

HOPE FOR KIDS INITIATIVE

SPRING 2015 EVALUATION REPORT

August 2015

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

Hope for Kids Partners:

- ◆ *'Aba Punana Leo* ◆ *Friends of the Future: Na Kabumoku* ◆ *Hoa 'Aina O Makaha* ◆ *Hui Malama 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):

- ❖ **Aloha** - provide opportunities for meaningful engagement with an adult who shares of their 'ike and aloha;
- ❖ **Kuleana** - believe in the potential of children and set high expectations for their performance;
- ❖ **Mālama 'Āina** - provide opportunities to learn outdoors;
- ❖ **Ho'olako** - assist in the development of life skills; and
- ❖ **Mēheuheu** - provide opportunities to celebrate and find strength in one's cultural identity and/or use culture for learning.



The Mabele Farm crew teaching Hana keiki how to plant edible food crops. (Ma Ka Hana Ka 'Ike)

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 the 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 evaluation has been conducted in two operational phases. The first took place in Spring 2014. The results were presented in a report dated August 2014, available on the Foundation web site (<http://hauolimauloa.org/hope-for-kids-evaluation-report-executive-summary-prel-august-2014/>). The second phase took place in Spring 2015. The results of the second phase are presented in this report. This report also compares and contrasts the results from the first and second phases. The same basic methodology was used in both the first and second phases.

EXECUTIVE SUMMARY CONTINUED...



Kumu Pinobu Meade and baumāna Makoa Miguel working in the garden. Through the Laukupu program the baumāna learn important skills to care for the 'āina. (Aba Pinana Leo)

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). This required that they think back and answer questions about the desired outcomes before participation in the program. In pilot testing, this was found to be too difficult a task for the keiki students, who were thus only asked a single question about each desired outcome.

In addition to the surveys, PREL staff conducted group interviews (and one-on-one interviews as needed due to scheduling concerns) during visits to each program site. Interview questions were also based on the six desired outcomes.

The following graphic is called a Wordle. It is based on counting the words in the open-ended responses. The more times a term is used, the bigger the word appears in the graphic. It provides a summary conceptual overview of the project through the words of participants, staff, and 'ohana.

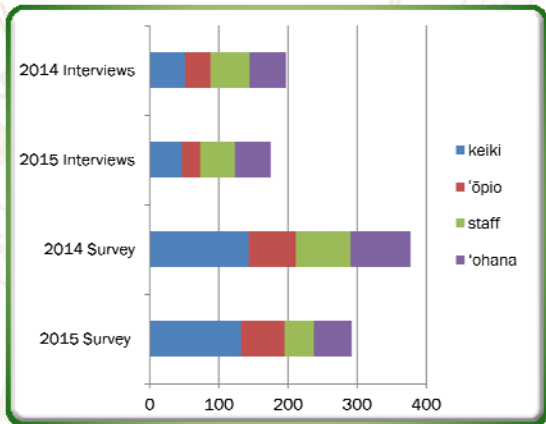


One can see at a glance that the most trenchant concepts that characterize the overall Hope for Kids initiative include:

“community,” “Hawaiian,” “culture,” and “learn.”

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2014/2015 Comparison of Respondents To Interviews and Surveys



In the Spring 2015 phase of the evaluation, a total of 292 respondents, including 132 keiki, 63 'ōpio, 42 staff, and 55 'ohana members took the survey. In the interviews, a total of 175 persons, including 46 keiki, 27 'ōpio, 50 staff, and 52 'ohana members participated.

These figures are lower for all groups than Spring 2014 results, in which 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.

This report presents the survey data results in two formats, first by group, then by desired outcomes. For Spring 2015, the quantitative (survey) results indicated, in summary, across-the board positive support for the hypothesis that the students in the programs were achieving the six desired outcomes at high levels. Those who answered pre- and post-participation questions ('ōpio, staff, and 'ohana) also indicated consistent increases in scores on all the desired outcomes.

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A comparison of the quantitative results between Spring 2014 and Spring 2015 shows that in both years the overall patterns of desired outcome achievement and increases between before and after participating in the program were virtually identical. This provides strong evidence that the positive results seen in 2014 are being consistently achieved, over at least a two-year period.

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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 of these comments for each desired outcome from Spring 2015.

1. Knowledge of and Appreciation for Community

Keiki: *I care about my community and help because I plant trees, pick up trash that I see and I help in the gardens.*

2. Positive Feelings about Self

'Ōpio: *I didn't talk as much, but now I'm actually able to connect and socialize. I am confident in knowing who I am as a Hawaiian.*

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

Staff: *Some of the Marshallese students are quite knowledgeable about growing food, pounding kapa, building simple things, and really beamed with pride to be able to share with fellow students - they often struggle in class.*

4. Cultural Connection

Staff: *One of the things we try to teach to our kids is respect for other cultures; that it's ok if you're not Hawaiian. It doesn't make you any more or less than someone who is Hawaiian. It's more about recognizing the things that we practice, which is respect, and learning different ways of life, and living those values.*



At Ho'oulu 'Aina, keiki learn by doing. Here, Reggie and Kapoli work in the pallet garden. (Kokua Kalihī Valley)

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5. Connection to the 'Āina

'Ohana: _____ ...will pick up trash when she sees it, throw back small fish when she catches them, and learned the importance of proper composting so that we can benefit from green waste rather than just leaving peels around.

6. Developing New Skills

'Ōpio: I learned to be a better leader. Over here we have leaders that are models for us. When groups come to visit us, then they (the leaders) expect us to do what they do.

Finally, open-ended comments from the survey and from interviews respond to general questions about the projects. Here are examples of those from Spring 2015.

1. How the Program is Making a Difference

Keiki: I've become nicer to people.

2. Best Thing about the Program

'Ohana: It's been really valuable to have the leaders that they have here. It's someone else our children can trust. For me, our family works until 5pm and our children get out at 1pm. So we know they are safe here. Here—it's extended family.

3. Recommendations for Improvement

'Ohana: I feel like the kids would benefit greatly from starting the program a year earlier, because they're so readily influenced at this age. If they have exposure to more role models and peers, it would go a long way for their development.



A first year haunama of the after-school program practices wīwo'ole (having the courage to do something you are not used to doing) by catching his first wave and riding it all the way to the shoreline of Kaupō. (Ihū Malama O Ke Kai)

The Hope for Kids initiative is achieving its short-term desired outcomes, and it is doing it consistently over at least a two-year span. Based on the underlying logic model, it can be inferred that intermediate and long-term outcomes will also be positive.

In summary, across the entire evaluation, including Spring 2014 and Spring 2015, the following conclusions can be drawn.

Based on the simple finding that both quantitative and qualitative results from both phases were strikingly similar, it may be concluded that the results from the Spring 2014 phase were not a fluke or aberration. The Hope for Kids initiative is achieving its short-term desired outcomes, and it is doing it consistently over at least a two-year span. Based on the underlying logic model, it can be inferred that intermediate and long-term outcomes will also be positive.

It should be emphasized that this evaluation was not designed to randomly sample participants in all sites, do independent pre- and post-participation testing, or otherwise establish a causal relationship between participation and outcomes. The results are all based upon the self-reported opinions and observations of program participants. With this caveat, it may be concluded that, from the perspective of the respondents, the Core Elements of Hope for Kids do lead to the desired outcomes.

