In a year that was challenging both personally and professionally, we are immensely grateful to our communities for their resilience and support.

Continuing to keep kāali and families at the center of our work, it is our pilina (relationships) with the families we serve that has enabled us to continue providing services throughout the year.

Hub to all the parents who oversee their children’s daily education from home while continuing to work and balance the needs of their families, and to all the teachers who have shifted and adapted their in-person learning strategies to distance learning to continue providing children with the education they need. Thanks to our funders and the crisis response resources, INPEACE was able to continue supporting teachers and families throughout the pandemic.

When INPEACE offices closed on March 19, 2020, due to COVID-19, our staff quickly transitioned to alternative program delivery models. We were able to resume services within one week and maintain those services throughout the year. Our service alterations allowed us to broaden our reach across islands and continents, providing distance learning, emotional support, and resource navigation to families in need of food and household necessities.

These COVID-19 service shifts are reflective of March through December 2020. Further in this report, the program service numbers are reflective of school year 2019-2020 in alignment with our funding, as we operate on a school-year calendar. We expect to see more significant impacts for school year 2020-2021, as it will be a year that is fully encompassed within the pandemic period. As we move into the new year and the new normal continues to reveal itself, we will continue to take necessary actions to maximize our capacity to support the development and academic growth of kāali and the economic stability of their families. INPEACE will hold tight to those reminders and lessons from 2020 and continue to move forward with a greater reverence of hope, love, and care for the connections we have with each other and throughout our community.

Me ke aloha pumehana,

Mālie KeliʻipoʻAchoa
CHIEF EXECUTIVE OFFICER
Impacts at a Glance 2020

6,042 children, parents and community members served overall

66% of participants are Native Hawaiian

A Culture of Empowerment & Leadership Development
INPEACE has provided educational programs to Native Hawaiian communities for 25 years, nurturing the growth and development of keiki through 'ohana-focused models and empowering community members to become educators and active leaders in their own communities because they understand, live, and are invested in the community’s future.

We have watched our preschool keiki graduate from high school, and our teacher academy graduates dedicate over 20 years to teaching within their home communities—with many moving into positions as mentors and administrators. These accomplishments, supported and praised by funders, are celebrated year after year.

One of the building blocks of INPEACE’s strength is our commitment to community empowerment. Since its inception in 1994, INPEACE has strategically implemented a model of leadership development by hiring individuals from communities we serve as staff members, particularly parents and program participants from the communities we serve. Our hiring process values passion, commitment, community connection, and cultural knowledge as desirable skills that are equally as important as academic attainment and years of experience. Our programs are structured with levels of progressive kuleana that allow us to mentor, train, and develop individuals, many of whom might not have had the resources to go to college or the opportunity to pursue a career pathway. With high expectations for quality services to community, we provide resources and incentives for staff to pursue their college education. This year, five members of our staff graduated with a college degree in the field of education.

Beyond job-specific training, INPEACE provides opportunities for selected staff to attend conferences and professional development at national and international venues.

In 2020, these opportunities included:

- World Forum Foundation’s Emerging Indigenous Global Leaders Cohort
- Conchordia Community Co-Design Cohort
- Papakū Makahāulu
- Administration for Native Americans National Grants Meeting
- Trauma Informed Care, ACEs, and Cultural & Historical Trauma
- Be Glad Literacy
- Virtual Summit for Nonprofit Changemakers
- Indigenous Design Studio
- Association of Science and Technology Centers 2020 Annual Conference

EMPOWERMENT STORY
Puhala Kamalamealama
HAWAII ISLAND COORDINATOR, KEIKI STEPS

Puhala is an outstanding example of cultural pride, perseverance, and hard work, and is a valued educator in her home community.

Growing up on a homestead farm on Hawai‘i Island, where she still resides, Puhala helped her parents and family care for the land and animals. As a young person, she believed that many people considered her “just a farm girl.” Puhala dreamed of becoming a dentist and was a semester away from finishing dental school in Texas, but while she was visiting home during a school break, family circumstances resulted in her decision to stay home and help with the farm and support her family.

Puhala was eventually hired as a Keiki Steps teacher’s aide at Pana'e'a in 2007. Through the years, she began to realize that the knowledge she learned on the farm had provided her with meaningful culture-based skills, and that the family values and work ethic instilled in her since childhood contributed to her personal, academic, and professional accomplishments. Believing in reciprocity and maintaining pi‘ina, Puhala proudly shares her knowledge from the farm with Keiki Steps families and INPEACE staff, and actively volunteers in her community.

READ MORE
Visit INPEACE.org/Empowerment

TOTAL FUNDS RECEIVED

$5,621,488
NOT INCLUDING VOLUNTEER HOURS

$8,300,933
INCLUDING VOLUNTEER HOURS

98,509
VOLUNTEER HOURS EQUIVALENT TO $2,679,445 IN-KIND

FUNDING BREAKDOWN

$17,056
CORPORATE DONORS | 0.32%

$17,494
INDIVIDUAL DONORS | 0.31%

$25,158
EARNED INCOME | 0.49%

$1,386,382
FOUNDATIONS | 24.06%

$17,056
INTEREST INCOME | 0.09%

$3,235,730
STATE | 57.56%

$355,429
FEDERAL | 16.64%

71% of our staff are Native Hawaiian

91 Employees for 2020 calendar year

92% of our staff come from the communities they serve

71% of our staff were once parents or participants in an INPEACE program
EMPOWERING EARLY LEARNING

5,014 Participants served through Early Learning Programs

Early Learning & School Readiness
INPEACE’s Early Childhood Education (ECE) efforts utilize a multigenerational approach that places parents at the center of their child’s education.

Our models intentionally focus on parent skill-building to support and create learning environments where children can thrive and families can learn and grow together. By fostering the talents and abilities of children and adults together, we support educational well-being that moves beyond classroom walls and into the home, where families can continue to build upon their child’s learning.

In 2020, supporting parent needs was more important than ever. We provided focused personalized services to 1,477 adults, including parents, grandparents, extended family members, and non-relative caregivers, as they developed their parenting skills, served as their child’s primary teacher, and sought access to resources for their keiki. These efforts helped 1,125 keiki (73% Native Hawaiian) enroll in at least one of our ECE programs.

Part of INPEACE’s success is due to our organization’s commitment to collaboration with Hawai’i’s early learning community, which includes the Hawai’i Department of Education, private educational institutions, funders, and other Native Hawaiian organizations to ensure that our communities’ families have access to and receive the services they need for success.

428 families (82% Native Hawaiian) were assisted with navigating the preschool enrollment and tuition subsidy process, enrolling 337 keiki into a community preschool that best met their family’s needs.

96% of parents reported an increased knowledge of the importance of early childhood education for their child’s growth and development.

98% of parents reported an increase in knowledge of early learning resources available to them in the community.

75 families (72% Native Hawaiian) received a total $363,225 in preschool tuition stipends this year.

200 adults in 127 families (81% Native Hawaiian) received home visiting services for 153 keiki. These home visits provided one-to-one coaching and mentoring of parent skills and child development milestones. Of the participating adults, 37 were fathers and 18 were extended family members, including grandparents, aunts, and uncles.

66% of participants were Native Hawaiian

1,490 learning kits distributed to supplement virtual classrooms and home visits

81% of participants indicated a positive difference in interacting and bonding with their child and supporting their child’s learning.

78% of participants indicated a positive difference in their communication and response to their child’s needs and protection from injury.

96% of the keiki demonstrate on-time development (according to ASQ SE-2 and ASQ-3 assessments).

93% of the keiki received on-time well-child visits with their family physician, including immunizations and health screenings.

96% of keiki assessed demonstrated age-appropriate language skills at the end of the year (according to PPVT assessments).

Carla Ring-West
GROWTH TOGETHER

Carla is a staunch advocate for early childhood education, and she continues to mirror and model the support and knowledge she has received from INPEACE within the community.

At one point, Carla Ring-West’s family grew to 17 people under one roof, with five biological children and nine foster children. Starting with her oldest son (who is now 16 years old), every child that she and her husband have raised has attended Keiki Steps, INPEACE’s Family-Child Interactive Learning preschool.

Through her participation and learning in Keiki Steps, and leveraging the knowledge she has gained in teaching her own children, she blossomed into an educator and advocate for early childhood education. When she was offered the opportunity to work side by side with a Keiki Steps teacher she developed a close bond with, she jumped at the opportunity.

Through advocating for her children’s education and helping others in the community to navigate these systems, her desire to learn has sparked her interest in working on her associate degree in Early Childhood Education.

READ MORE
Visit INPEACE.org/Empowerment
Educational Equity, Leadership & Teacher Development

The “Grow Your Own” model is fundamental to our programming and, since 1994, has been our core approach to developing educators who are from the community.

History shows that teachers who are residents tend to invest longer term in their community’s future. In 2020, INPEACE served 689 unduplicated current and potential educators seeking college support, professional development, and cultural enrichment. Of those, 324 were supported through a variety of academic pathways, with 188 working toward a college degree in education. In all, 42 degrees or certificates were earned by 37 participants this year.

78% of individuals are currently working as an educator in a priority community.

100% of graduates who have completed their educational goals this year are working in community schools.

$15,641,760 projected social return on investment (SROI) (calculated potential for post-degree attainment wage earnings, projected over a 20-year period).

INPEACE partners with educational leaders to reimagine educational settings and systems that put the students’ culture and community at the heart of academic learning, making academics relevant and fun. In school year 2019-2020 we partnered with Waianae Intermediate School (WIS) to serve 410 students during regular school hours. INPEACE worked alongside WIS teachers to integrate culture and place-based activities into their current curriculum. By the end of the year, students demonstrated increased engagement and willingness to step into leadership roles.

72% of participants were Native Hawaiian

28 Degrees were earned
and 14 educator certificates were earned by our participants

91% of students improved in at least one risk or protective factor.

100% of students displayed new cultural competencies through oral presentations and/or demonstrations, including the ability to recount 'olii, retell stories specific to Waianae, and demonstrate the care and utilization of Native Hawaiian plants.

Educational inequality is present in our community. Our belief and actions focus on harnessing the assets and talent already present in the community to address this issue. We have completed year two of a partnership convened by INPEACE with the Department of Education (DOE), Leeward Community College, Hawaii Teachers Standards Board, and the Hawaii State Teacher’s Association. This partnership provides a self-contained accelerated academic pathway for Hawaii DOE educational assistants who are interested in obtaining their teaching degree and credentials on the Waianae Coast.

45% of the initial 31 participants completed their second year while employed full-time and remain on course to earn their Associate of Science in Teaching in Spring 2021 and will continue on to Chaminade University to complete their four-year degree in special education teaching.

A schedule of 30 workshops to 783 participants. These workshops are focused on strengthening educator skills and building cultural knowledge to design classroom lessons and activities that are relevant to students. Open to all community members, educators (23% of participants) had the opportunity to engage with and learn alongside families (77% of participants), encouraging a more robust lens and holistic approach to educational design when they return to their classrooms.

Our efforts to address the Science, Technology, Engineering, and Mathematics (STEM) achievement gap for Native Hawaiians through culture-based activities based on the brilliance of our native ancestors have produced three prototypes of potential exhibit designs. Preliminary testing of these designs to measure engagement, interaction and learning occurred with a small group of six youths and their parents, with further testing scheduled in the first quarter of 2021. Centered on our belief that students will engage and learn faster if a topic is relevant and fun, we seek to expand our knowledge and ability to effectively translate Hawaiian cultural concepts into hands-on, interactive, science-based experiences that captivate and excite the imagination and connect them to who they are and where they came from.

Deltor Kekahuna
HOMEGROWN EDUCATOR

Deltor is the first in his family to attend college. He is working toward his bachelor in Secondary Education with a minor in special education at UH-West O‘ahu.

He graduated from Waianae High School (WHS) and began working at his alma mater as a paraprofessional teacher (PPT). As a PPT, an educational worker who is not licensed to teach, he worked one-on-one with students as part of their IEP (Individual Education Program) and performed other supportive duties in the classroom.

Several years later, he became an Educational Assistant (EA), fulfilling the role of a teacher’s aide. He has created pūlua with his students and colleagues, and participated with INPEACE’s Ka Lama Educational Academy. After witnessing the negative impacts of the teacher turnover on students, he knew he wanted to make a difference. His once unsure and independent mindset has grown into an ‘ohana spirit that solidified his decision to become a teacher because of the reciprocal bonds he makes with students and colleagues.

READ MORE
Visit INPEACE.org/Empowerment
Family Economic Capacity Building

Family economic capacity building supporting families in their journey toward personal financial wellness and economic stability.

Through community partnerships, we utilize a multi-generational approach to help families explore and pursue their dreams of business development and financial diversification by providing them with education, coaching, and access to experts in the field.

In 2020, we provided 30 personal finance and/or business development workshops to 589 participants, with 72% demonstrating an increase in knowledge and skills. All of the workshops offer fee individual coaching sessions for attendees. Staff also assisted participants in submitting their Free Application for Federal Student Aid (FAFSA), resulting in $138,374 attained in college grants and aid leveraged toward their educational pathway.

For participants seeking to decrease their personal debt and increase their credit score, the work often extends over a multi-year period.

Since 2015, we’ve helped over 370 individuals refine their ideas and acquire the knowledge and skills needed to decide whether or not it was viable to continue or start a small business. Over the recent three-year period, our West Oahu families have established 46 new start-up businesses, obtaining and registering their business licenses. With a number of existing small businesses, we supported a total of 156 businesses over the past three years. Of these, 108 businesses have taken their product to market, and 60 have realized a profit.

EMPOWERING ECONOMIC STABILITY

258 Community members were enrolled
Our success is due to the commitment of collaborators who ensure that our communities’ families have access to and receive the services they need for success.

**2020 FUNDING PARTNERS**
- Atherton Family Foundation (Science Center)
- CARES Act Payroll Protection Program (Operations)
- Central Pacific Bank Foundation (Science Center)
- Chamber of Commerce Hawai‘i - General Fund PIVOT grant (Operations)
- Cooke Foundation (Science Center)
- Hawai‘i Community Foundation
  - Hawai‘i Children’s Trust Fund (Ht‘ilea)
  - Henry A. Zuberano Early Education Fund
  - Robert Emens Black Fund
- Hawai‘i Council for the Humanities via the National Endowment for the Humanities (Digital Media)
- Hawai‘i P-20 Partnerships for Education, Comprehensive Literacy State Development Program (Keiki Steps)
- Hawai‘i State Department of Health’s Maternal and Child Health Branch (Hti’ilea)
- Health Resources and Services Administration of the U.S. Department of Health and Human Services’ Maternal, Infant, and Early Childhood Home Visiting Program (Hti’ilea)
- Hearst Foundations (Ho‘onu Hwai‘i)
- Institute of Museum and Library Services (Science Center)
- James & Abigail Campbell Family Foundation (Ka Lāma)
- Kamuela Schools (Ka Lāma, Ho‘alua, Keiki Steps, Kupa Ola)
- National Science Foundation (Science Center)
- Office of Hawaiian Affairs (Ho‘onu Hwai‘i)
- Partners in Development (Keiki Steps)
- Samuel N. and Mary Castle Foundation (Keiki Steps, General Operations-early learning)
- State of Hawai‘i Department of Business, Economic Development & Tourism - General Fund PIVOT grant (Operations)
- State of Hawai‘i Department of Human Services - Office of Youth Services (Kupa Ola)
- Stupski Foundation (General Operations - early childhood development)
- Sue K. Hanson and Delores M. Curtis Scholarship Fund (Ka Lāma)
- U.S. Department of Education, Native Hawaiian Education Program (Keiki Steps, Ka Lāma)
- U.S. Department of Health and Human Services, Administration for Children & Families, Administration for Native Americans (Ka Lāma)
- University of Hawai‘i (Family Engagement Ho‘onu Hwai‘i)

**OTHER INCOME**
- Epilepsy Foundation
- Gentry Homes, Ltd.
- Ironworkers Union
- KTA Super Stores
- Letterpress Chocolate, LLC
- Moloka‘i Child Abuse Prevention Pathways
- R&H Healy Family Foundation
- Target (Target Circle)

**IN-KIND PARTNERS**
- Dr. Anna Alabium
- Business Action Center
- Chamman University
- Council for Native Hawaiian Advancement (CNHA)
- ‘Eleu Native Hawaiian Consortium
- Employee Trust Fund
- Entrepreneurs Foundation of Hawai‘i
- Feed the Hunger Foundation
- Hamada Financial Group
- Hanakolu Learning Farm
- Hawai‘i JumpStart Coalition
- Hawai‘i Small Business Development Center
- Hawai‘i State Teachers Standards Board
- Hawai‘i Tax Help
- Hawai‘i USA Federal Credit Union
- Hawaiian Community Assets
- Ka Malama Ali‘i
- Kamuela Schools
- Learning Disabilities Association of Hawai‘i
- Lili‘uokalani Trust
- MA‘O Organic Farms
- Moloka‘i General Hospital
- Na Pā Hwai‘i, Moloka‘i
- Nīnīhulū Public Library
- Native Hawaiian Education Council
- OK Farms - Hilo
- Pearl Hawai‘i Federal Credit Union
- State of Hawai‘i Department of Education
- The Sugar Hut
- University of Hawai‘i at Mānoa, Hawai‘i‘i‘i ma‘akea, School of Hawaiian Knowledge
- University of Hawai‘i at Mānoa, College of Education
- University of Hawai‘i (West O‘ahu, Leeward CC, Honolulu CC)
- U.S. Small Business Administration
- Villages of Kapolei

Support Our Mission
www.INPEACE.org