

HOPE FOR KIDS 'ELUA



**EXECUTIVE SUMMARY
OF
FINAL EVALUATION
REPORT (2016-2022)**



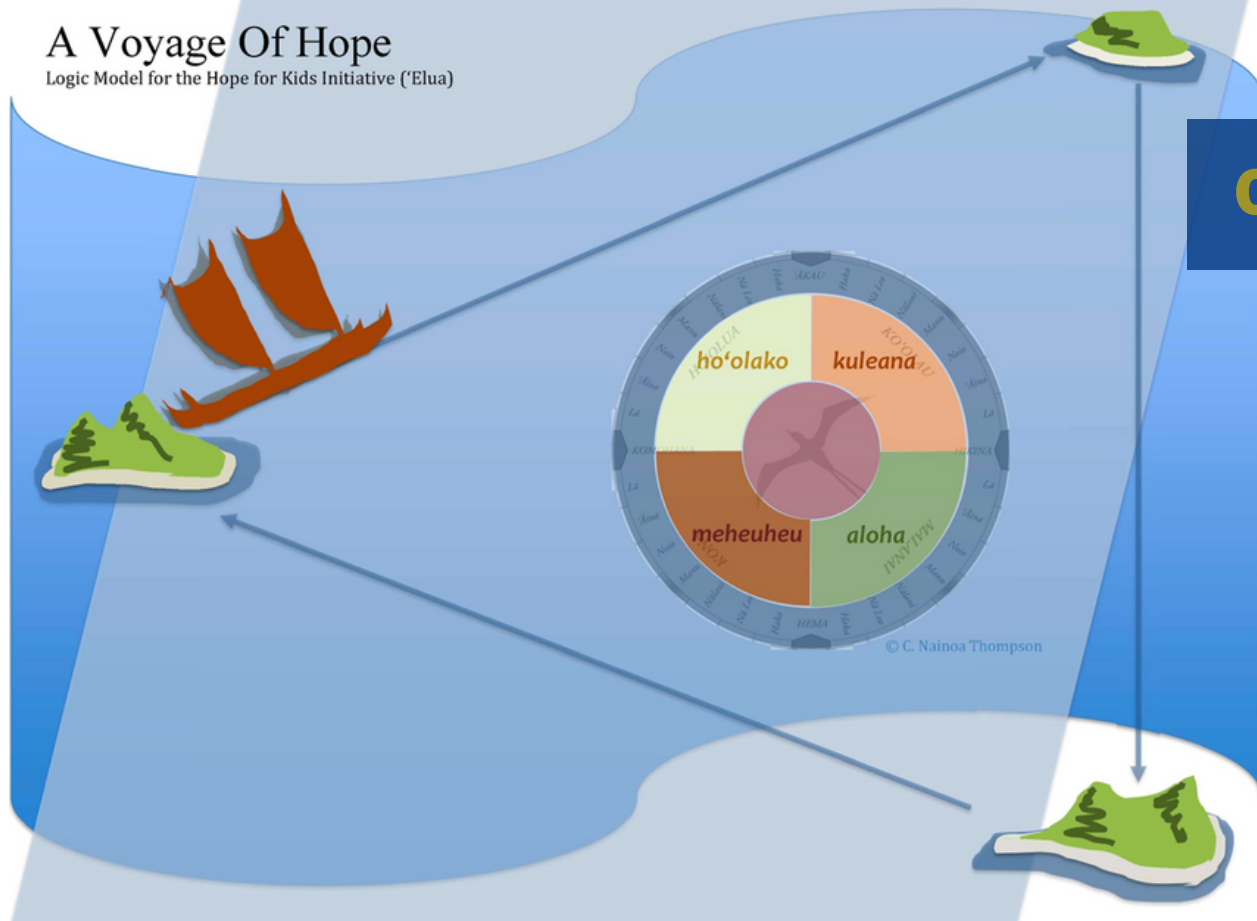
HAU'OLI MAU LOA
FOUNDATION

Prepared by: Anna Ah Sam, PhD

A Voyage Of Hope

Logic Model for the Hope for Kids Initiative ('Elua)

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EXECUTIVE SUMMARY

'Āina-based education is learning in a cultural context through and from the 'āina, or that which feeds and sustains us—the land, sea, and air.¹

EVALUATION DESIGN

Through highly flexible funding over the course of six years (2016-2022), the 'Elua Cohort of Hope for Kids—made up of nine community-based organizations known as “the Partners,” focused on not only delivering 'āina-based education, but on strengthening the Partners' organizational capacity in evaluation and in intentionally evaluating how they were addressing the four core elements of the Hope for Kids initiative within their respective contexts. The purpose of the final evaluation was to capture the value of 'āina-based education on the lives of program participants, highlight the importance of sharing how data is collected, understood, and used and how evaluative processes evolve over time, and lastly, to better communicate the story that 'Elua Partners wanted to tell about their collective work. There were three questions that guided the evaluation:

- What impact did Hope for Kids have on kids?
- What impact did Hope for Kids have on Partners?
- In what ways did COVID impact Partners during their participation in Hope for Kids?

¹ Ledward, B. C. (2013). 'Āina-based learning is new old wisdom at work. *Hūlili: Multidisciplinary Research on Hawaiian Well-Being*, 9, 35-48.



EVALUATION RESULTS

Based on data gathered from a variety of sources including surveys, interviews, reports, and meeting discussions, findings from the final evaluation provided key evidence that the Hope for Kids Initiative contributed to the following:

- Strengthened ‘Elua Partners’ capacity to provide ‘āina-based activities to more than 1,600 youth each year over the course of 6 years;
- Improved youths’ connection to `āina, their development of life skills and positive feelings about self, their sense of belonging in a cultural continuum, and their knowledge of and appreciation for community;
- Increased `Elua Partners’ capacity for evaluation, particularly in their evaluation knowledge and mindset.

The evaluation findings also revealed that COVID caused significant emotional stress and strain on staff, participants, and communities, and that the majority of Partners continued to experience COVID-related challenges even as pandemic-related restrictions began to fade.

FUTURE DIRECTIONS

Two possible “next steps” include: (1) convening ‘āina-based practitioners and evaluators to further the work of the Hope for Kids Initiative to confirm shared measures, explore additional ones, and to commit to common methods for collecting data and sharing results; and (2) continuing to build the evaluation capacity of both ‘Ekahi and ‘Elua Partners by providing targeted technical assistance in the evaluation phases in which they desire more assistance: design, tool development, data collection, data analysis, and reporting.

BROADER INSIGHTS

Insight 1: Progress towards collective impact varied by collective impact component.

Much of the technical assistance in evaluation that was provided focused on 1) strengthening the capacity within organizations to develop or prioritize indicators for their specific programmatic objectives, and 2) streamlining their existing assessment methods so that they were more manageable to implement given their limited resources. This left less time to design and implement a shared measurement system, develop a collective plan of action with specific objectives to guide the efforts of the Initiative, and the collection, tracking, and reporting of progress.

Insight 2: Building organizational capacity for evaluation and understanding the need for developing sustainable evaluation practice was a valuable outcome of the initiative.

Overall, Partners agreed that they gained a deeper understanding of evaluation in general and specifically of their evaluation capacity and needs and viewed evaluation as a tool to increase organizational learning and communicate program accomplishments.

What impact did Hope for Kids have on ...

Kids

Kids gained access to quality 'āina-based education which allowed them to develop:

- Increased sense of belonging in a cultural continuum
- Increased positive feelings about self
- Increased connection to the 'āina
- Increased knowledge of and appreciation for community
- Improvement in important life skills

Partners

- Partners' capacity for evaluation increased in part because of their participation in Hope for Kids
- Partners demonstrated the most growth in their evaluation knowledge and mindset
- Partners particularly valued belonging to an Evaluation Working Group

What impact did COVID have on Partners?

- COVID caused significant emotional stress and strain on staff, participants, and community
- To some extent, COVID increased innovation, collaboration, and capacity
- The majority of Partners continued to experience COVID-related challenges even after many restrictions were lifted

RENZO H.

Youth Leadership Training (YLT) Program
MA'O Organic Farms
Wai`anae, Hawai`i

Renzo, unlike most of his peers in YLT, did not have the usual academic and school challenges and in fact was a 4.0 student especially in STEM classes. However, his growth through the time in the YLT was remarkable in other ways. Shy and reserved, he challenged himself to step up becoming an Alaka'i and leader of several activities and programs during his time at MA'O.

"Even though 2021 was one of my hardest years yet, I still managed to continue on because of the people that supported me. Actually, they are the reasons why I am able to stay resilient because I was able to draw motivations from them. That is why I wanted to major in civil engineering because it is my way of returning the favor while also helping myself and hopefully the next generations." – Renzo H.



AUKEA K

Ho'okahua Ai (HA) Mentorship Program
Kahua Pa'a Mua
Kapa'au, Hawai'i

Aukea K. entered the HA mentorship program when he was 13. With support from KPM staff and mentor, Dave Fuertes, he and his twin brother, Ali`i, participated in KPM's swine program where they learned everything from building pig pens, raising and caring for pigs, selling pigs for profit, and reinvesting the money they made into additional animals and supplies.

"At Ho'okua'aina, I learned more about how in-depth a person can know 'aina. Working at the lo'i, I needed to understand how the water moved, where the winds came from, how they brought the rain. I needed to tune into those features in order to grow kalo effectively. The work trained me to see 'aina through new eyes, and I got better at focusing on the details." - Rachel K



"My ultimate dream is to expand our business to create more opportunities for our fellow youth. This will not only benefit our peers but also the people of our community. I would like to use the traditional methods that were once used by my ancestors. This could conserve energy, create a healthier lifestyle and give more appreciation to the hard work that is put into this process." – Aukea K.

RACHEL K

Kukuluhou Internship Program
Ho'okua'aina
Maunawili, Hawai`i

Rachel graduated with her master's degree in Natural Resources and Environmental Management from the University of Hawai'i at Mānoa and is currently employed as an Environmental/Community Planner for Townscape, Inc.



THE NUMBERS

06

Collectively



**Partners
Served over**



1600 kids per year



**Served more than once
and of those**



**3 in 10 served
more than 20x**

Youth demonstrated uniformly positive ratings for each outcome

EXAMPLES of YOUTH OUTCOMES
BASED ON 112 PARTICIPANTS FROM FOUR PARTNERS

Increased Connection to the 'Āina

Students at Māla'ai indicated that they derived pleasure or joy in taking care of the land.

88%

Improvement in Important Life Skills

Students in Huliāmahi increased their understanding of kilo by practicing making predictions and engaging in intentional observation.

87%

Increased Positive Feelings About Self

Students participating in Kānehūnāmoku Voyaging Academy shared that their experience was a "catalyst for improvement in many ways like teamwork, relationships, and self-improvement."

85%

Increased Sense of Belonging in a Cultural Continuum

Teachers who were interviewed as part of Huliāmahi agreed that the program impacted their students' sense of belonging to a place and their comfort and use of the Hawaiian language.

84%

Increased Knowledge of and Appreciation for Community

Eighth graders at Māla'ai increased their knowledge of and appreciation for community, and viewed the garden as a central part of their community in Waimea.

79%

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