under \$24,000” and “\$24,000 - \$47,999”.

CLASSES

The survey asked the respondent, “I would enroll in the following kinds of classes: (please check as many as apply)”. The classes were categorized into three topics: **1)** Workforce Preparedness; **2)** Life Skills; and **3)** Hawaiian Culture.

WORKFORCE PREPAREDNESS CLASSES

There were eight class options listed beneath “Workforce Preparedness.” “Web Design” was chosen by 25.61% or 95 respondents. “Basic Computer” by 32.08% or 119 respondents. “College/Scholarship Applications” by 25.61% or 95 respondents. “Small Business Basics” by 32.08% or 119 respondents. “Job Resume/Interview Skills” by 24.26% or 90 respondents. “Creative Writing” by 20.74% or 77 respondents. “GED/High School Diploma” by 9.70% or 36 respondents. 16.98% or 63 respondents did not choose any of the “Workforce Preparedness” classes listed. The eighth option provided a blank space for respondents to write in their own suggested classes. These were the responses this option rendered:

- Advance Computer (2);
- Basic Book Keeping;
- Basic Labor Work;
- Book Keep;
- Elderly Care;
- Excel;
- First time Homebuyers/Owner;
- Graphic Design;
- Office Management;
- Patenting;
- Senior Benefits, Health Transportation, etc.;
- Taxes;
- Typing Class, Basic Bookkeeping and Office Management;
- Working in a Group (Communication).

Interest In Workforce Preparedness Classes		
Class	Respondents	Percentage
Web Design	95	25.61%
Basic Computer	119	32.08%
College/Scholarship Applications	95	25.61%
Small Business Basics	119	32.08%
Job Resume/Interview Skills	90	24.26%
Creative Writing	77	20.75%
GED/High School Diploma	36	9.70%
No Response	63	16.98%

**The “Respondents” and “Percentage” reflect interests of the total 371 survey participants that chose that class.*

CLASSES BY GENDER

In relation to gender, “Small Business Basics” was the most frequently chosen class amongst males with 55 males selecting the class. “Basic Computer” was the most frequently chosen class amongst females with 66 females selecting it. “GED/High School Diploma” was the least chosen class amongst both males and females, with 14 males and 22 females selecting it.

Interest In Workforce Preparedness Classes Profile by Gender						
Class	Male (159)		Female (210)		TOTAL	
	%	#	%	#	%	#
Web Design	19.50%	31	30.48%	64	25.61%	95
Basic Computer	33.33%	53	31.43%	66	32.08%	119
College/Scholarship Applications	23.27%	37	27.62%	58	25.61%	95
Small Business Basics	34.59%	55	30.48%	64	32.08%	119
Job Resume/Interview Skills	20.76%	33	26.67%	56	23.99%	89
Creative Writing	13.84%	22	26.19%	55	20.76%	77
GED/High School Diploma	8.81%	14	10.48%	22	9.70%	36

** The “Total” (percentage and number) reflects the interests of the total 371 survey participants. The “Male” and “Female” (percentage and number) reflect interests of each respective gender that chose that class, less 2 respondents with no gender noted*

CLASSES BY AGE

In relation to age, “Job Resume/Interview Skills” was the class most frequently chosen amongst those between the ages of 18 – 24. It was selected by 43 respondents; whereas, “GED/High School Diploma” was the least chosen with 14 respondents selecting it. “Basic Computer” was the most frequently chosen amongst those between the ages of 25 – 30 with 23 respondents selecting it. 5 respondents selected “GED/High School Diploma,” signifying it as the least chosen class in this section. “Job Resume/Interview Skills” was most frequently chosen amongst those between the ages of 31 – 40 with 43 respondents selecting it. “GED/High School Diploma” was the least chosen with 14 respondents selecting it. “Basic Computer” was the most frequently chosen amongst those between the ages of 41 – 50 with 21 respondents selecting it. The least chosen class was “GED/High School Diploma” with 5 respondents selecting it. “Basic Computer” and “Small Business Basics” were the most frequently chosen amongst those between the ages of 51 – 60 with 14 respondents selecting each choice. “GED/High School Diploma” was again the least chosen with 1 respondent selecting it. “Basic Computer” was the most frequently chosen amongst those over the age of 61 with 15 respondents selecting it. Here, “Job Resume/Interview Skills” was the least chosen with 2 respondents selecting it.

Age Category: 18 – 24

Interest In Workforce Preparedness Classes Profile by Age, 18 – 24			
Class	Respondents (108)		Total
	%	#	
Web Design	19.44%	21	5.66%
Basic Computer	23.15%	25	6.74%
College/Scholarship Applications	32.41%	35	9.43%
Small Business Basics	27.78%	30	8.09%
Job Resume/Interview Skills	39.82%	43	11.59%
Creative Writing	19.44%	21	5.66%
GED/High School Diploma	12.96%	14	3.77%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 25 – 30

Interest In Workforce Preparedness Classes Profile by Age, 25 – 30			
Class	Respondents (60)		Total
	%	#	
Web Design	31.67%	19	5.12%
Basic Computer	38.33%	23	6.20%
College/Scholarship Applications	23.33%	14	3.77%
Small Business Basics	33.33%	20	5.39%
Job Resume/Interview Skills	28.33%	17	4.58%
Creative Writing	30.00%	18	4.85%
GED/High School Diploma	8.33%	5	1.35%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 31 – 40

Interest In Workforce Preparedness Classes Profile by Age, 31 – 40			
Class	Respondents (75)		Total
	%	#	
Web Design	28.00%	21	5.66%
Basic Computer	33.33%	25	6.74%
College/Scholarship Applications	48.00%	36	9.70%
Small Business Basics	38.67%	29	7.82%
Job Resume/Interview Skills	57.33%	43	11.59%
Creative Writing	28.00%	21	5.66%
GED/High School Diploma	18.67%	14	3.77%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 41 – 50

Interest In Workforce Preparedness Classes Profile by Age, 41 – 50			
Class	Respondents (50)		Total
	%	#	
Web Design	25.00%	12	3.23%
Basic Computer	42.00%	21	5.66%
College/Scholarship Applications	32.00%	16	4.31%
Small Business Basics	34.00%	17	4.58%
Job Resume/Interview Skills	20.00%	10	2.70%
Creative Writing	20.00%	10	2.70%
GED/High School Diploma	10.00%	5	1.35%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 51 – 60

Interest In Workforce Preparedness Classes Profile by Age, 51 – 60			
Class	Respondents (42)		Total
	%	#	
Web Design	28.57%	12	3.23%
Basic Computer	33.33%	14	3.77%
College/Scholarship Applications	14.63%	6	1.62%
Small Business Basics	21.43%	14	3.77%
Job Resume/Interview Skills	9.52%	4	1.08%
Creative Writing	23.81%	10	2.70%
GED/High School Diploma	2.38%	1	0.27%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 61 & Older

Interest In Workforce Preparedness Classes Profile by Age, 61 & Older			
Class	Respondents (28)		Total
	%	#	
Web Design	28.57%	8	2.16%
Basic Computer	53.57%	15	4.04%
College/Scholarship Applications	10.71%	3	0.81%
Small Business Basics	10.71%	3	0.81%
Job Resume/Interview Skills	7.14%	2	0.54%
Creative Writing	21.43%	6	1.62%
GED/High School Diploma	14.29%	4	1.08%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

CLASSES BY DISTRICT

In relation to geography, “Basic computer” was the most frequently chosen class in this category for the district of Puna with 43 respondents selecting it. “GED/High School Diploma” was the least chosen with 15 respondents selecting it. “Small Business Basics” was the most frequently chosen class in this category for the district of Hilo with 73 respondents selecting it. “GED/High School Diploma” was the least chosen in Hilo with 20 respondents selecting it. “Small Business Basics” and “Basic Computer” were the most frequently chosen classes for the district of Hāmākua with 10 respondents selecting it respectively. “GED/High School Diploma” was the least chosen with 1 respondent selecting it.

Puna District

Interest in Workforce Preparedness Classes Profile by District, Puna District			
Class	Respondents (136)		Total
	%	#	
Web Design	21.32%	29	7.82%
Basic Computer	31.62%	43	11.59%
College/Scholarship Applications	23.53%	32	8.63%
Small Business Basics	26.47%	36	9.70%
Job Resume/Interview Skills	27.94%	38	10.24%
Creative Writing	19.12%	26	7.01%
GED/High School Diploma	11.03%	15	4.04%
<i>*The “Total” (percentage) reflects the interests of the total 371 survey participants; whereas the “Respondents” (percentage and number) reflect interests of the respondents from that District that chose that class.</i>			

Hilo District

Interest in Workforce Preparedness Classes Profile by District, Hilo District			
Class	Respondents (210)		Total
	%	#	
Web Design	29.52%	62	16.71%
Basic Computer	31.43%	66	17.79%
College/Scholarship Applications	27.14%	57	15.36%
Small Business Basics	34.76%	73	19.68%
Job Resume/Interview Skills	21.91%	46	12.40%
Creative Writing	22.38%	47	12.67%
GED/High School Diploma	9.52%	20	5.39%
<i>*The “Total” (percentage) reflects the interests of the total 371 survey participants; whereas the “Respondents” (percentage and number) reflect interests of the respondents from that District that chose that class.</i>			

Hāmākua District

Interest in Workforce Preparedness Classes Profile by District, Hāmākua District			
Class	Respondents (25)		Total
	%	#	
Web Design	16.00%	4	1.08%
Basic Computer	40.00%	10	2.70%
College/Scholarship Applications	24.00%	6	1.62%
Small Business Basics	40.00%	10	2.70%
Job Resume/Interview Skills	24.00%	6	1.62%
Creative Writing	16.00%	4	1.08%
GED/High School Diploma	4.00%	1	0.27%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.*

LIFE SKILLS CLASSES

There were eight class options listed beneath "Life Skills." "Exercise and Fitness" was selected by 45.28% or 168 respondents. "Basic Car Repairs" by 28.03% or 104 respondents. "Healthy Cooking/Meal Planning" by 38.22% or 144 respondents. "Basic Home Repair" by 26.69% or 99 respondents. "Parenting" was selected by 22.91% or 85 respondents. "Money Management" was selected by 41.51% or 154 respondents. "Investing" was selected by 36.12% or 134 respondents. 12.40% or 46 respondents did not select any of the "Life Skills" classes listed. The eighth option provided a blank for respondents to write in their own class suggestions. These were the responses this option rendered:

- Basic car;
- Building;
- Coping Skills;
- Communication;
- Credit Management;
- Electronics;
- Gardening;
- Gardening (Basic) (Gardening in Pots);
- Hawai'i Diet (2);
- Land Management;
- Prioritizing;
- Sewing;
- Stress Management;
- Stress Relief;
- Time Management (3);
- Weights.

Interest In Life Skills Classes		
Class	Respondents	Percentage
Exercise and Fitness	168	45.28%
Basic Car Repair	104	28.03%
Healthy Cooking/Meal Planning	144	38.82%
Basic Home Repair	99	26.69%
Parenting	85	22.91%
Money Management	154	41.51%
Investing	134	36.12%

**The "Respondents" and "Percentage" reflect interests of the total 371 survey participants that chose that class.*

CLASSES BY GENDER

In relation to gender, "Money management" was the most frequently chosen amongst males with 64 male respondents selecting it. The least chosen amongst males was "Parenting" with 24 male respondents selecting it; whereas, "Exercise and fitness" was the most frequently chosen amongst females with 109 female respondents selecting it. "Basic Home Repair" was also the least chosen amongst females with 60 female respondents selecting it.

Interest In Life Skills Classes Profile by Gender						
Class	Male (159)		Female (210)		TOTAL ¹⁰	
	%	#	%	#	%	#
Exercise and Fitness	37.11%	59	51.90%	109	45.28%	168
Basic Car Repair	26.42%	42	29.52%	62	28.03%	104
Healthy Cooking/Meal Planning	28.30%	45	46.67%	98	38.55%	143
Basic Home Repair	23.90%	38	28.57%	60	26.42%	98
Parenting	15.09%	24	29.05%	61	22.91%	85
Money Management	40.25%	64	42.86%	90	41.51%	154
Investing	37.11%	59	35.71%	75	36.12%	134

** The "Total" (percentage and number) reflects the interests of the total 371 survey participants. The "Male" and "Female" (percentage and number) reflect interests of each respective gender that chose that class, less 2 respondents with no gender noted*

CLASSES BY AGE

In relation to age, "Exercise and Fitness" was the most frequently chosen amongst those between the ages of 18 to 24 with 57 respondents selecting it. "Parenting" was the least chosen with 26 respondents selecting it. "Exercise and fitness" was the most frequently chosen amongst those between the ages of 25 – 30 with 26 respondents selecting it. "Parenting" and "Basic Home Repairs" were the least chosen with 19 respondents. "Money management" was the most frequently chosen amongst those between the ages of 31 – 40 with 35 respondents selecting it. "Parenting" was the least chosen choice amongst 31-40 year olds with 17 people selecting it. "Money management" was the most frequently chosen amongst those between the ages of 41 – 50 with 23 respondents selecting it. "Parenting" was the

¹⁰ Two respondents refrained from identifying their gender.

least chosen amongst 41 – 50 year olds with 11 respondents selecting it. “Exercise and Fitness” was the most frequently chosen amongst those between the ages of 51 – 60 with 18 respondents selecting it. “Parenting” was the least chosen amongst 51 – 60 year olds with 7 respondents selecting it. And “Exercise and fitness” was the most frequently selected amongst those over the age of 61 with 19 respondents selecting it. The least chosen amongst people over 61 were “Basic Car Repairs” and “Parenting” with 4 respondents a piece selecting it.

Age Category: 18 – 24

Interest In Life Skills Classes Profile by Age, 18 - 24			
Class	Respondents (108)		Total
	%	#	
Exercise and Fitness	52.78%	57	15.36%
Basic Car Repair	28.70%	31	8.36%
Healthy Cooking/Meal Planning	39.82%	43	11.59%
Basic Home Repair	27.78%	30	8.09%
Parenting	24.07%	26	7.01%
Money Management	42.59%	46	12.40%
Investing	29.63%	32	8.63%
<i>*The “Total” (percentage) reflects the interests of the total 371 survey participants; whereas the “Respondents” (percentage and number) reflect interests of the respondents of that age category that chose that class.</i>			

Age Category: 25 – 30

Interest In Life Skills Classes Profile by Age, 25 - 30			
Class	Respondents (60)		Total
	%	#	
Exercise and Fitness	46.67%	28	7.55%
Basic Car Repair	35.00%	21	5.66%
Healthy Cooking/Meal Planning	43.33%	26	7.01%
Basic Home Repair	31.67%	19	5.12%
Parenting	31.67%	19	5.12%
Money Management	40.00%	24	6.47%
Investing	45.00%	27	7.28%
<i>*The “Total” (percentage) reflects the interests of the total 371 survey participants; whereas the “Respondents” (percentage and number) reflect interests of the respondents of that age category that chose that class.</i>			

Age Category: 31 – 40

Interest In Life Skills Classes Profile by Age, 31 – 40			
Class	Respondents (75)		Total
	%	#	
Exercise and Fitness	32.00%	24	6.47%
Basic Car Repair	28.00%	21	5.66%
Healthy Cooking/Meal Planning	30.67%	23	6.20%
Basic Home Repair	24.00%	18	4.85%
Parenting	22.67%	17	4.58%
Money Management	46.67%	35	9.44%
Investing	41.33%	31	8.36%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 41 – 50

Interest In Life Skills Classes Profile by Age, 41 – 50			
Class	Respondents (50)		Total
	%	#	
Exercise and Fitness	40.00%	20	5.39%
Basic Car Repair	30.00%	15	4.04%
Healthy Cooking/Meal Planning	42.00%	21	5.66%
Basic Home Repair	28.00%	14	3.77%
Parenting	22.00%	11	2.97%
Money Management	46.00%	23	6.20%
Investing	40.00%	20	5.39%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 51 – 60

Interest In Life Skills Classes Profile by Age, 51 – 60			
Class	Respondents (42)		Total
	%	#	
Exercise and Fitness	42.86%	18	4.85%
Basic Car Repair	23.81%	10	2.70%
Healthy Cooking/Meal Planning	38.10%	16	4.31%
Basic Home Repair	21.43%	9	2.43%
Parenting	16.67%	7	1.89%
Money Management	38.10%	16	4.58%
Investing	35.71%	15	4.04%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 61 & Older

Interest In Life Skills Classes Profile by Age, 61 & Older			
Class	Respondents (28)		Total
	%	#	
Exercise and Fitness	67.86%	19	5.12%
Basic Car Repair	14.29%	4	1.08%
Healthy Cooking/Meal Planning	42.86%	12	3.24%
Basic Home Repair	25.00%	7	1.89%
Parenting	14.29%	4	1.08%
Money Management	25.00%	7	1.89%
Investing	21.43%	6	1.62%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

CLASSES BY DISTRICT

In relation to geography, "Money management" was the most frequently chosen in Puna with 55 respondents selecting it. "Parenting" was the least chosen in Puna with 34 respondents selecting it. "Exercise and fitness" was the most frequently chosen in Hilo with 107 respondents selecting it. "Parenting" was the least chosen in Hilo, with 45 people selecting it. And in Hāmākua, "Exercise and fitness" was the most frequently chosen with 13 respondents selecting it. "Parenting" and "Money Management" were the least chosen in Hāmākua as well with 6 respondents choosing it.

Puna District

Interest In Life Skills Classes Profile by District, Puna District			
Class	Respondents (136)		Total
	%	#	
Exercise and Fitness	35.29%	48	12.94%
Basic Car Repair	30.15%	41	11.05%
Healthy Cooking/Meal Planning	30.88%	42	11.32%
Basic Home Repair	25.73%	35	9.43%
Parenting	25.00%	34	9.16%
Money Management	40.44%	55	14.83%
Investing	36.03%	49	13.21%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.*

Hilo District

Interest In Life Skills Classes Profile by District, Hilo District			
Class	Respondents (210)		Total
	%	#	
Exercise and Fitness	50.95%	107	28.84%
Basic Car Repair	25.24%	53	14.29%
Healthy Cooking/Meal Planning	42.86%	90	24.26%
Basic Home Repair	26.67%	56	15.09%
Parenting	21.43%	45	12.13%
Money Management	44.29%	93	25.07%
Investing	36.67%	77	20.76%
<small><i>*The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.</i></small>			

Hāmākua District

Interest In Life Skills Classes Profile by District, Hāmākua District			
Class	Respondents (25)		Total
	%	#	
Exercise and Fitness	52.00%	13	3.50%
Basic Car Repair	40.00%	10	2.70%
Healthy Cooking/Meal Planning	48.00%	12	3.24%
Basic Home Repair	32.00%	8	2.16%
Parenting	24.00%	6	1.62%
Money Management	24.00%	6	1.62%
Investing	32.00%	8	2.16%
<small><i>*The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.</i></small>			

HAWAIIAN CULTURE CLASSES

There were nine class options listed beneath “Hawaiian Culture.” “Genealogy Research” was selected by 42.05% or 156 respondents. “Hawaiian Language” was selected by 50.67%, 188 respondents. “Wahi Pana” was selected by 34.23% or 127 respondents. “Hawaiian Studies” was selected by 38.81% or 144 respondents. “Music: Mele/‘Ukulele” by 37.47% or 139 respondents. “Lā‘au Lapa‘au” by 35.85% or 133 respondents. “Lei” was selected by 30.73% or 114 respondents. “Weaving” was selected by 29.65% or 110 respondents. The ninth option provided a blank for respondents to write in their own class suggestions. These were the responses this option rendered:

- Agriculture;
- Anything (2);
- Anything Hawaiian;
- Aeronautical Traveling

- Carving: Stone/Wood;
- Farming;
- Fishing;
- Guitar;
- Hawaiian Diet;
- Hawaiian History;
- Hawaiian legends = meaning of legends, Learning Oli Protocols, Learning How to Write Oli, Learning Protocol of Gathering in Forests (plants, flowers, etc.), Learning Protocol of Natural Environment (at the ocean, forest, mountain – spiritual connection);
- Ho‘oponopono;
- Hula;
- Hula, Oli;
- Hunting;
- Kapa;
- Kapa Kuiki, Lei Hulu;
- Native Plants (3);
- Nautical Traveling;
- Net making;
- None;
- Other;
- Piano;
- Poetry and Graphics Arts;
- Protection, Preservation of Ancient Burial Sites;
- Slack Key Guitar;
- Storytelling;
- Surfing;
- Sustainability
- Quilting

Interest In Hawaiian Culture Classes		
Class	Respondents	Percentage
Genealogy Research	156	42.05%
Hawaiian Language	188	50.67%
Wahi Pana	127	34.23%
Hawaiian Studies	144	38.81%
Music: Mele/‘Ukulele	139	37.47%
Lā‘au Lapa‘au	133	35.85%
Lei	114	30.73%
Weaving	110	29.65%

**The "Respondents" and "Percentage" reflects the interests of the total 371 survey participants that chose that class.*

CLASSES BY GENDER

In relation to gender, “Hawaiian Language” was the most frequently chosen amongst males with 72 male respondents selecting it. “Lei” was the least chosen amongst males with 33 male respondents selecting it. “Hawaiian Language” was the most frequently chosen amongst females also with 115 female respondents selecting it. “Wahi Pana” was the least chosen amongst females with 71 female respondents selecting it.

Interest In Hawaiian Culture Classes Profile by Gender						
Class	Male (159)		Female (210)		TOTAL	
	%	#	%	#	%	#
Genealogy Research	38.37%	61	44.76%	94	41.78%	155
Hawaiian Language	45.28%	72	54.76%	115	50.40%	187
Wahi Pana	33.96%	54	19.14%	71	33.69%	125
Hawaiian Studies	35.85%	57	40.95%	86	38.54%	143
Music: Mele/'Ukulele	38.37%	61	36.19%	76	36.93%	137
Lā'au Lapa'au	35.22%	56	36.19%	76	35.58%	132
Lei	20.76%	33	36.67%	80	30.46%	113
Weaving	23.27%	37	33.33%	72	29.38%	109

** The "Total" (percentage and number) reflects the interests of the total 371 survey participants. The "Male" and "Female" (percentage and number) reflect interests of each respective gender that chose that class, less 2 respondents with no gender noted*

CLASSES BY AGE

In relation to age, "Hawaiian Language" was the most frequently chosen amongst those between the ages of 18 to 24 with 73 respondents selecting it. "Weaving" was the least chosen with 39 choosing it. "Hawaiian Language" was the most frequently chosen amongst those between the ages of 25 – 30 with 28 respondents selecting it. "Weaving" was the least chosen with 15 respondents selecting it. "Hawaiian Language" was the most frequently chosen amongst those between the ages of 31 – 40 with 31 respondents selecting it. "Lei" was the least chosen with 13 respondents selecting it. "Hawaiian Language" was the most frequently chosen amongst those between the ages of 41 – 50 with 28 respondents selecting each of them. "Wahi Pana" was the least chosen with 15 respondents selecting it. "Genealogy Research" was the most frequently chosen amongst those between the ages of 51 – 60 with 24 respondents selecting it. "Weaving" was the least chosen with 9 respondents selecting it. And "Music: Mele/'Ukulele" was the most frequently chosen amongst those over the age of 61 with 13 respondents selecting it. "Wahi Pana" was the least chosen with 2 respondents selecting it.

Age Category: 18 – 24

Interest In Hawaiian Culture Classes Profile by Age, 18 - 24			
Class	Respondents (108)		Total
	%	#	
Genealogy Research	46.30%	50	13.48%
Hawaiian Language	67.59%	73	19.68%
Wahi Pana	37.96%	41	11.05%
Hawaiian Studies	53.70%	58	15.63%
Music: Mele/'Ukulele	42.59%	46	12.40%
Lā'au Lapa'au	37.96%	41	11.05%
Lei	37.04%	40	10.78%
Weaving	36.11%	39	10.51%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 25 – 30

Interest In Hawaiian Culture Classes Profile by Age, 25 – 30			
Class	Respondents (60)		Total
	%	#	
Genealogy Research	36.67%	22	5.93%
Hawaiian Language	46.67%	28	7.55%
Wahi Pana	43.33%	26	7.01%
Hawaiian Studies	36.67%	22	5.93%
Music: Mele/'Ukulele	36.67%	22	5.93%
Lā'au Lapa'au	45.00%	27	7.28%
Lei	30.00%	18	4.85%
Weaving	25.00%	15	4.04%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 31 – 40

Interest In Hawaiian Culture Classes Profile by Age, 31 – 40			
Class	Respondents (75)		Total
	%	#	
Genealogy Research	34.67%	26	7.01%
Hawaiian Language	41.33%	31	8.36%
Wahi Pana	32.00%	24	6.47%
Hawaiian Studies	29.33%	22	3.93%
Music: Mele/'Ukulele	34.67%	26	7.01%
Lā'au Lapa'au	26.67%	20	5.39%
Lei	17.33%	13	3.50%
Weaving	22.67%	17	4.58%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 41 – 50

Interest In Hawaiian Culture Classes Profile by Age, 41 – 50			
Class	Respondents (50)		Total
	%	#	
Genealogy Research	44.00%	22	5.93%
Hawaiian Language	56.00%	28	7.55%
Wahi Pana	30.00%	15	4.04%
Hawaiian Studies	46.00%	23	6.20%
Music: Mele/'Ukulele	32.00%	16	4.31%
Lā'au Lapa'au	38.00%	19	5.12%
Lei	38.00%	19	5.12%
Weaving	32.00%	16	4.31%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 51 – 60

Interest In Hawaiian Culture Classes Profile by Age, 51 – 60			
Class	Respondents (42)		Total
	%	#	
Genealogy Research	57.14%	24	6.47%
Hawaiian Language	38.10%	16	4.31%
Wahi Pana	42.86%	18	4.85%
Hawaiian Studies	26.19%	11	2.97%
Music: Mele/‘Ukulele	33.33%	14	3.77%
Lā‘au Lapa‘au	35.71%	15	4.31%
Lei	33.33%	14	3.77%
Weaving	21.43%	9	2.43%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

Age Category: 61 & Older

Interest In Hawaiian Culture Classes Profile by Age, 61 & Older			
Class	Respondents (28)		Total
	%	#	
Genealogy Research	41.86%	12	3.24%
Hawaiian Language	32.14%	9	2.43%
Wahi Pana	7.14%	2	0.54%
Hawaiian Studies	28.57%	8	2.16%
Music: Mele/‘Ukulele	46.43%	13	3.50%
Lā‘au Lapa‘au	35.71%	10	2.70%
Lei	32.14%	9	2.43%
Weaving	42.86%	12	3.24%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents of that age category that chose that class.*

CLASSES BY DISTRICT

In relation to geography, “Hawaiian Language” was the most frequently chosen in Puna with 70 respondents selecting it. “Weaving” was the least chosen with 34 respondents selecting it. “Lā‘au Lapa‘au” was the most frequently chosen in Hilo with 105 respondents selecting it. “Lei” was the least chosen in Hilo with 72 respondents selecting it. “Hawaiian language” was also the most frequently chosen in Hāmākua with 13 respondents selecting it. And “Weaving” was the least chosen in Hāmākua with 2 respondents selecting it.

Puna District

Interest In Hawaiian Culture Classes Profile by District, Puna District			
Class	Respondents (136)		Percentage
	By District	Total	
Genealogy Research	41.18%	56	15.09%
Hawaiian Language	51.47%	70	18.87%
Wahi Pana	30.15%	41	11.05%
Hawaiian Studies	36.77%	50	13.48%
Music: Mele/'Ukulele	33.82%	46	12.40%
Lā'au Lapa'au	36.03%	49	13.21%
Lei	27.94%	38	10.24%
Weaving	25.00%	34	9.16%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.*

Hilo District

Interest In Hawaiian Culture Classes Profile by District, Hilo District			
Class	Respondents (210)		Percentage
	By District	Total	
Genealogy Research	44.29%	93	25.07%
Hawaiian Language	50.00%	105	28.30%
Wahi Pana	35.71%	75	20.22%
Hawaiian Studies	41.43%	87	23.45%
Music: Mele/'Ukulele	41.91%	88	23.72%
Lā'au Lapa'au	37.14%	78	21.02%
Lei	34.29%	72	19.41%
Weaving	35.24%	74	35.24%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.*

Hāmākua District

Interest In Hawaiian Culture Classes Profile by District, Hāmākua			
Class	Respondents (25)		Percentage
	By District	Total	
Genealogy Research	28.00%	7	1.89%
Hawaiian Language	52.00%	13	3.50%
Wahi Pana	44.00%	11	2.97%
Hawaiian Studies	28.00%	7	1.89%
Music: Mele/'Ukulele	20.00%	5	1.35%
Lā'au Lapa'au	24.00%	6	1.62%
Lei	16.00%	4	1.08%
Weaving	8.00%	2	0.54%

**The "Total" (percentage) reflects the interests of the total 371 survey participants; whereas the "Respondents" (percentage and number) reflect interests of the respondents from that District that chose that class.*

MANA‘O

There were five inquiries in this segment of the survey. These inquiries were designed to identify the attitudes that Native Hawaiians have towards education. The structure of this portion allowed for the respondent to read a statement relating to education and rate the truth of the statement based on the following categories: “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” and “No Opinion.”

HIGH SCHOOL DIPLOMA

The first inquiry, “Earning a High School diploma is important to me” had 0.54% or 2 “no responses.” 81.40% or 302 marked “Strongly Agree.” 14.82% or 55 marked “Agree.” 1.08% or 4 marked “Disagree.” 0.27% or 1 marked “Strongly Disagree.” And 1.89% or 7 marked “No Opinion.”

Mana‘o Inquiry 1: “Earning a High School diploma is important to me”		
Mana‘o	Respondents	Percentage
Strongly Agree	302	81.40%
Agree	55	14.82%
Disagree	4	1.08%
Strongly Disagree	1	0.27%
No Opinion	7	1.89%

**The “Respondents” and “Percentage” reflect mana‘o of the total 371 survey participants.*

COLLEGE DEGREE

The second inquiry, “Earning a College degree is important to me” had 0.54% or 2 “no responses.” 0.27% or 1 answered twice marking both “Agree” and “No Opinion”. 56.87% or 211 marked “Strongly Agree.” 25.61% or 95 marked “Agree.” 4.58% or 17 marked “Disagree.” 5% or 1.35 marked “Strongly Disagree.” And 10.78% or 40 marked “No Opinion”.

Mana‘o Inquiry 2: “Earning a College degree is important to me”		
Mana‘o	Respondents	Percentage
Strongly Agree	211	56.87%
Agree	95	25.61%
Disagree	17	4.58%
Strongly Disagree	5	1.35%
No Opinion	40	10.78%

**The “Respondents” and “Percentage” reflect mana‘o of the total 371 survey participants.*

GRADUATE DEGREE

The third inquiry, “Earning a Graduate degree (Master’s) is important to me” had 0.81% or 3 “no responses.” 35.58% or 132 marked “Strongly Agree.” 28.84% or 107 marked “Agree.” 11.32% or 42 marked “Disagree.” 2.43% or 9 marked “Strongly Disagree.” And 21.02% or 78 marked “No Opinion.”

Mana’o		
Inquiry 3: “Earning a Graduate degree (Master’s) is important to me”		
Mana’o	Respondents	Percentage
Strongly Agree	132	35.58%
Agree	107	28.84%
Disagree	42	11.32%
Strongly Disagree	9	2.43%
No Opinion	78	21.02%

**The “Respondents” and “Percentage” reflect the mana’o of the total 371 survey participants.*

LIFELONG LEARNER

The fourth inquiry, “I consider myself a lifelong learner” had 0.27% or 1 “no responses.” 61.73% or 229 marked “Strongly Agree.” 27.76% or 103 marked “Agree.” 2.70% or 10 marked “Disagree.” 0.54% or 2 marked “Strongly Disagree.” And 7.01% or 26 marked “No Opinion.”

Mana’o		
Inquiry 4: “I consider myself a lifelong learner”		
Mana’o	Respondents	Percentage
Strongly Agree	229	61.73%
Agree	103	27.76%
Disagree	10	2.70%
Strongly Disagree	2	0.54%
No Opinion	26	7.01%

**The “Respondents” and “Percentage” reflect mana’o of the total 371 survey participants.*

NEW SKILLS

The fifth inquiry, “It is important to learn new skills” had 0.81% or 3 “no responses.” 69.81% or 259 marked “Strongly Agree.” 21.29% or 79 marked “Agree.” 0.81% or 3 marked “Disagree.” 0.54% or 2 also marked “Strongly Disagree.” And 6.47% or 24 marked “No Opinion.” Additionally, 0.27% or 1 respondent marked both, “Strongly Agree” and “Agree” for this statement.

Mana’o Inquiry 5: “It is important to learn new skills”		
Mana’o	Respondents	Percentage
Strongly Agree	259	69.81%
Agree	79	21.29%
Disagree	3	0.81%
Strongly Disagree	2	0.54%
No Opinion	24	6.47%

**The “Respondents” and “Percentage” reflect mana’o of the total 371 survey participants.*

ADDITIONAL SKILLS

The sixth inquiry asked: “What, if any, new skills would you like to learn?” and allowed the respondent to write in their response. These were the responses received:

- 10 Key Touch;
- Agriculture;
- All;
- Any New Skills that will help my advancement;
- Anything and everything to do with Hawaiian Studies, ex: Making Kapa, Lauhala Weaving;
- Anything out of my ordinary;
- Appropriate Social Skills in Various Situations;
- Aquaculture;
- As much as I can;
- At present, Unknown;
- Auto;
- Awesome Skills;
- Basic Law;
- Because of Illness, No Classes;
- Become a Better Parent, an Understanding Parent;
- Behavioral Management (classroom);
- Body Boarding;
- Bow Hunting Skills;
- Business, Real Estates (Owner, Sells, Buying, Marketing, etc.)
- Butchery;
- Chanting;
- Computer (2);
- Computer Programming;
- Cosmetology;
- Counseling;
- Creative Writing;
- Culture of all of our diversified ethnic populations;
- Dancing;
- Dentistry;
- Digital Media;
- Draftsman, Architectural Design, CAD;
- Drug Awareness;
- Elderly Care;
- Etiquette;
- Everything;

- Finances;
- Financial;
- Financial Literacy;
- First Aid;
- Fishing: Net and Shore, Chanting;
- Foreign Languages;
- Gardening in Pots (2);
- Grant Writing;
- Graphic Design;
- Guitar Playing (2);
- Hawaiian Crafts (3);
- Hawaiian Cultural Literacy (i.e. hula, crafts);
- Hawaiian Food – Traditional;
- Hawaiian Language (3);
- Hawaiian Music, Traditional;
- Hawaiian Quilting;
- Health/Wellness;
- Health/Wellness at Home;
- Healthcare;
- Healthy Cooking;
- Hip Hop Dance;
- Home and Car Repair;
- How to Gather and Weave Lauhala;
- How to Fix My Own Car;
- How to Teach;
- How to Quilt;
- Hula Kahiko and Lua;
- I learn something new every day of my life;
- I would like to learn more about the lo'i, how to run a healthy lo'i;
- I would like to take my Hawaiian Language use to the next level;
- Improve my English Writing Skills;
- Jewelry Making;
- Kapa;
- Kupuna;
- Languages Foreign to Hawai'i (Polynesian, European; Asian);
- Lapa`au;
- Learn how to do a Backhand Spring;
- Learn to Cook and Do Home Repairs;
- Lei Making;
- Life skills, Education, etc.;
- Mainly Hawaiian Language;
- Mahi'ai;
- Medical Billing;
- Medical Coding;
- Money Management;
- More Cultural Practices;
- More Nature Things: Fishing, Hunting, Diving (2);
- Multiple Languages (2);
- Music, Exercise;
- Music Skills, Learning the Note, Composing;
- Native Hawaiian Arts;
- Net Making;

- No time;
- Nun chuck Skills;
- None (2);
- Nursing (RN, LPN, CAN);
- Open for all skills, it's always useful to listen;
- Organization (2);
- Pharmacist;
- Pharmacist Tech;
- Photography;
- Piano;
- Pilot an Airplane (we need a native Hawaiian owned native Hawaiian national owned airline to capitalize on tourist travel to Hawai'i)
- Play Music (2);
- Poetry;
- Public Speaking;
- Qi Gong;
- Run a Business;
- Self Control;
- Skin a Pig;
- Slack Key Guitar;
- Social Media;
- Social Work, to Help Others;
- Surfing;
- Survival Skills;
- Tapa;
- Taxes;
- Teach kids to 'Ōlelo Hawai'i;
- Technical Jobs for Career Field;
- Technology;
- Time Management (4);
- To learn to Cook;
- To learn to do Home Repairs;
- To teach Hawaiian Language;
- Too many to Count;
- Too many to mention, I would say, survival/self sufficiency skills;
- Trade School – Welding, Automotive, Heavy Equipment;
- Ultra Sound Tech;
- Weaving;
- Whatever I can;
- Women's Anatomy;
- Writing;
- Yoga (2);
- Youth Trends;
- Zumba.

SUMMARY

The two-fold purpose of this study was to 1) establish the attitudes that Native Hawaiians have towards education at various levels; and to 2) determine what kinds of community classes Native Hawaiians seek. Upon compiling the responses from the communities, the survey rendered several beneficial conclusions.

Of the 371 surveyed, 81.40% strongly agree that earning a High School Diploma is important; whereas, 0.27% strongly disagree with the statement. Of those surveyed, 56.87% strongly agree that earning a College Degree is important; whereas, 1.35% strongly disagree with the statement. Of those same surveyed, 35.58% strongly agree that earning a Graduate degree is important; whereas, 2.43% strongly disagree with the statement. These findings conclude that Native Hawaiians in East Hawai'i are more apt to receiving education than not.

With that said, 61.73% strongly agree with the statement, "I consider myself a lifelong learner"; whereas, 0.54% strongly disagree with that same statement. And 69.81% strongly agree with the statement, "It is important to learn new skills"; whereas 0.54% strongly disagree with the same statement.

The most frequently chosen class overall was "Hawaiian Language" with 188 people selecting it. The most frequently chosen classes in "Workforce Preparedness" were "Basic Computer" and "Small Business Basics" with 119 respondents selecting each respectively. The most frequently chosen class in "Life Skills" was "Exercise and Fitness" with 168 respondents selecting it. The most frequently chosen class in "Hawaiian Culture" aside from "Hawaiian Language" was "Genealogy Research" with 156 respondents selecting it. Additionally, the communities have given NNEF a plethora of suggested classes to offer in addition to the classes that were already listed on the survey.

Clearly a need and desire exists for educational classes within the community.

APPENDIX

*see attached Survey Letter and Survey



NATIVE NATIONS EDUCATION FOUNDATION

Pane'e Mua Project

P.O. Box 4278
Hilo, Hawai'i 96720
Ph (808)769-0060



March 1, 2011

Aloha!

We are the Native Nations Education Foundation (NNEF), an East Hawai'i-based Native Hawaiian non-profit organization. Mahalo for participating in our survey!

We are organizing the **Pane'e Mua Project** to provide *free* community adult learning programs for Native Hawaiians in East Hawai'i.

The purpose of this survey is to hear directly from the community about what kinds learning activities are wanted and needed.

The information gathered from your responses will be used to create classes, workshops and educational opportunities *free of charge* for the East Hawai'i Native Hawaiian community by our project. We will also share the information with other agencies who serve our community.

This survey is anonymous and should take no more than 10 minutes. If you have any questions about this survey, please contact:

Jasmine Branco

Tel: (808) 987-7814

Email: jbrancolmt@gmail.com

The **Pane'e Mua Project** will provide a *free GED/High School diploma course* for Native Hawaiian adults in Fall 2011. If you are interested in this course, please contact for more information:

Nani Nā'ope

Tel: (808) 769-0060

Email: nani.naope@gmail.com

Mahalo,

The Staff of NNEF's Pane'e Mua Project

NATIVE NATIONS EDUCATION FOUNDATION – *PANE‘E MUA PROJECT*
East Hawai‘i Educational Needs Assessment Survey 2011

BACKGROUND

1. Age: _____
2. Gender: Male Female
3. Native Hawaiian ancestry? Yes No
4. In what district or town do you live? _____
5. Please check the age category that best describes you:
- 18 to 24
 - 25 to 30
 - 31 to 40
 - 41 to 50
 - 51 to 60
 - 60 and older
6. Please check the highest level of education that you have completed:
- 9th grade to 12th grade, no degree
 - High School diploma *or* GED
 - Some College, no degree
 - Associate degree
 - Technical degree/apprenticeship
 - College (Bachelor’s) degree
 - Graduate (Master’s) degree

KINDS OF CLASSES

7. I would enroll in the following kinds of classes: (please check as many as apply)

Workforce Preparedness:

- Web design
- Basic computer
- College/scholarship applications
- Small business basics
- Job resume/Interview skills
- Creative writing
- GED/High School diploma
- Other: _____

Life Skills:

- Exercise and fitness
- Basic car repairs
- Healthy cooking/meal planning
- Basic home repair
- Parenting
- Money management
- Investing
- Other: _____

Hawaiian Culture:

- Genealogy research
- Hawaiian language
- Wahi pana
- Hawaiian studies
- Music: Mele/‘Ukulele
- Lā‘au Lapa‘au
- Lei
- Weaving
- Other: _____

~Please turn over, continued on back~

NATIVE NATIONS EDUCATION FOUNDATION – *PANE‘E MUA PROJECT*
East Hawai‘i Educational Needs Assessment Survey 2011

MANA‘O

8. Earning a High School diploma is important to me:

- Strongly Agree Agree Disagree Strongly Disagree No Opinion

9. Earning a College degree is important to me:

- Strongly Agree Agree Disagree Strongly Disagree No Opinion

10. Earning a Graduate degree (Master's) is important to me:

- Strongly Agree Agree Disagree Strongly Disagree No Opinion

11. I consider myself a lifelong learner:

- Strongly Agree Agree Disagree Strongly Disagree No Opinion

12. It is important to learn new skills:

- Strongly Agree Agree Disagree Strongly Disagree No Opinion

13. What, if any, new skills would you like to learn? _____

HOUSEHOLD

14. How many people live in your household? _____.

15. Please check the number that reflects the combined gross income for your household in 2010:

- Under \$24,000
- \$24,000 to \$47,999
- \$48,000 to \$71,999
- \$72,000 to \$95,999
- \$96,000 and above

~Mahalo nui loa!!!~