

HOPE FOR KIDS INITIATIVE SPRING 2014 EVALUATION REPORT

July 2014

Prepared by: Pacific Resources for Education and Learning (PREL)

Hope for Kids Partners:

◆ *‘Aha Pūnana Leo* ◆ *Friends of the Future: Nā Kabumoku* ◆ *Hoa ‘Aina O Makaha* ◆ *Hui Mālama O Ke Kai Foundation*
◆ *Ka Honua Momona International* ◆ *Ka‘ala Farm, Inc.* ◆ *The Kohala Center* ◆ *Kokua Kalibi Valley: Ho‘oulu ‘Aina*
◆ *Ma Ka Hāna Ka ‘Ike* ◆ *Waipa Foundation*

EXECUTIVE SUMMARY

The “Hope for Kids” initiative of Hau‘oli Mau Loa Foundation (the Foundation) involves 10 organizations (called Partners) working with the Foundation to instill a sense of hope, resiliency, cultural identity, and environmental stewardship in the children they serve by providing hands-on community based education that is structured, relevant and intentional and that incorporates the following program elements (called the Core Elements): 1) provide opportunities for meaningful engagement with an adult who shares of their ‘ike and aloha; 2) believe in the potential of children and set high expectations for their performance; 3) provide opportunities to learn outdoors; 4) assist in the development of life skills; and 5) provide opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning.



‘Ohana at Hui Mālama O Ke Kai’s Ku‘i Kalo night

As external evaluator, Pacific Resources for Education and Learning (PREL) was asked by the Foundation to work with the Partners to develop an outcome evaluation in line with the Foundation’s Core Elements and desired outcomes. The evaluation focused on fully developed programs or subprograms and on participants who had received a sufficient amount of program time to experience full benefits of participation.

The purpose of this evaluation is to provide overall results of all 10 Partners collectively. It is emphasized that many programs have features and desired outcomes that are beyond the scope of the Hope for Kids initiative; however, all programs share the Hope for Kids Core Elements and desired outcomes. One implication of this aggregated data approach is that no one program can be comprehensively and completely evaluated. The focus is on how the Hope for Kids initiative is doing as a whole.

The six Hope for Kids desired outcomes formed the basis for the six questions in each of four survey instruments developed and pilot tested, one for each of the following respondent groups:

1. Keiki (Pre-kindergarten through Grade 6) Students
2. ‘Ōpio (Grade 7 and up) Students
3. Program Staff
4. ‘Ohana (Family)

‘Ōpio, program staff, and ‘ohana surveys used a retrospective design, meaning that respondents rated participants’ status prior to attending the program and after attending the program (called pre and post responses). To provide pre responses required that survey respondents think back and answer questions about the desired outcomes before participation in the program. In pilot testing, providing pre responses was found to be too difficult a task for the keiki students, who were thus only asked a single question about each desired outcome.

EXECUTIVE SUMMARY CONTINUED...



*Summer program participants at Kōkua
Kalibi Valley - Ho‘oulu ‘Āina*

In addition to the surveys, PREL staff conducted group and individual interviews during visits to each program site. Interview questions were also based on the six desired outcomes.

A total of 377 respondents, including 143 keiki, 68 ‘ōpio, 79 staff, and 87 ‘ohana members took the survey. In the interviews, a total of 197 persons, including 51 keiki, 37 ‘ōpio, 56 staff, and 53 ‘ohana members participated.

The report presents the survey data results in two formats, first by group, then by desired outcomes. In summary, all four groups showed high post-test average scores on each of the six desired outcomes. ‘Ōpio, staff, and ‘ohana respondents (who answered the pre and post questions) also showed consistent increases in scores from pre-test to post-test.

Under each desired outcome a set of illustrative open-ended comments, from both the survey itself and from the interviews, is presented. Open-ended survey and interview responses give more insight and help elucidate why the quantitative responses are positive. Here are examples for each desired outcome.

1. Knowledge of and Appreciation for the Community

‘Ōpio: If people see us helping them they feel that we are their kids. We bump into people and they know us. It makes everyone happy. We get noticed. A lot of people wouldn’t know kids like us. This is our community and we have our own place. This is a self-sufficient community.

‘Ohana: “Ever since he started he feels good about what he does. He’s proud of his work and does it very well. He shows me what they do in that program; and we like it!”

2. Positive Feelings about Self

‘Ohana: Ever since he started he feels good about what he does. He’s proud of his work and does it VERY well. He shows me what they do in that program; and we like it!

3. Sense of Achievement – Hiki – Increased Self-Confidence

Staff: We teach them in roundabout ways that there’s always a choice. We do a good job giving them tools to solve the problems. So it’s not about setting the bar to where it’s unattainable, but we guide them towards the right direction and give them a chance to be accountable for their own choices.

4. Cultural Connection

‘Ohana: Culture, that’s not just ethnic but also religious, spiritual, sense of belonging and this ties it all together. They are proud of who they are whether they are Hawaiian or Samoan or whatever, they are part of a family.

5. Connection to the ‘Āina

Keiki: Don’t take too much – only what’s necessary; and take care for future generations.

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6. Developing New Skills

‘Ōpio: The most important skills that I have learned while in the _____ program were the skills of farming fish, kalo, and vegetables using aquaponics systems. I also learned how to work in a team environment while doing all of these tasks.

EXECUTIVE SUMMARY CONTINUED...

Finally, open-ended comments from the survey and from interviews respond to general questions about the projects. Here are examples of those:

Difference This Program Made/Sense of Future

Keiki: *My future; well, before, I used to want a big fancy house, but now I'm interested in other things and I want to teach my kids my culture.*

Best Thing about the Program

'Ōpio: *It's a hands-on, learning environment that allows me to give back to my 'āina and its people.*

Recommendations for Improvement

Staff: *Internally we could do periodic evaluations, reflection. It's like that poem about the fire; it's the spaces in between the logs that keep this fire going.*

Recommend Program to Others?

'Ohana: *Yes. I have been recommending it. It's an awesome program. The kids learned to be self-sufficient and to appreciate the land and sea.*



Hui Mālama O Ke Kai 'Ōpio Program participants at work in the lo'i

'Ōpio: *"It's a hands-on, learning environment that allows me to give back to my 'āina and its people."*

In summary, despite the many caveats and limitations of this evaluation, it provides strong positive evidence that the Hope for Kids initiative is attaining its desired outcomes. From the self-reported perspective of all four respondent groups, positive changes have taken place among the students as a result of their participation in the Hope for Kids Partners' programs.

HAU'OLI MAU LOA
FOUNDATION



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