HOPE FOR KIDS 'ELUA
Evaluation Report

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For

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🌷 EXECUTIVE SUMMARY

Background and Purpose

The Hope for Kids Initiative expands opportunities for children in Hawaiʻi to build hope and a positive future. It does this by partnering with non-profit community organizations to deliver ʻāina-based education that aims to develop skills important for life, and in the company of a caring adult who sets high expectations and helps them understand and celebrate their culture. The primary purpose of this study was two-fold: to explore and provide preliminary evidence of the collective impact of the Hope for Kids `Elua initiative and to strengthen Partners' organizational capacity in evaluation.

Overview of Strategy

The evaluation comprised several key phases, including an analysis of baseline data to identify key issues and gaps, the development of shared metrics/strategies that applied across varying contexts, and the establishment of shared measures, including specific indicators and approaches. The nine `Elua Partners incorporated the following five Hope for Kids outcomes in their respective missions, services and activities to some extent:

> Aloha: Increased knowledge of and appreciation for community
> Kuleana: Increased positive feelings about self, including a sense of achievement (hiki)
> Mēheuheu: Increased sense of belonging in a cultural continuum (cultural identity)
> Mālama ʻĀina: Increased connection to the `āina
> Hoʻolako: Improvement in important life skills

Four of the nine `Elua Partners—*Hoʻokuaʻāina, Huliāmahi Education Alliance (Kākoʻo ʻŌiwi, Paepae o Heʻeia, and Papahana Kuaola), Mālaʻai Culinary Garden of Waimea Middle School, and RISE Keaukaha One Youth Development*— agreed to serve as pilot sites to incorporate the Hope for Kids evaluation framework within their respective projects. While each of the sites varied in their organizational development, mission, scope, and the age of youth they served, they all were enthusiastic about gathering evidence that Hope for Kids was "working" and eager to strengthen their own capacity in doing evaluation.

Key Results

When looking at the Hope for Kids outcomes across all pilot sites, it is evident that youth at each site demonstrated characteristics of kuleana, mēheuheu, mālama ʻāina, hoʻolako, and aloha.

- Evaluation data was collected directly from youth and indirectly about the youth from staff/adults at each site. A total of 116 youth and 7 adults participated in the pilot evaluation. Having multiple sources of data and methods of data collection was useful in corroborating results and added credibility to the findings.
- On average, nearly **9 out of 10 indicators (85%)** across all 5 outcomes received positive ratings by youth.

- In addition, Partners gained a deeper understanding of evaluation, viewed evaluation as a tool to increase organizational learning and communicate program accomplishments, and valued the intentional focus on linking individual program goals to specific evaluation questions and indicators.

Challenges and Implications

While each of the Partners involved in the pilot was committed to participating in the pilot evaluation and reaped valuable benefits from the process, **limited staff time** (e.g., not having a staff member dedicated to evaluation and assessment) and **competing program priorities** were two key challenges faced by the Partners participating in the pilot study.

This study resulted in a number of lessons that were learned relative to implementing a collective impact evaluation of `āina-based programs. These lessons can inform future evaluation efforts of the Hope for Kids `Elua initiative as well as similar initiatives of other Foundations. Specifically, the five primary implications were:

- Having a supportive **"backbone" organization** to initially facilitate the process;
- Understanding the time and effort involved in laying a **strong foundation**;
- Being open to the **iterative nature** of the evaluative process;
- Focusing on building **organizational capacity in evaluation** while pursuing collective impact; and,
- **Assessing the success** of the initiative based on how partners believe it needs to defined.

Next Steps

While much has been accomplished in the last three years, there is much more to be done. The following are a few of the suggested "next steps" relative to evaluation to undertake in the next year:

- **Revisit the indicators** being used and determine if the indicator (and the information they obtain from it) continues to be relevant to the Partner's mission, if it is worded in a way that is developmentally appropriate for the youth being served, and if it is being collected via the best-fit method (survey, interview, observation, journal, artifact, etc.).
- Determine if additional indicators should be developed or if existing indicators need to be refined so that there is not a preponderance of indicators that address knowledge, skills, or attitudes. In other words, **consider having a balance in the types of indicators**.
- Consider **developing or refining rubrics** that can be used to holistically assess program outcomes from a youth/parent/staff/community perspective.
- Determine the extent to which Partner's evaluation framework is not only **aligned to** Hope for Kids, but to **the Hawai'i Department of Education's Nā Hopena A'o (HĀ) framework**, and/or other cultural evaluation frameworks such as the Aloha Framework (developed by Culturally Responsive Evaluation and Assessment-Hawaii/CREA-Hawaii chapter) and the Kūkulu Kumuhana Native Hawaiian Wellbeing Framework.
- Continue to **build the evaluation capacity of 'Elua Partners** by providing targeted technical assistance in the evaluation phases they desire more assistance: design or instrumentation, data collection, data analysis, and reporting.

Hope for Kids Initiative

Hauʻoli Mau Loa Foundation established Hope for Kids to expand opportunities for children in Hawaiʻi to build hope and a positive future. The initiative began in June 2009 with ʻEkahi (*One*), a learning cohort of ten nonprofit partners in Hawaiʻi. The partners, who also received multi-year funding from the Foundation, were all working with children in programs that promote resiliency, develop life skills, and instill a sense of environmental stewardship. Upon reflecting on the first six years of work, the Foundation concluded that its work was not done and it would continue Hope for Kids with a second phase, ʻElua (*Two*). The ʻElua cohort began in June 2016 with nine partners and is now in its fourth year of funding. These nine ʻElua partners— like the ten ʻEkahi partners— bring hope to children through delivering ʻāina-based education. The Foundation's definition of **ʻāina-based education** is based on work done by Dr. Brandon Ledward and adapted by the Foundation to mean *learning in a cultural context through and from the ʻāina, or that which feeds and sustains us – the land, sea and air*[1]. The context in which `āina-based education typically takes place is hands-on, community-based, structured, relevant and intentional.

The Hope for Kids Theory of Change posits that kids will be more hopeful about their future if they have successful learning experiences doing things in the outdoors and developing skills important for life, and in the company of a caring adult who sets high expectations and helps them understand and celebrate their culture. It is based on a sound rationale and empirical research that links four core elements with five long-term outcomes. These elements and their corresponding outcomes are described and illustrated on the following two pages. Although presented separately, these elements should be viewed as overlapping and interconnected. `Ōlelo Hawaiʻi (Hawaiian language) terms and concepts are used throughout to honor the close connection of the Hope for Kids initiative to its Hawaiian home. The Hope for Kids Theory of Change closely guided the evaluation approach, as described in the next section.

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

Table 1. Hope for Kids Core Elements and Long Term Outcomes

Core Element	Early Outcome	Intermediate Outcome	Long-term Outcome
ALOHA - Provide opportunities for meaningful engagement with an adult who shares their `ike and aloha (knowledgeable, caring, and affirming).	Knowledge of and appreciation for community	Belonging to community	Kuleana to community Living Aloha
KULEANA – Believe in the potential of children and set high expectations for their performance.	Positive feelings about self; Sense of achievement	Building trust; Developing resiliency; Recognizing potential for making changes	Making Changes
HO`OLAKO – Assist children in the development of life skills.	Developing skills	Increasing mastery of skills	Applying Skills
MĒHEUHEU – Provide `āina-based opportunities to celebrate and find strength in one's cultural identity and/or use culture for learning.	Sense of belonging in a cultural continuum Connection to the `āina	Making choices informed by cultural practices Stewardship of `āina	Cultural Vibrancy Kinship with `Āina

Figure 1. Hope for Kids Logic Model

A Voyage of Hope
Logic Model for the Hope for Kids Initiative (`Elua)

1. Immediate Goals
• Knowledge of and appreciation for community
• Positive feelings about self
• Sense of achievement – `hiki (recognizing potential). Increased self-confidence.
• Skill
• Sense of belonging in a cultural continuum (cultural identity)
• Connection to the `āina.

3. Long-term Goals
• Kuleana to community
• Live Aloha
• Making change
• Applied Skill
• Cultural vibrancy
• Kinship with `āina

2. Intermediate Goals
• Belonging to community
• Building trust. (Self-efficacy) Resiliency
• Recognizing potential to affect change, resulting in hope and resiliency
• Increased mastery
• Stewardship of `āina.

ho`olako   kuleana
mēheuheu   aloha

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Figure 2. Hope for Kids Core Elements Compass

Hope For Kids
Core Elements Compass

ho'olako

Assist children in the development of life skills.

kuleana

Believe in the potential of children and set high expectations for their performance.

Every child in Hawai'i has access to quality 'āina-based education

mēheuheu

Provide opportunities to celebrate and find strength in one's cultural identity. Culture is a foundation for learning.

aloha

Provide opportunities for meaningful engagement with an adult who shares of their 'ike and aloha (knowledgeable, caring, and affirming).

Hope for Kids Core Elements Compass DRAFT 10 29 15

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Lessons Learned from `Ekahi Cohort

As pioneers in the Hope for Kids initiative, the ten 'Ekahi partners (2009-2015) provided key insights into the opportunities and challenges that they and other `āina-based organizations face in carrying out their respective missions. They also provided essential feedback on how to strengthen the Foundation's work in supporting `āina-based organizations' efforts to improve the lives of participants, their 'ohana, and their communities. Relative to evaluation, the Foundation recognized that finding effective yet respectful ways to evaluate Partners' work is challenging and requires continuous efforts. In short, the Foundation learned the following four important lessons:

1. A **"one size fits all"** evaluation plan for organizations that work with different age groups, in different settings, and with different approaches, is extremely challenging.

2. Quantitative (e.g., pen-and-paper) evaluation methods are limiting and insufficient. In contrast, qualitative evaluation methods, such as interviews and observations, are more relevant and likelier to capture the richness and complexity of the work. While they are more time-, labor-, and skill-intensive, **qualitative methods** are more robust than quantitative methods alone. In addition, while 'ohana are a great source of input into a program's impact on their children, they are harder to reach than program participants or staff.

3. **Participatory evaluation** produces a rich learning experience and is worth the additional time required to engage with others. In the words of a Partner: "*The Foundation's commitment to the collaborative nature of tool development and field experience, in which the Foundation did not take a didactic role, but rather uplifted co-learning and observation, trusting in the unfolding of learning…resulted in reciprocal growth and expanded understanding.*"

4. The **power of images**, especially videos, is an effective way of conveying the value of the Partners' work.

Focus of 'Elua Evaluation Efforts

The lessons learned with the 'Ekahi Cohort informed the evaluation efforts of the current 'Elua Cohort. In short, a one-size-fits-all approach to any phase of the evaluation was not employed, mixed methods were incorporated, a participatory evaluation approach (described in more detail in the next section) framed each of the key evaluation phases, and the participants' actual words (including journal entries and interviews) and images (including still photos and participant

artifacts) regarding their ʻāina-based experiences were intentionally captured. Most importantly, the evaluation work of the ʻElua Cohort was guided by the Partners themselves, who formed a working group to focus on what they wanted to evaluate as an individual organization and what they wanted to collectively evaluate as members of the ʻElua Cohort. As a result, the primary focus of the ʻElua Cohort was actually two-fold:

1. To strengthen their organizational capacity in evaluation, and
2. To intentionally evaluate how they were addressing the four core elements of the Hope for Kids initiative within their respective missions.

🌷 EVALUATION APPROACH

Purpose

The overarching purpose of the evaluation was to explore and provide preliminary evidence of the **collective impact** of the Hope for Kids ʻElua initiative. Collective impact refers to the "commitment of a group of important organizations from different sectors to a common agenda for solving a specific social problem at scale."[2] In short, collective impact is an intentional way of working together and sharing information for the purpose of solving a complex problem, such as instilling hope for the future in Hawaiʻi's kids. A concomitant purpose of the ʻElua evaluation was to contribute to the collective efforts being conducted in the larger community relative to developing and implementing culturally responsive evaluation efforts within a Hawaiian context.

Theoretical Approaches

To assess the preliminary collective impact of the initiative, two evaluation approaches were used: a **developmental evaluation** approach and a **participatory evaluation** approach. Developmental evaluation is particularly suited to assessing a collective impact intiative's early years because it is responsive to context and can help social innovators develop social change initiatives in complex or uncertain environments[3]. Given that the Hope for Kids initiative is fairly new, the Foundation and partner organizations were interested in collecting additional evidence to support their shared conviction that they were instilling hope in kids and a love for

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[2] Stanford Social Innovation Review. (2014, Fall). *Collective insights on collective impact*. Palo Alto, CA: Author.
[3] Patton, M. Q. (2010). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. New York: Guilford Press.

the ʻāina. Developmental evaluation was a useful approach in framing shared concepts around evaluation and the initiative's theory of change, testing preliminary iterations, tracking emerging patterns, and generating new learning. It **focused on innovation and strategic learning**, rather than standard outcomes and was as much a way of thinking about programs-in-context and the feedback they produce.

Developmental evaluation was also a good fit because it shares many similarities with **participatory evaluation** and **culturally responsive evaluation** practices, both of which were already being used with many of the partner organizations. Participatory evaluation is a partnership approach to evaluation in which **stakeholders actively engage in developing the evaluation and all phases of its implementation**.[4] Those who had the most at stake in the initiative—partners (e.g., ʻElua organizations), program beneficiaries (e.g., participating students, youth, program staff), funders and key decision makers (e.g., Hauʻoli Mau Loa)—played active roles in this process, which was facilitated by the evaluation consultant. Culturally responsive evaluation is a holistic framework for centering evaluation in culture. It recognizes that culturally defined values underscore any evaluative effort and thus advocates that **evaluation be designed and carried out in a way that is culturally responsive to these values and beliefs**, many of which may be context- specific.[5]

Key representatives from each of the nine ʻElua organizations provided input into all aspects of the evaluation including identifying relevant questions, planning the evaluation design, selecting appropriate measures and data collection methods, gathering and analyzing data, reaching consensus about the findings, and disseminating results. In addition, Native Hawaiian values, language and culture were central to both the content and context of the majority of ʻElua programs and also informed the evaluation approach of the Foundation. One key characteristic of the Hope for Kids logic model is that it validates culturally-specific knowledge and ways of

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[4] Cousins, J. B., Whitmore, E. (1998). Framing participatory evaluation. In Whitmore, E. (Ed.), Understanding and practicing participatory evaluation: *New directions in evaluation, 80*, 3–23. San Francisco, CA: Jossey-Bass.
[5] Hood, S., Hopson, R., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In *Handbook of Practical Program Evaluation: Fourth Edition* (pp. 281-317). Wiley Blackwell. https://doi.org/10.1002/9781119171386.ch12

knowing and emphasizes the importance of establishing trust, relationship-building, and ownership of evaluation.

Overview of Strategy

The evaluation comprised several key phases, or steps, that are characteristic of collective impact initiatives. While the bulk of the evaluation work to date has focused on the earlier phases, more emphasis on the latter phases will progress over time. Eventually, the focus of the work will tend to shift to policy and advocacy outcomes, mutually reinforcing activities across different organizations, and early signs that the needle is being moved on key indicators. The steps associated with collective impact involve the following:

> Step 1. Consensus to move forward
>
> Step 2. Analysis of baseline data to identify key issues and gaps
>
> Step 3. Development of shared metrics/strategies that apply across varying contexts
>
> Step 4. Establishment of shared measures, including specific indicators and approaches
>
> Step 5. The collection, tracking, and reporting of progress

Building on the work that the Foundation accomplished with the ʻEkahi cohort, the evaluation work with ʻElua focused primarily on Steps 2 through Step 4, with some preliminary work addressing Step 5. The **consensus to move forward (Step 1)** was achieved with both cohorts early on, as were solid relationships among the Partners and between the Partners and the Foundation. One of the challenges to moving forward on evaluating the overall initiative was the varying knowledge, capacity, and strategies of the individual Partners relative to evaluating their own programs. Thus, a necessary foundational step was to provide **training in basic evaluation** concepts so that all the Partners had a shared understanding of evaluation.

Another foundational step was to review each individual Partner's **current evaluation approach** in order to understand its organizational strengths and challenges pertinent to evaluation. On the initial site visits, the Evaluator met with each individual Partner to discuss what they were currently doing in terms of evaluation, what they would ideally like to assess, what their perceived obstacles in conducting evaluation were, and how they would like to improve their current evaluation practices. Some of the key questions discussed included:

- What is the focus of their evaluation efforts?
- What instruments/methods do they use to measure change?
- Do the instruments/methods align with their program's mission?
- What do they do with the data they collect? How is it shared?

'Elua Partner Characteristics

The nine 'Elua Partners hailed from two islands (Hawai'i and O'ahu) and seven ahupua'a and they varied in the number of youth they served and in what capacity. Some provided activities during school time and others during out-of-school time. In addition, the extent to which youth were served in terms of duration and frequency also varied. Some programs served classes of students for a few days each semester, while others served a much smaller group over a month or longer. Despite these differences, the'Elua Partners shared a number of **similar characteristics**. In addition to a deep commitment to improving the lives of the youth they served, they each:

- Possessed a positive attitude toward evaluation
- Conducted evaluative activities within their respective programs, and
- Were genuinely interested in improving their current system of evaluation.

However, the Partners did vary from each other in terms of their evaluation focus. Some focused on program outcomes while others focused on program implementation. Given that all of the organizations had more than one funding stream for various projects, much of their evaluation efforts were funder-driven versus mission-driven. In many cases, the funder-mandated objectives were not clearly aligned with their organizational mission objectives. The **main challenges** to conducting evaluation that the majority of Partners faced were the following:

- Data collection issues from collecting too much data and/or collecting it haphazardly and not strategically
- A lack of clarity in their evaluation approach
- Either limited resources (time/labor/expertise) or a disproportionate amount of resources devoted to evaluation compared to other organizational priorities.

Description of ʻElua Partners

Table 2. Hope for Kids ʻElua Partners (2016-2021)

Organization	Location	Mission Focus
Hoʻokuaʻāina*	Maunawili, Oʻahu	"Rebuilding lives from the ground up" by empowering youth to realize the meaning and purpose of their lives by helping them develop life strategies and skills through the cultivation of kalo and Hawaiian cultural values-based coaching.
Kahua Paʻa Mua, Inc.	Kohala, Hawaiʻi	Enhance communities through economic, conservation/preservation, social & educational programs for youth and adults.
Kākoʻo ʻŌiwi*◆	Heʻeia, Oʻahu	Restore agricultural and ecological productivity to nearly 405-acres within the wetlands of Heʻeia through cultural, educational and ecosystem restoration programs.
Kānehūnāmoku Voyaging Academy	Kāneʻohe, Oʻahu	Perpetuate the knowledge of traditional Hawaiian navigation and to provide opportunities to Native Hawaiian students to advance in contemporary ocean based careers through academic, college, and career support.
Mālaʻai – The Culinary Garden of Waimea Middle School*	Waimea, Hawaiʻi	Cultivate the relationship between students and the land through growing and sharing nourishing food in an outdoor living classroom and connecting land stewardship, culture, health and pleasure with lifelong learning.
MAʻO – Waiʻanae Re-Development Corporation	Waiʻanae, Oʻahu	Empower our youth, families and community to work toward a just, healthy, sustainable and resilient food system for Hawaiʻi by reconnecting youth to ʻāina and matriculating them through higher education and into sustaining career pathways, while creating green collar jobs and providing organic produce to the community.
Paepae o Heʻeia*◆	Heʻeia, Oʻahu	Implement values and concepts from the model of a traditional fishpond to provide intellectual, physical, and spiritual sustenance for our community.
Papahana Kuaola*◆	Heʻeia, Oʻahu	Create quality learning focused on Hawaiʻi's cultural and natural resources, environmental restoration, and economic sustainability fully integrated with Hawaiian knowledge.
Keaukaha One Youth Development*	Keaukaha, Hawaiʻi	Aid Native Hawaiian youth in revealing their individual strengths and passions for future career and academic success.

🌷 EVALUATION PHASES

Timeline of Key Phases and Activities

Figure 3 below highlights the key phases and activities of the 'Elua Evaluation initiative over the last 24 months with work beginning in August 2017. Each of the key phases and accompanying activities are described in Table 3 on the following pages.

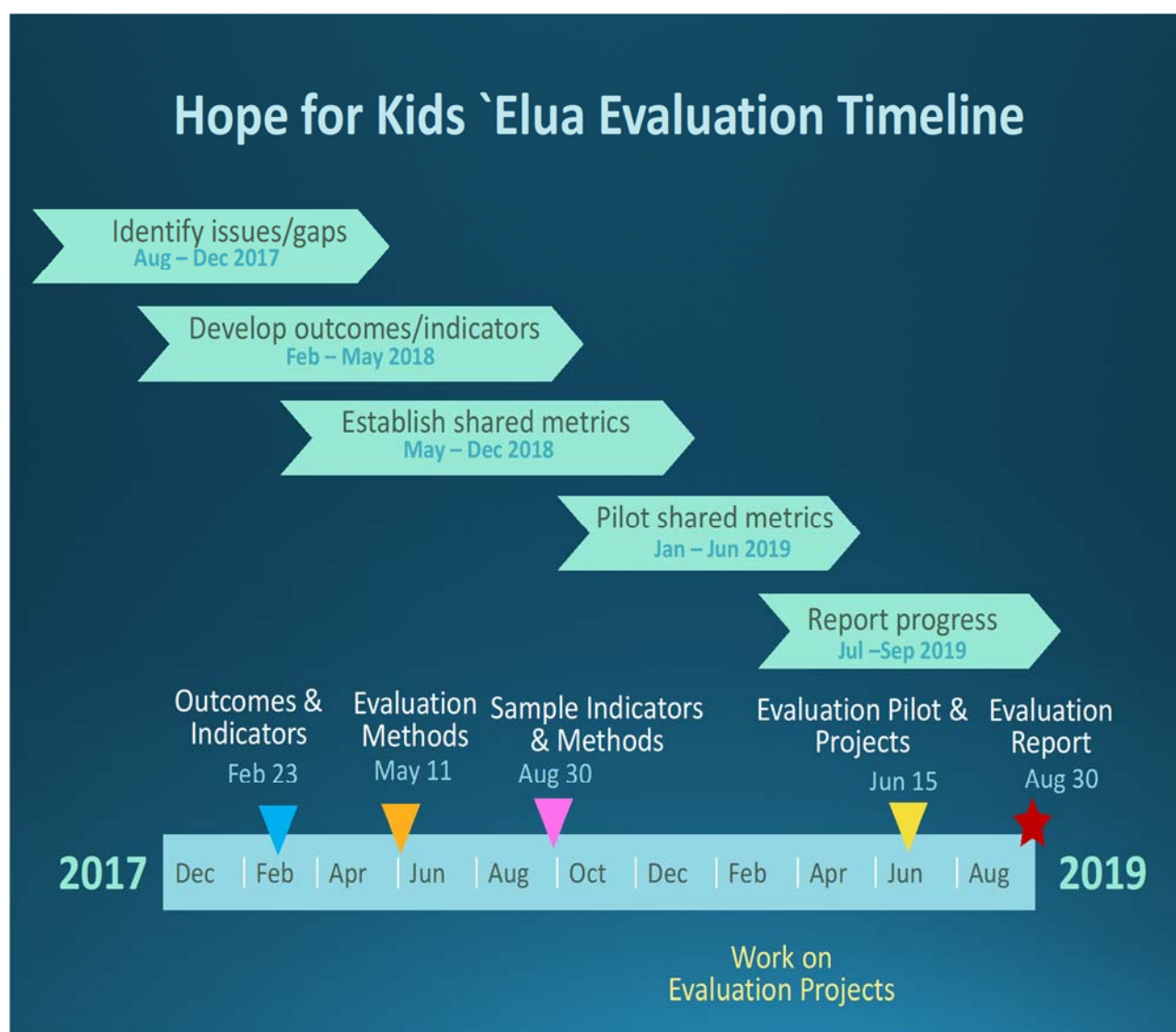*Figure 3. Hope for Kids 'Elua Evaluation Timeline*

Table 3. Key Phases and Activities (2017-2019)

Phase/Step	Time Frame	Summary of Activities
Consensus to Move Forward	Jan – Jul 2017	• Key representatives from each of the `Elua Partners formed an evaluation working group to address evaluation issues
Identify Issues and Gaps	Aug – Dec 2017	• Held 1st evaluation workshop *"An Overview of Program Evaluation"* to develop a shared understanding of evaluation among the `Elua Partners • Conducted site visits to better understand the programs, build relationship, and identify strengths, key issues and gaps relative to evaluation
Develop Shared Outcomes and Indicators	Jan – May 2018	• Held 2nd evaluation workshop *"Developing Meaningful Indicators for `Āina-Based Programs"* to set the context for collectively identifying and developing indicators that were aligned to Foundation values and `Elua organizational missions
Establish Shared Metrics	May – Dec 2018	• Held 3rd evaluation workshop *"Exploring Methods for Collecting Data on Meaningful Indicators"* to provide a brief overview of common evaluation methods and discuss what methods were most relevant for individual `Elua programs • Held 4th evaluation workshop *"Revisiting Hope for Kids Indicators and Methods of Assessing—Part II"* to review the Hope for Kids evaluation framework of outcomes and indicators and discuss the process for pilot-testing
Pilot Shared Metrics	Jan – Jun 2019	• Six of the nine `Elua Partners volunteered to pilot the Hope for Kids evaluation framework
Report Progress	Jul – Aug 2019	• Preliminary evidence on select Hope for Kids indicators and outcomes was compiled, analyzed, and disseminated • Findings were also shared at the annual conference of the Hawaii-Pacific Evaluation Association (Sept 2019): *"Finding the*

The timeline and summary of activities presented above insufficiently conveys the intense work that transpired. The 'Elua Partners spent an enormous amount of time and effort into understanding and conceptualizing evaluation within their own individual organizational contexts and within the context of the Hau'oli Mau Loa evaluation framework. While the evaluation timeline may have a specific start and end date, the work is on-going and cyclical. Considerable strides were made in building trust and relationships among the Partners, the Foundation, and the Evaluation Consultant, as well as building readiness to take shared action.

Hope for Kids Evaluation Framework

As previously mentioned, the **long term goal** of the Hope for Kids initiative is to increase a sense of hope in all children in Hawai'i by ensuring access to quality 'āina-based education, which in turn will result in a greater connection to community, positive feelings about themselves, belonging in a cultural context, a deep connection to the 'āina, and important life skills.

All of the 'Elua Partners incorporate the following Hope for Kids four **core elements/values** in their respective missions, services and activities to some extent:

1. Aloha (*love, affection, peace, compassion*): Provide opportunities for meaningful engagement with an adult who shares of their 'ike and aloha.

2. Ho'olako (*to supply, equip, provide, furnish, enrich*): Assist children in the development of life skills.

3. Kuleana (*right or value, responsibility, duty, obligation*): Believe in the potential of children and set high expectations for their performance.

4. Mēheuheu (*custom, a learned cultural value or behavior*): Provide opportunities to celebrate and find strength in one's cultural identity. Culture is a foundation for learning.

Hope for Kids Outcomes

In order to assess the extent to which these values are embodied in ʻāina-based programs, key **outcome statements** were developed. Outcomes (*what the program hopes to accomplish*) and indicators of progress (*specific changes that are observed*) toward achieving the long-term goal (*instilling hope for the future in kids*) can be specific to haumāna (youth), ʻohana (families), and the larger community and system (e.g., schools and other organizations). However, for this phase of evaluation work, the focus was on **haumana-specific** outcomes and indicators, which address what the individual child learns as a result of his/her participation in the program. The five outcome statements are as follows:

1. Aloha: Increased knowledge of and appreciation for community
2. Kuleana: Increased positive feelings about self[6], including a sense of achievement (hiki)
3. Mēheuheu: Increased sense of belonging in a cultural continuum (cultural identity[7])
4. Mālama ʻĀina: Increased connection to the ʻāina
5. Hoʻolako: Improvement in important life skills[8]

Hope for Kids Indicators

Tables 4-8 on the following pages highlight the outcome statements and indicators that ʻElua Partners generated in their work together over the last two years. Specifically, Partners chose indicators 1) that they were currently using and had previously developed within their respective programs, 2) that were from existing surveys such as the *Hawaiian Cultural Connectedness Survey v.1.0*[9] or from qualitative instruments such as observational rubrics, journal prompts, or focus group questions, and/or 3) that they newly developed to reflect what change(s) they wanted

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[6] Self constructs include <u>self-concept</u> (the nature and organization of beliefs about one's self); <u>self-esteem</u> (general feelings of self-worth or self-value), <u>self-efficacy</u> (belief in one's capacity to succeed at tasks), and <u>self-confidence</u> (combination of self-esteem and self-efficacy).

[7] <u>Cultural identity</u> is the identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.
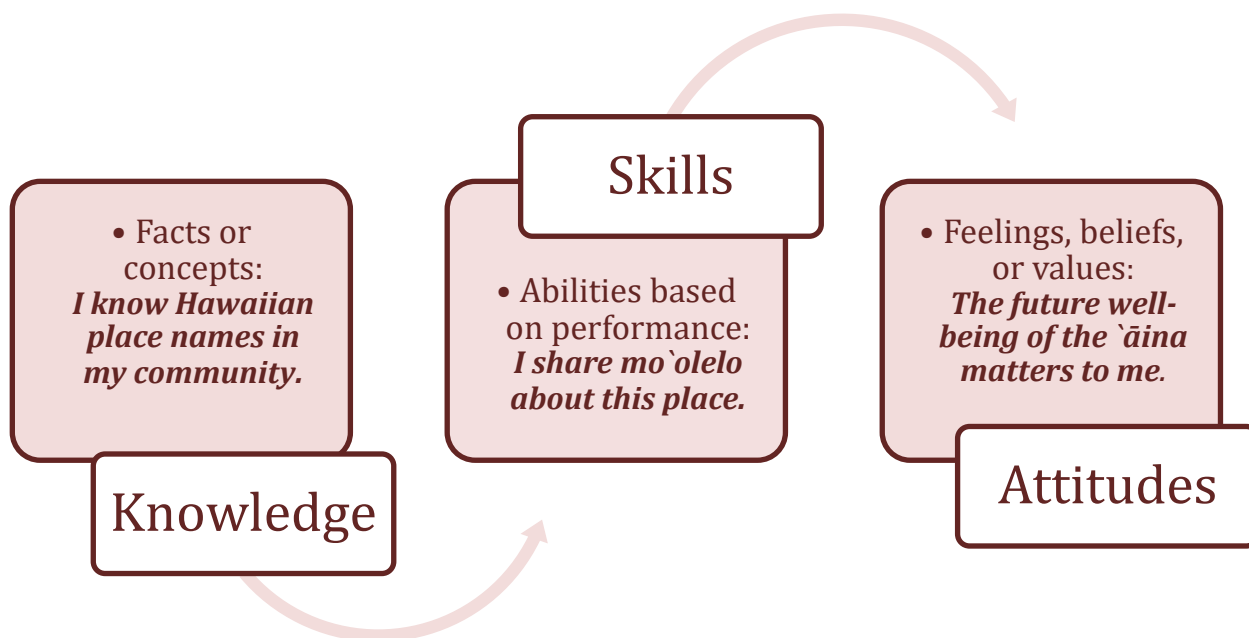
[8] <u>Life skills</u> are abilities for adaptive and positive behavior that help individuals deal effectively with the demands and challenges of life. Typical life skills include the following: decision-making, problem-solving, critical thinking, effective communication, interpersonal relationships, self-awareness-mindfulness, assertiveness, empathy, coping with stress/trauma/loss, and resilience.

[9] Kamehameha Schools. (2009). *Hawaiian cultural connectedness: HCC survey v.1.0 and its uses.* Honolulu, HI: Author.

to see in their haumāna who participated in their programs. In addition to articulating the indicators, Partners discussed the extent to which each indicator was relevant to their mission/program, if people in their program (youth/staff) would understand it as it was worded, how they would gather data on the indicator, and how they would use the information from this indicator. These questions helped Partners think through at a granular level what they wanted to haumana to learn from being in their programs and enabled them to have a rationale for selecting each indicator.

When developing indicators, Partners also discussed the three types of learning they wanted to observe in participants: **knowledge, skills, and attitudes.** Typically, most programs tend to focus on the development of knowledge and skills because they are easier to observe and measure. In contrast, attitudes are more difficult to assess and challenging to develop in a short time. Usually, a change in attitude takes time to develop, is often assessed through observation or self-reflection, and reflects deeper learning. An example of the indicator types as developed by the Partners is illustrated in Figure 4.

Figure 4. Types of Indicators

- Facts or concepts:
I know Hawaiian place names in my community.

Knowledge

Skills

- Abilities based on performance:
I share mo`olelo about this place.

- Feelings, beliefs, or values:
The future well-being of the `āina matters to me.

Attitudes

The table below highlights the Hope for Kids outcomes, examples of the indicators that were generated by the Partners, the primary type of indicator (knowledge, skills, or attitude), and the number of Partners who selected the indicator as an indicator that captures what they wanted to

see in their participants. Partners were asked to select priority indicators and the majority chose between 15 and 25 total from a list of over 100. It is important to remember when reviewing the tables that some of the indicators are sometimes duplicative, can potentially fall under more than one outcome, and can address more than one kind of learning: knowledge, skills, or attitudes. A full list of all the indicators that were generated is presented in Appendix C and a **summary of all the indicators** is presented on page 16.

Table 4. Examples of Indicators by Outcome and Type

Hope for Kids Outcome	Indicator	Type
MĒHEUHEU Participants will demonstrate an increased sense of belonging in a cultural continuum.	*As a result of my time here, I have strengthened my understanding of Hawaiian culture*	K
KULEANA Participants will demonstrate increased positive feelings about self, including a sense of achievement (hiki).	*I believe my life has value, meaning, and purpose.*	A
HO`OLAKO Participants will demonstrate an increase in important life skills.	*I show up mākaukau (being ready and prepared).*	S
MĀLAMA `ĀINA Participants will demonstrate an increased connection to the `āina.	*It is a privilege to take care of the land.*	A
ALOHA Participants will demonstrate increased knowledge of and appreciation for community.	*I can share my knowledge of what I have learned with the larger community and especially with my peers.*	S

Summary of Partner-Generated Indicators

Table 5 below summarizes the previous tables. A total of 116 indicators was generated, ranging from a low of 25 indicators under *knowledge and appreciation for community* and a high of 41 indicators for *connection to the `āina* and *sense of belonging in a cultural continuum*. It is important to note that some indicators could be categorized under more than one outcome and the distinction among the outcomes was not hard and fast. In addition, some of the indicators were somewhat duplicative but were kept intact to honor the way each of the Partners articulated them. In terms of indicator type, the majority of indicators addressed attitude (45), followed by

skills (40), and then knowledge (31). This is in direct contrast to the majority of instruments that tend to address knowledge and skills versus an emphasis on attitudes.

All indicator types were reflected under each outcome, although some types were more represented than others, depending on the outcome. For example, the outcome focused on life skills lends itself to indicators that are focused on skills compared to knowledge or attitudes. While these indicators represent the initial work undertaken by the Partners, the work is not complete. As this work evolves, Partners may want to develop more or refine existing indicators under each outcome that balance knowledge, skills, and attitudes so that there is not a preponderance of any one type.

When selecting priority indicators, Partners tended to choose those that addressed **cultural identity**, **feelings about self**, **life skills**, and **connection to `āina** compared to those that addressed knowledge of and appreciation for **community**.  One reason for this may be because the majority of programs used `aina-based experiences within a cultural context to increase self-esteem and life skills and thus focused on these four areas within their respective programs. Another reason may be that connection to community is more of a long-term outcome that eventually results after participants experience a connection to `āina, a stronger cultural identity, and/or positive feelings about self. The next section will highlight each pilot site and the process and context in which the Hope for Kids evaluation framework was piloted.

Table 5. Summary of Indicators by Outcome, Number, Type of Indicator, and Priority

Hope for Kids Outcome	Number of Indicators	Type of Indicator			Priority
		K	S	A	
Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	25	11	**12**	2	1 (n=41)[10]
Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	23	1	10	**12**	1 (n=41)
Participants will demonstrate an increase in important <u>life skills</u>.	27	7	**15**	5	2 (n=37)
Participants will demonstrate an increased connection to the <u>`āina</u>.	28	7	2	**19**	3 (n=30)

[10] The (n=) reflects the total number of times the indicators were chosen by Partners. Please refer to Appendix C for more information.

Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	13	5	1	7	**4** **(n=25)**
Total	**116**	**31**	**40**	**45**	

🌹 PILOT SITES AND PROJECTS

Overview of Pilot Sites

In August 2018, there were six sites representing four Partners that volunteered to serve as pilot sites:

- Ho`okua`āina (Maunawili, O`ahu)
- Huliāmahi Education Alliance (He`eia, O`ahu): Kāko`o `Ōiwi, Paepae o He`eia, and Papahana Kuaola
- Māla`ai Culinary Garden of Waimea Middle School (Waimea, Hawai`i Island)
- RISE Keaukaha One Youth Development (Keaukaha, Hawai`i Island)

Each agreed to work with the Evaluation Consultant in implementing the tasks associated with incorporating the Hope for Kids evaluation framework within their respective projects. The timeline for this phase was from September 2018 through July 2019. While each of the sites varied in their organizational development, mission, scope, and the age of youth they served, they all were enthusiastic about gathering evidence that Hope for Kids was "working" and eager to strengthen their own capacity in doing evaluation.

Tasks of Pilot Sites

There were key tasks involved for all the sites. These included the following:

1. Confirm the list of indicators that they initially chose for their site and/or identify others they wanted to include.
2. Consult with others in their organization (e.g., direct services staff) to vet the selected indicators.
3. Determine the extent to which the Hope for Kids outcomes and indicators were currently aligned with their existing evaluation approach.
4. Review existing evaluation methods, including qualitative and quantitative methods, and determine if and how the Hope for Kids indicators should be incorporated.
5. Identify other methods that may be more appropriate (e.g., feasible and relevant).

6. Map out a timeline of key tasks and milestones to accomplish piloting the framework.

7. Determine specific roles and responsibilities for the Partner site and for the Foundation and evaluation team.

🌺 Māla`ai Culinary Garden of Waimea Middle School

Project Name	Number Served in Pilot Project	Brief Description of Pilot Project
`Āina-Based Education to Grow Thriving Keiki	50 students aged 11-14 at Waimea Middle School	The project worked with 6th-8th grade science classes at WMS students who had structured learning experiences in the garden that connected classroom curriculum with real world relevance through project-based learning. Small garden work groups of 5-7 students allowed for deep learning opportunities. In addition to curriculum-specific knowledge, the project sought to incorporate Hope for Kids outcomes in their assessment instruments.
Pilot Evaluation Instruments		
Māla`ai Student Survey		This 28-item survey included 3 open-ended questions and 25 Likert-scaled statements that measured the extent to which students agreed (*strongly agree, agree, neutral, disagree, strongly disagree*) with what they knew (*knowledge*), what they could do (*skills*), and how they felt (*attitudes*) about their time spent in the garden. The survey was adapted from the existing student survey previously developed by Māla`ai. All 5 Hope for Kids outcomes were incorporated in the survey.

Māla`ai Student Observation Checklist	This 12-item checklist was a new measure developed by the project and completed by a team of 3 teachers/staff members to corroborate what students self-reported on the Student Survey. The checklist determined the frequency of behavior (*often, sometimes, seldom, or not applicable/ not observed*) that adults observed for an individual student during a specific day in the garden. Room for additional comments associated with each item was provided. All 5 Hope for Kids outcomes were incorporated in the checklist.

Methods of Implementing	
Māla`ai Student Survey	The survey was administered as a pre and a post to 50 7th graders over the course of 2 years: in 7th grade (2019-2020) and again in 8th grade (2020-2021). In sum, each of the 50 students will have taken the pre-survey twice and the post-survey twice. This is to document if learning in the garden that takes place over 2 years is different from learning in the garden that takes place after only 1 year.
Māla`ai Student Observation Checklist	A sub-group of the 50 students (between 12 and 14 total) were further assessed by adults who observed them while they were learning in the garden on 4 separate occasions: Fall 2019, Spring 2020, Fall 2020, and Spring 2021. This is to determine if what students self-report on the student survey (pre and post) can also be observed by an adult on a given day in the garden.

Table 6. Summary of Māla`ai Indicators by Outcome, Number of Indicators, and Instrument

Core Element	Hope for Kids Outcome	Number of Indicators		Total
		Student Survey	Checklist	
ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	3	1	**4**
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	6	3	**9**
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	4	3	**7**
	Participants will demonstrate an increased connection to the <u>`āina</u>.	5	2	**7**
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	7	4	**11**

	Total	25	12

In sum, a minimum of 4 indicators and a maximum of 11 indicators were addressed under each Hope for Kids outcome by the Māla`ai assessment tools. Please refer to Appendix B.

Keaukaha One Youth Development

Project Name	Number Served in Pilot Project	Brief Description of Pilot Project
RISE (*Revealing Individual Strength for Excellence*) 21st Century After School Program	11 students aged 12-17 in Keaukaha	The project worked with a small group of youth who participated in RISE, which provides individual mentoring and culture- and place-based learning experiences in an after-school setting to help youth build leadership skills and develop self-esteem and positive relationships for future career and academic success. The project sought to incorporate Hope for Kids outcomes in their existing assessment practices.

Pilot Evaluation Instruments	
Individual Student Success Plan (ISSP)	The ISSP is a tool RISE had previously developed that captures information directly from each youth participant. In essence, the ISSP is a concept map/goal map that each youth adds to during their on-going participation in the program. The ISSP addressed two of 15 Hope for Kids indicators selected by RISE: leadership skills and preparation for college and career (e.g., life after high school).

Five C's Rubric	The Five C's Rubric is another tool RISE had previously developed that captures information indirectly about each youth participant. It is an instrument used by staff to discuss participants' progress on five observed characteristics: competence, courage, commitment, compatibility, and character. Scores range from a high of 5, a medium of 3, and a low of 1. The Rubric addressed 5 indicators related to life skills and feelings about self.
RISE Haumana Survey	The Haumana Survey was created to supplement the 5 C's Rubric and consisted of 13 Likert-scaled statements completed by youth that measured the extent to which they agreed (*strongly agree, agree, neutral, disagree, strongly disagree*) with what they knew (*knowledge*), what they could do (*skills*), and how they felt (*attitudes*) about their time at RISE. All 5 Hope for Kids outcomes were incorporated in the survey.
RISE Mentor Survey	The Mentor Survey consisted of 12 statements completed by an adult mentor in RISE to corroborate what youth self-reported on the Haumana Survey. The survey assessed the frequency of behavior (*often, sometimes, seldom, or not applicable/not observed*) that an adult observed of the youth while they were in the program. All 5 Hope for Kids outcomes were addressed in the survey.

Methods of Implementing	
Individual Student Success Plan (ISSP)	Haumana have multiple opportunities throughout their participation to add to their ISSP. The ISSP's are reviewed by staff at the end of the program year in June as a means to measure participant growth and career interests.
Five C's Rubric	The rubric is used by the adult mentors to discuss each participant's progress over the course of a given year. Mentors meet three times a year (October, February, and June) to discuss and come to a consensus on how each participant demonstrates competence, courage, commitment, compatibility, and character. The instrument is also used with parents of each of the participants as way to discuss their child's growth in the program and to ask how parents would rate their child on each of the 5 C's.
RISE Haumana Survey	The survey was administered as pre and a post to all 11 haumana twice a year: once in the Fall and once in the Spring. In sum, each of the 11 students will have taken the pre-survey twice and the post-survey twice over the course of 2 years. This is to document if growth in the program that takes place over 2 years is different from growth in the program that takes place after only 1 year.

RISE Mentor Survey	All 11 youth were further assessed by RISE mentors who knew and interacted with each of them. The mentors completed the survey twice a year: once in the Fall and once in the Spring. Overall, each of the RISE mentors will have completed the survey for each haumana twice over the course of 2 years. This is to determine if what youth self-report on the haumana survey (pre and post) can also be corroborated by a mentor.

Table 7. Summary of RISE Indicators by Outcome, Number of Indicators, and Instrument

Core Element	Hope for Kids Early Outcome	Number of Indicators				Total
		Haumana Survey	Mentor Survey	The Five C's Rubric	ISSP	
ALOHA	Participants will demonstrate increased knowledge of and appreciation for community.	1	1	--	--	2
KULEANA	Participants will demonstrate increased positive feelings about self, including a sense of achievement (hiki).	3	3	1	1	8
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a cultural continuum.	3	3	--	--	6
	Participants will demonstrate an increased connection to the `āina.	2	2	--	--	4
HO`OLAKO	Participants will demonstrate an increase in important life skills.	4	4	4	1	13
	Total	13	13	5	2	

In sum, a minimum of 2 indicators and a maximum of 13 indicators were addressed under each Hope for Kids outcome by the RISE assessment tools. Please refer to Appendix B.

Ho`okua`āina

Project Name	Number Served in Pilot Project	Brief Description of Pilot Project
Kūkuluhou (*to rebuild*) Program	18 youth aged 12-18 on O`ahu	The program serves at-risk youth and teaches them life strategies and skills through a 3-month farming experience cultivating kalo and receiving Hawaiian cultural values-based coaching. Given that the program addresses 4 key areas that are closely aligned to Hope for Kids outcomes, the pilot project sought ways to further refine Hope for Kids indicators and to streamline existing assessment practices.
Pilot Evaluation Instruments		

Participant Entry Survey	Developed by Ho`okua`āina, this questionnaire captures information directly from each youth participant at the start of their 3-month experience. It consists of 24 items: 20 closed-ended items and 4 open-ended questions. The questionnaire addresses the 4 intended outcomes of Kūkuluhou: *sense of self-concept, personal competency, cultural connection, and belonging*, all of which are closely aligned to Hope for Kids outcomes. There were 5 items for each outcome. Each closed-ended item was evaluated on a 3-point scale: 1 (*not true of me*), 2 (*somewhat true of me*), and 3 (*true of me*). All of the items were clearly aligned with Hope for Kids outcomes and indicators. The 4 open-ended questions also addressed each of the 4 Kūkuluhou outcomes: 1) *Are you interested in learning about the Hawaiian culture?* 2) *Share about a place where you feel you belong,* 3) *Give examples of what respect means to you, and* 4) *How do you feel about the person you are today?*
Participant Exit Survey	This tool contained the same 20 closed-ended items as the entry survey but differed in the 4 open-ended questions: 1) *Share how your time in the program has changed your understanding of the Hawaiian culture* 2) *Do you feel you belong here at Kapalai?* 3) *Give examples of how you practice "Nani Ke Kalo" in your everyday life, and* 4) *After spending time at Kapalai, how do you feel about the person you are today?*
Outcome Indicator Rating Scale (OIRS)	The OIRS is another tool Ho`okua`āina had previously developed that captures information indirectly about each youth participant. It is an instrument used by staff to discuss participants' progress on the four Kūkuluhou outcomes. The OIRS consists of 31 indicators across the 4 outcomes. Scores range from a high of 3 (*met fully*), a medium of 2 (*met a little to normal)*, and a low of 1 (*met none to a little*). Summing the scores given for each outcome and then dividing the sum by the number of indicators results in a mean rating for each outcome. In determining the score, staff consider multiple sources of information for each youth: attendance, responses to the open-ended questions on the entry and exit surveys, periodic interviews and talk story sessions, observations, and journal entries.
Methods of Implementing	
Participant Entry Survey	The survey was administered to all 18 youth participants at the beginning of their 3-month experience. Staff reviewed the responses so that they had a better understanding of what each participant brought with them to their experience in Kūkuluhou.

Participant Exit Survey	The survey was administered to all 18 youth participants at the end of their 3-month experience. Staff reviewed the exist survey responses and compared them to their entry survey responses so that they could assess the extent each participant had grown during their time in Kūkuluhou.
Outcome Indicator Rating Scale (OIRS)	The rating scale was used by the three staff members to discuss each participant's progress over the course of their participation. Staff met quarterly to assess those participants who were exiting the program after their 3-month experience. They discussed and came to a consensus on the extent to which each participant demonstrated the four Kūkuluhou outcomes.

Table 8. Summary of Kūkuluhou Indicators by Outcome, Number of Indicators, and Instrument

Core Element	Hope for Kids Early Outcome	Number of Indicators[11]			Total
		Entry Survey	Survey	OIRS	
ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	5	5	5	**15**
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	7	7	9	**23**
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	3	3	8	**14**
	Participants will demonstrate an increased connection to the <u>`āina</u>.	3	3	5	**11**
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	6	6	7	**19**
	Total	**24**	**24**	**34**	

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[11] Includes both closed-ended and open-ended items across all 5 outcomes.

In sum, a minimum of 11 indicators and a maximum of 23 indicators were addressed under each Hope for Kids outcome by the Kūkuluhou assessment tools. Please refer to Appendix B.

🌺 Huliāmahi

Project Name	Number Served in Pilot Project	Brief Description of Pilot Project

Huliāmahi Education Alliance	69 students in 4ᵗʰ-6ᵗʰ grades in Kaneohe	Huliāmahi is an alliance between three ʻāina-based non-profits: Papahana Kualoa, Kākoʻo ʻŌiwi, and Paepae o Heʻeia, all of which are located in the ahupuaʻa of Heʻeia. The program begins in 4th grade and continues through 6th grade. Each year, students from He`eia and Kāneohe Elementary schools visit all three sites. In addition to these three visits, staff meet with the students and teachers at the schools prior to the first site visit, and after the last site visit. The pilot project sought to align Hope for Kids outcomes with Huliāmahi assessment instruments.

Pilot Evaluation Instruments	
Participant Pre-Assessment	This tool was created by the Huliāmahi staff to assess their five indicators: *E mākaukauʻo: Be prepared; E haʻahaʻa ʻoe: Be humble; E maʻemaʻe ʻoe: Be the best that you can be; E paʻahana ʻoe: Be productive; and E kilo ʻoe: Be observant.* The assessment utilized multiple choice questions and real-life scenarios, and then based on the scenario and the value being assessed had to select the appropriate choice. Each grade level had different guiding questions which both the curriculum and the assessments addressed. In 6th grade, the focus was on *Kuleana Kaiāulu* and the guiding question was: *"How can better understanding your actions, place and role help to create a better community?"*
Participant Post-Assessment	The pre-assessment tool described above was administered again on the 5ᵗʰ and final visit to the school.
Site Visit Journals	The Site Visit Journal consisted of 4 open-ended self-reflection questions. Students were given an additional option to submit a creative artwork to illustrate what was learned from the site visit. Students completed their journal after each site visit. The questions asked were: 1) *ʻO wai kou inoa (what is the name) of the person who taught you at the site? Was there something that he or she said that was important to you? What was it and why was it important?;* 2) *Did anything during your visit remind you about your ʻohana or the things that you do with your ʻohana? If so, what was it?;* 3*) What would you like to do more of the next time you come to the site?;* and, 4) *Is there anything that you would like to do less of the next time you come to the site?.*

Student Focus Group	A group of 4 6th graders participated in a focus group at the end of the Huliāmahi experience. A total of 20 questions explored students' understanding of 1) *the purpose and direction of the program (i.e. Do you know what the learning goal of Huliāmahi was this year?),* 2) *curriculum and instruction (i.e. What Huliāmahi activity did you learn the most from?),* and 3) *place-based na'auao and future recommendatins fo the program (i.e. What did you learn about He'eia during our time with Huliāmahi?)*

Methods of Implementing	
Participant Pre-Assessment	The survey was administered to 48 6th-graders of He'eia Elementary at the beginning of their time with Huliāmahi during the initial school-based visit. Multiple-choice questions were scored either a "0" (student does not answer the question correctly), a "1" (student chooses correct choice), or a "2" (student chooses the correct choice, explains his or her rationale for his or her choice, and demonstrates an understanding of the word and concept being assessed). In addition, students were given Hawaiian vocabulary words and were given 1 point for each word correctly used in a sentence. Overall, the themes focused on two of the elements: Aloha and Mēhuehue.
Participant Post-Assessment	The pre-assessment tool described above was administered again on the 5th and final visit to the school. A total of 49 6th graders from He`eia Elementary completed the post-assessment at the end of their time with Huliāmahi during the final school-based visit.
Self-Reflection Journals	The students were asked to complete a site visit journal reflection immediately at the end of each site visit. Staff reviewed the journals and a consultant helped to ascertain emerging themes.
Student Focus Group	A group of 4 6th graders participated in a focus group at the end of the Huliāmahi experience. A consultant met with them as a group, asked the questions, and recorded their responses. Repsonses were then transcribed.

Table 9. Summary of Huliāmahi Indicators by Outcome, Number of Indicators, and Instrument

Core Element	Hope for Kids Early Outcome	Number of Indicators[12]			Total
		Pre-Assessment	Post-Assessment	Site Visit Journals	
ALOHA	Participants will demonstrate increased knowledge of and appreciation for community.	4	4	1	9

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[12] Includes both closed-ended and open-ended items across all 5 outcomes.

KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	4	4	1	**9**
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	3	3	1	**7**
	Participants will demonstrate an increased connection to the `āina.	2	2	3	**7**
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	2	2	1	**5**
	Total	**15**	**15**	**7**	

In sum, a minimum of 5 indicators and a maximum of 9 indicators were addressed under each Hope for Kids outcome by the Huliāmahi assessment tools. Please refer to Appendix B.

The next section will highlight the Hope for Kids outcomes to date achieved by youth in each of the pilot programs. Two types of assessment tools are included in the analysis: those completed by participating youth and those completed by adult staff on the youth in each program. In addition, key statements made by youth in each program are highlighted. It might be helpful to review the actual assessment tools contained in Appendix D prior to reading the subsequent section on preliminary outcomes so that it is easier to comprehend how the ratings were obtained and to know which specific indicators under each Hope for Kids outcome were addressed by each pilot project.

🌷 PRELIMINARY OUTCOMES

Māla`ai

The following ratings are based on feedback from 28 students who completed the pre-Student Survey and from 2 adult staff who completed observations on a sub-group of 10 students in Spring 2019. In general, ratings by adults and students slightly varied according to the outcome,

although both students and adults agreed that students demonstrated a "connection to the `āina" more than any of the other four Hope for Kids outcomes. Adult ratings for "knowledge of and appreciation for community" were not observed on 8 of the 10 students on the day of the observation and thus are not reported here. The post-Student Survey for the 28 students who took the pre-Student Survey and a follow-up observation on the same 10 students is planned for Fall 2019.

Māla`ai Participant Ratings by Hope for Kids Outcomes

	Student	Adult
Mālama `Āina	4.2	4.3
Ho`olako	4.1	3.8
Kuleana	4.0	4.0
Mēheuheu	3.9	4.0
Aloha	3.7	
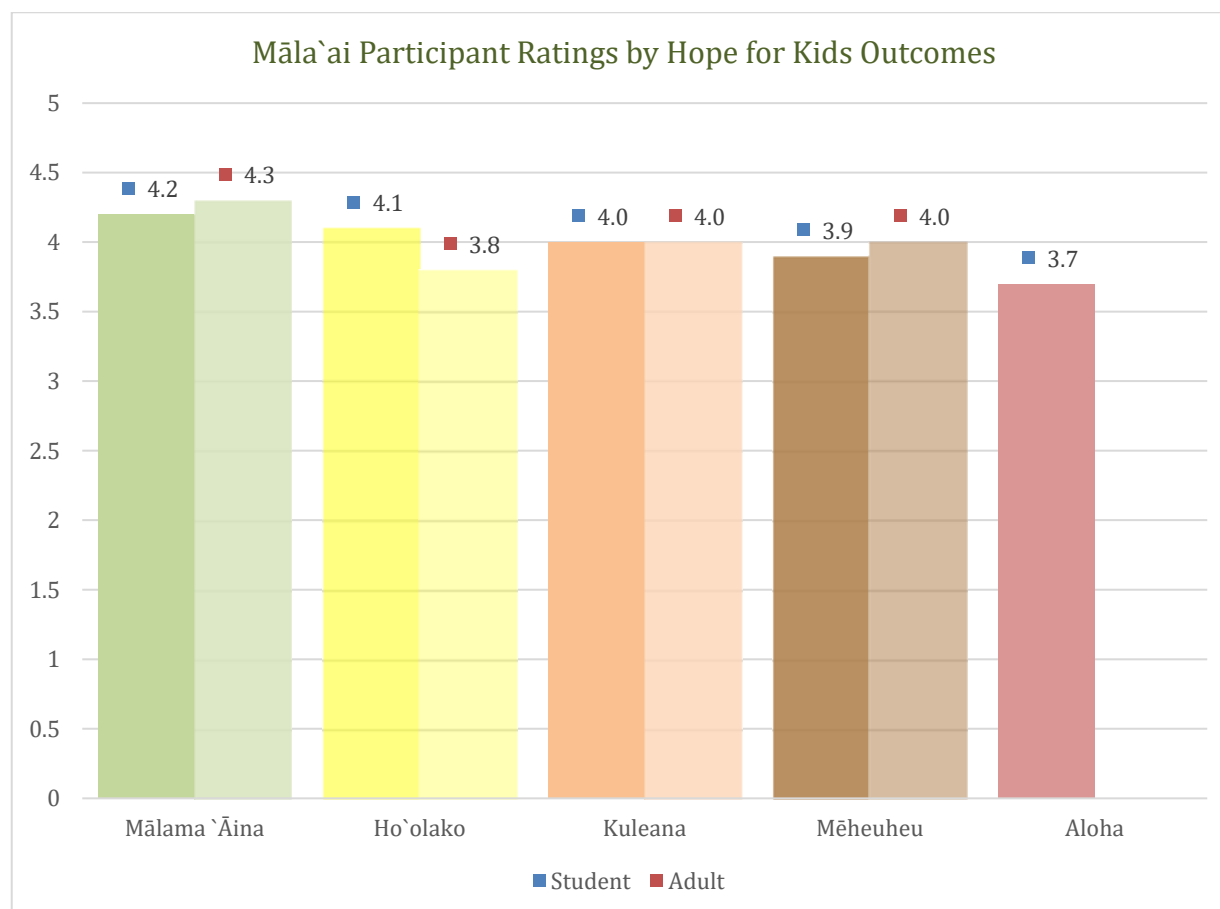
Spring 2019

Table 10. Rating Average by Core Element, Outcome, and Type of Assessment

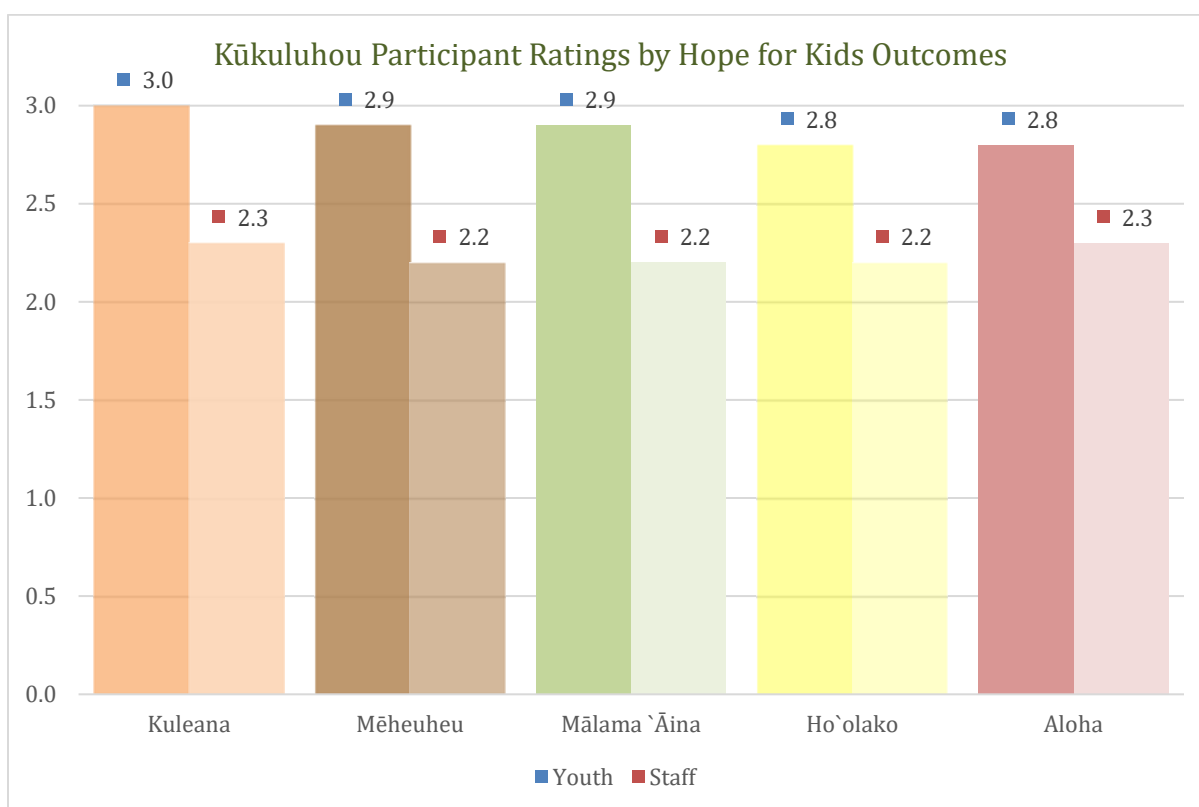|		Rating Average	
Core Element	**Hope for Kids Outcome**	**Student Survey**[13]	**Observation Checklist**[14]

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[13] Based on a 5-point Likert scale: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*
[14] Based on a 5-point Likert scale: *Eagerly, Willingly, Neutral, Somewhat Reluctantly, Reluctantly*

ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	3.7	NA[15]
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	4.0	4.0
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	3.9	4.0
	Participants will demonstrate an increased connection to the `āina.	**4.2**	**4.3**
HOʻOLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	4.1	3.8

Qualitative feedback (highlighting each of the 5 outcomes) gathered from the open-ended responses on the Māla`ai Student Survey include the following:

- *"I think about the garden when I'm at the market and I see all the vegetables and fruit and I think to myself which fruit have we made in the garden."*

- *"I love being at the garden and really like all the teachers/helpers and it's my happy place."*

- *"The garden gives me peace and joy plus a lot of fun."*

- *"I have learned about the `āina and plants of Hawaii."*

- *"My experience in the garden has made it so I can learn something to help me with my future life/education."*

RISE

The following ratings are based on feedback from 12 youth who completed the Haumana Survey and from 2 adult mentors who completed the Mentor Survey on the 12 youth in Spring 2019. In general, youth ratings were slightly higher than mentor ratings. The highest ranked outcome by

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[15] NA=Not observed by staff in 78% of the students at the time the observation checklist was completed.

both youth and mentors was a "sense of belonging in a cultural continuum or cultural identity". A close second was "increased positive feelings about self." The same 12 youth who took the pre-Haumana Survey is planned for Fall 2019, along with a follow-up Mentor Survey on the same 12 students.

RISE Participant Ratings by Hope for Kids Outcomes

	Mēheuheu	Kuleana	Mālama `Āina	Ho`olako	Aloha
Haumana	4.5	4.4	4.3	4.3	3.8
Mentor	4.0	4.0	3.9	4.1	3.5
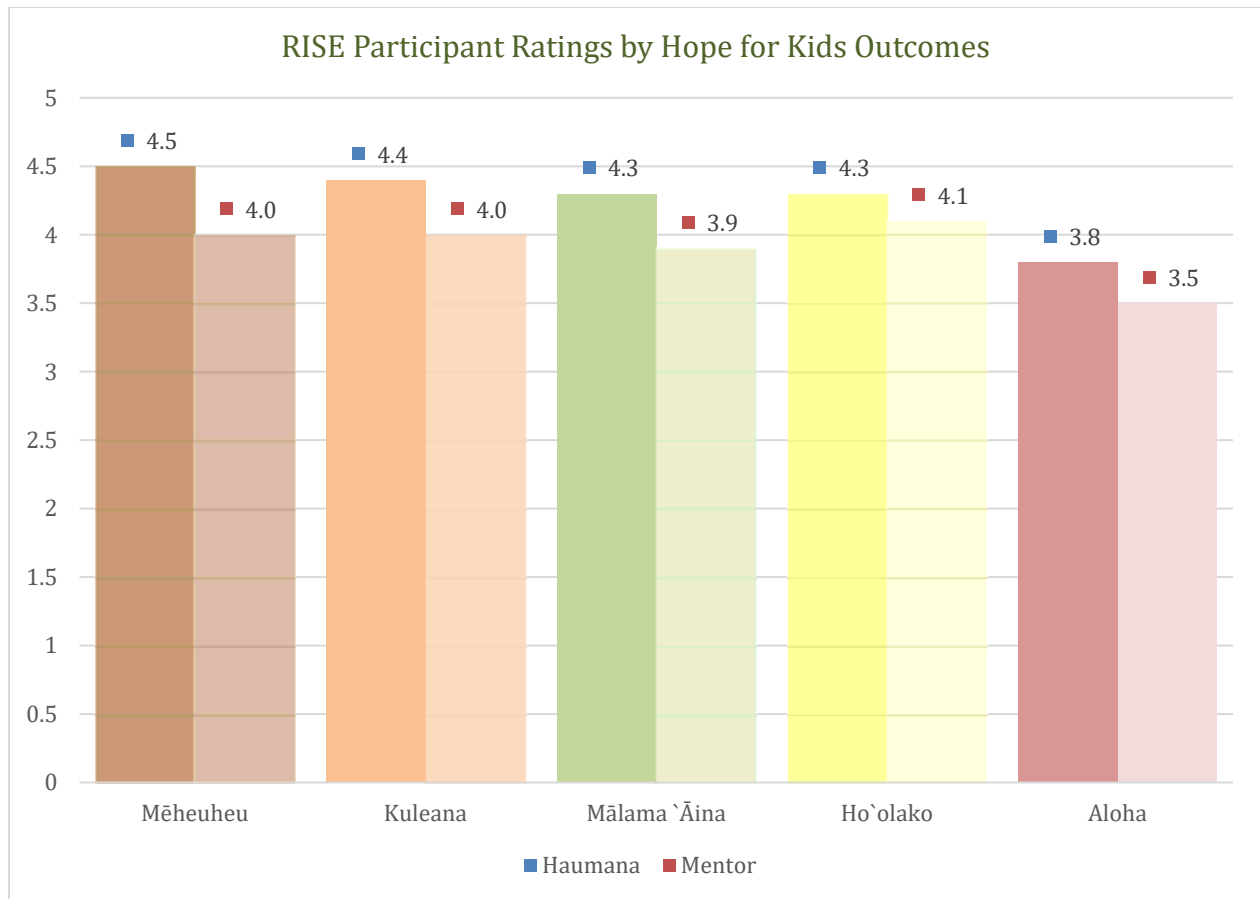
■ Haumana ■ Mentor

Spring 2019

Table 11. Rating Average by Core Element, Outcome, and Type of Assessment

Core Element	Hope for Kids Early Outcome	Rating Average

		Haumana Survey[16]	Mentor Survey[17]	The Five C's Rubric[18]	ISSP[19]
ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	3.8	3.5	-	-
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	4.4	4.0	4.5	Y
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	**4.5**	**4.0**	-	-
	Participants will demonstrate an increased connection to the <u>`āina</u>.	4.3	3.9	-	-
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	4.3	4.1	4.5	Y

Qualitative feedback was primarily gathered from the Individual Student Success Plan (ISSP), which was a concept map that detailed youth's career interests and goals for when they grow up. Some of the topics addressed in the ISSP included personal career goals, where they saw themselves in 5 years, what career they wanted, what was their dream car/house, and many others. One of the topics was to identify things they were grateful for and some of the responses included the following:

- *"I am grateful to live in a good community."*
- *"I am grateful that we have Uncle Rudy coming and teaching us."*
- *"I am grateful for having a caring family."*
- *"I am thankful for being Hawaiian."*
- *"I am thankful for having the opportunity to prepare for college."*

Kūkuluhou

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[16] Based on a 5-point Likert scale: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*
[17] Based on a 5-point Likert scale: *Often, Sometimes, Seldom, Never, NA/Not Observed*
[18] Based on 5-point Likert scale: *High (5), Medium (3),* and *Low (1)*
[19] Based on the presence of future job/career/ personal interest statements related to these values: *Yes (Y) or No (N)*

The following ratings are based on feedback from 18 youth who completed the Participant Exit Surveys and from 3 adult staff who completed the Outcome Indicator Rating Scale (OIRS) on the 18 youth in Fall 2018 and Spring 2019. In general, youth ratings were higher than staff ratings; however, it is important to keep in mind that the assessment methods were quite different. While the youth surveys and the OIRS were both based on a 3-point scale, they varied in what was being assessed. The highest ranked outcome by youth was "increased positive feelings about self." Adult staff ratings were almost identical on each of the five outcomes, between 2.2 and 2.3 (out of 3). Similarly, youth ratings ranged from 2.8 to 3.0 (out of 3) and increased from 2.76 on the presurvey to 2.88 on the post survey. In sum, youth and mentors agreed that youth more often than not demonstrated *kuleana, mēheuheu, mālama `āina, ho`olako,* and *aloha*. Given that the 18 youth exited the program (completed their 3-month experience), a different set of youth will be enrolling in the program and will be taking the entry and exit surveys in Fall 2019.
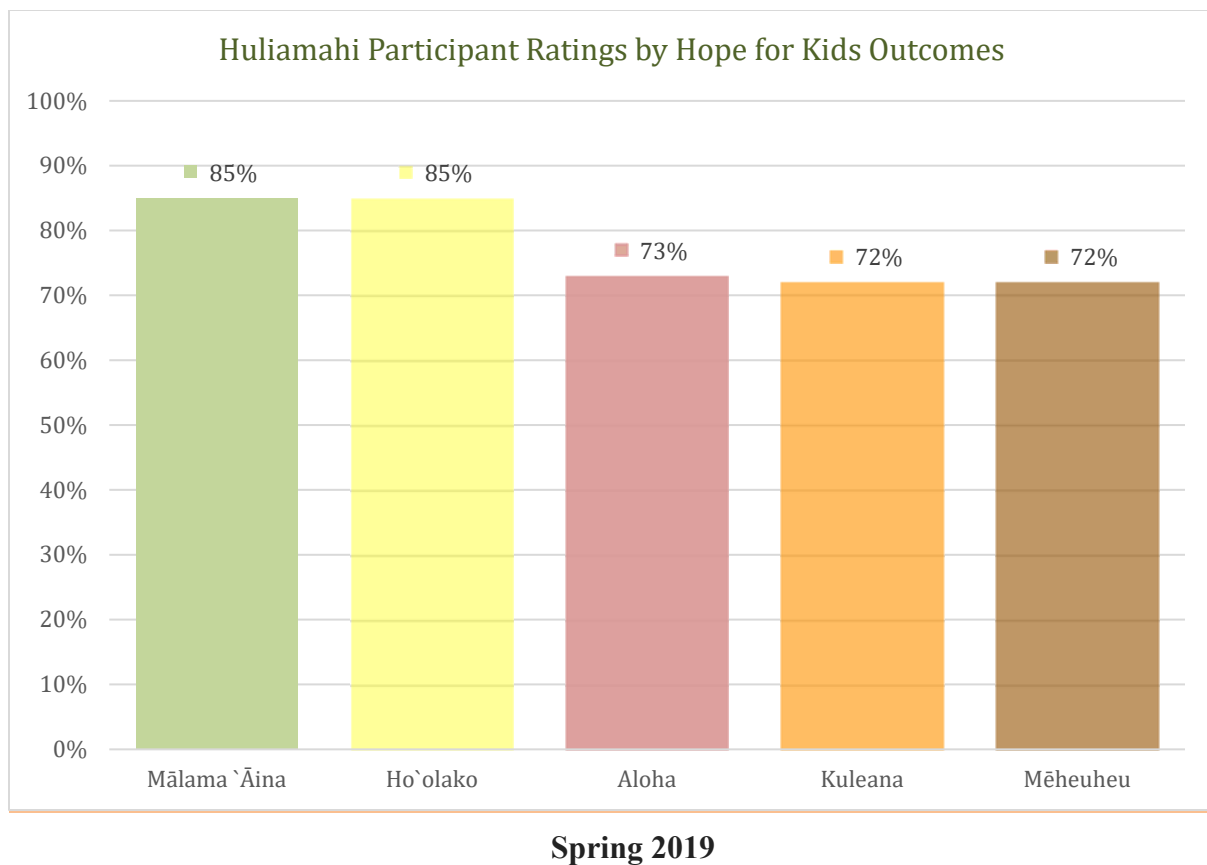

Spring 2019

Table 12. Rating Average by Core Element, Outcome, and Type of Assessment

Core	Hope for Kids Early Outcome	Rating Average

Element		Entry Survey[20]	Exit Survey[21]	OIRS[22]
ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	2.5	2.8	**2.3**
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	2.9	**3.0**	**2.3**
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	2.8	2.9	2.2
	Participants will demonstrate an increased connection to the <u>`āina</u>.	2.9	2.9	2.2
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	2.7	2.8	2.2

Qualitative feedback was gathered from multiple instruments employed by the program including periodic interviews and talk story sessions, youth observations by farm staff, youth journal prompts, and the open-ended questions on the entry and exit surveys. This feedback was used by the staff when completing the Outcome Indicator Rating Scale (OIRS) for each of the youth upon their completion of the program. Key statements that highlight each of the five Hope for Kids outcomes are reflected below (each statement is from a different youth participant):

- *"I feel like I belong in this program because I can learn more about the culture and things like hands on stuff and respect for each other. I need and want to learn about these kinds of things."*

- *"I feel like I belong at Kapalai and I enjoy my time there every time I'm there. The lo`i gives me a sense of being at home. The lo`i also gives me a sense of being at peace."*

- *"I practice "Nani Ke Kalo" in my everyday life by showing respect to others because if you don't, you won't get it."*

- *"After spending time at Kapalai, I feel like I'm a better person and a better Hawaiian."*

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[20] Based on a 3-point Likert scale: *True of me (3), Somewhat true of me (2),* or *Not true of me (1)*
[21] Same as Entry Survey
[22] Based on a 3-point Likert scale: *Exceptional (3), Minimal to normal (2),* or *Little to none (1)*

- *"My time at Kapalai has changed my understanding of the Hawaiian culture because I care more about the `āina now and also to carry myself with Nani Ke Kalo."*

- *"I am more appreciative of the land and have better understanding of how it's important."*

- *"After spending time at Kapalai, I feel like I'm new and I love things in life and I respect more things in the world, family as well. I love my family after being in the lo`i and Ke Kama Pono."*

- *"How I feel who I am today is a whole new changed person from the time I stepped foot in Kapalai until now. I have learned that you can't always get things done on your own and that the talks Uncle Dean give us apply it."*

Huliāmahi

The following ratings are based on feedback from a total of 58 6th graders who completed the Participant Post-Assessment during Spring 2019. The highest ranked outcomes by youth were "increased connection to the `āina" and "increased life skills." Nearly 9 out of 10 youth indicated they increased their connection to the `āina and their life skills on the post-assessment and more than 6 out of 10 youth included a reference to the `āina in their self-reflection journals. In addition, nearly three-quarters of youth responded positively to the remaining 3 outcomes. In sum, all youth were able to demonstrate *kuleana, mēheuheu, mālama `āina, ho`olako,* and *aloha* to some extent. Efforts to assess youth who attended at least 2 of the 3 site visits each year (4th, 5th, 6th) for a total of 6-9 times will be made in Spring 2020.

Huliamahi Participant Ratings by Hope for Kids Outcomes

Outcome	Rating
Mālama `Āina	85%
Ho`olako	85%
Aloha	73%
Kuleana	72%
Mēheuheu	72%

Spring 2019

Table 13. Rating Average by Core Element, Outcome, and Type of Assessment

Core	Hope for Kids Early Outcome	Rating Average

Element		Pre-Assessment[23]	Post-Assessment[24]	Self-Reflection Journals[25]
ALOHA	Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	48%	73%	6%
KULEANA	Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	51%	72%	9%
MĒHEUHEU	Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	10%	72%	9%
	Participants will demonstrate an increased connection to the <u>`āina</u>.	47%	**85%**	61%
HO`OLAKO	Participants will demonstrate an increase in important <u>life skills</u>.	74%	**85%**	15%

Qualitative feedback was gathered primarily from the Self-Reflection Journals. Key statements that highlight some of the five Hope for Kids outcomes are reflected below (each statement is from a different youth participant):

- *"Paepae o He`eia is important because it can provide fish to the community and can provide a nice environment and water so it can help the fish survive so we can eat it. It is also important because if Paepae o He'eia was not there then the water from the stream at the other two sites would not be able to flow into the ocean below them."*

- *"Ms. Palama said something that was important to me. She said that this was our last year for this field trip, and that we don't know when we will get the chance to be here again. This was important to me because since this was our last year, we should do the best we can to show aloha to the land. "*

- *"The next time I come to this site, I would like to climb the [mountain] and cut down non-native trees so we could plant native trees and have a healthy environment so that the stream could have water."*

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[23] Based on responses from 69 6th graders completing the Pre-Assessment.
[24] Based on responses from 58 6th graders completing the Post-Assessment.
[25] Based on frequency of responses from 41 6th graders completing Self-Reflection Journals. The journal prompts were not evenly distributed across the 5 outcome statements or core elements, which is why the majority of responses happen to focus on connection to `āina and life skills. These two areas were more explicitly emphasized during the field experiences than the other outcome statements.

Summary of Pilot Site Outcomes

When looking at the Hope for Kids outcomes across all four pilot sites, it is evident that youth at each site demonstrated characteristics of kuleana, mēheuheu, mālama `āina, ho`olako, and aloha. It is important to keep in mind that because the pilot projects used different assessment instruments and emphasized some outcomes more than others, their scores are unique. As a result, projects should not be compared to each other on the basis of these ratings. However, while the specific number and type of indicators may have varied by pilot site, it is clear that they all addressed to some extent *knowledge of and appreciation for community, positive feelings about self, a sense of belonging in a cultural continuum, a connection to `āina,* and *important life skills*. On average, nearly **9 out of 10 indicators (85%)** across all 5 outcomes received positive ratings by youth. While adult ratings were slightly lower that youth ratings, adults agreed that youth exhibited nearly **8 out of 10 indicators (77%)** across all 5 outcomes.

Table 14. Summary of Youth Ratings by Outcome, Number of Indicators, and Site

Hope for Kids Early Outcome	# Youth Indicators	Average Youth Ratings (n= 116)				Overall Average
		Mala`ai	RISE	Kūkuluhou	Huliāmahi	
Participants will demonstrate increased knowledge of and appreciation for community.	14	74%	76%	93%	73%	79%
Participants will demonstrate increased positive feelings about self, including a sense of achievement (hiki).	22	80%	88%	100%	72%	85%
Participants will demonstrate an increased sense of belonging in a cultural continuum.	14	78%	90%	97%	72%	84%
Participants will demonstrate an increased connection to the `āina.	15	84%	86%	97%	85%	88%
Participants will demonstrate an increase in important life skills.	21	82%	86%	93%	85%	87%
					Average	85%

Table 15. Summary of Adult Ratings by Outcome, Number of Indicators, and Site

Hope for Kids Early Outcome	# Adult Indicators	Average Adult Ratings (n= 7)				Overall Average
		Mala`ai	RISE	Kūkuluhou	Huliāmahi	

Participants will demonstrate increased knowledge of and appreciation for <u>community.</u>	7	-	70%	77%	-	74%
Participants will demonstrate increased positive <u>feelings about self</u>, including a sense of achievement (hiki).	10	80%	80%	77%	-	79%
Participants will demonstrate an increased sense of belonging in a <u>cultural continuum</u>.	14	80%	80%	73%	-	78%
Participants will demonstrate an increased connection to the <u>`āina</u>.	9	86%	78%	73%	-	79%
Participants will demonstrate an increase in important <u>life skills</u>.	19	76%	82%	73%	-	77%
					Average	**77%**
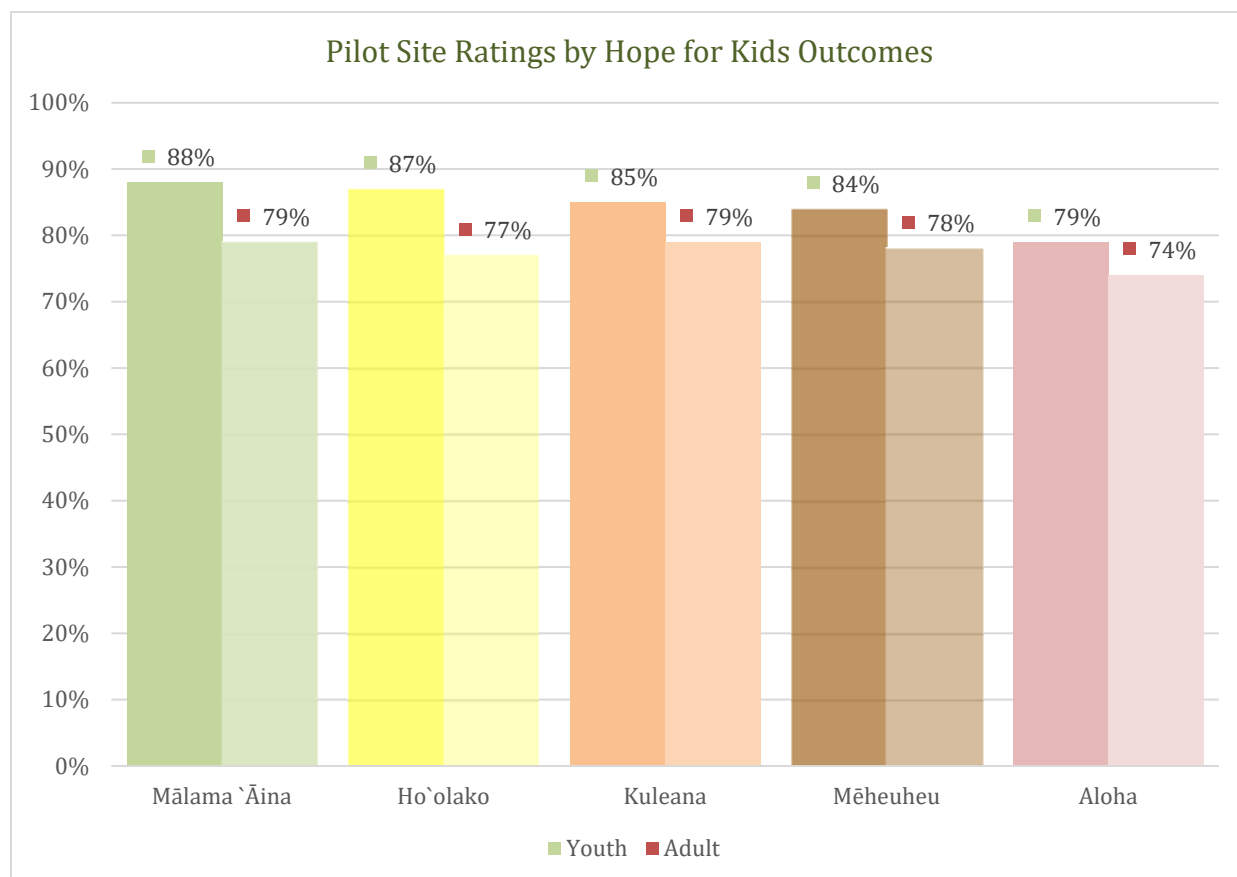
Spring 2019

In summary, the pilot sites shared a number of similarities relative to how the evaluation was implemented and in the findings that were yielded:

Mixed methods design: A total of 13 instruments were employed by the pilot sites and comprised both quantitative and qualitative methods. Seven of the 13 assessment instruments were questionnaires with both closed-and open-ended items (youth pre/post surveys, mentor surveys), 2 were rating scales/rubrics used to observe youth behavior over time, 1 was an observation checklist used to observe youth behavior at a specific point in time, 2 were youth-generated artifacts (concept map, reflection journals), and 1 was a student focus group. It is important to note that considerable time and effort was spent in developing each method—whether it was quantitative or qualitative—and in ensuring that every question/item was aligned to a specific value or objective.

Partner-driven administration: Pilot partners chose and administered the instruments to their participants and needed very little training or technical assistance in doing so. The evaluation consultants served as facilitators of the process. Partners took ownership of the entire evaluation process, from developing specific indicators, to determining the type of data collection method, and to administering and collecting the assessments.

Multiple sources of data: Evaluation data on each of the 5 outcomes was collected directly from youth and indirectly about the youth from staff/adults at each site. A total of 116 youth and 7 adults participated in the pilot evaluation. Having multiple sources of data and methods of data collection was useful in corroborating results and added credibility to the findings.

Consistent ratings: Youth ratings were fairly consistent across all 5 outcomes, ranging from 79% to 88% while adult ratings varied between 74% and 79% across all 5 outcomes. This points to the likelihood that the program services and activities provided by the Partners addressed all 5 outcomes to some extent.

Uniformly positive ratings: Despite differences in the number of indicators associated with each outcome, overall ratings provided by both youth (85%) and adults (77%) were uniformly positive across all 5 outcomes. This points to the likelihood that the services and activities that the Partners provided were aligned with the tools they used to assess the services and activities.

Broader Outcomes of Pilot Evaluation Efforts

As mentioned previously, one of the goals of the `Elua working group was not only to evaluate how they were addressing the five core outcomes of the Hope for Kids initiative, but also to strengthen their capacity-building in evaluation. As a result of participating in the pilot evaluation, the sites involved identified the following benefits:

Knowledge of evaluation—A deeper understanding of evaluation in general and specifically of their evaluation capacity and needs;

Focus of evaluation—Intentional focus on linking individual program goals to specific evaluation questions and indicators;

Support for evaluation—Financial support from the Foundation and technical support from evaluation consultants in reviewing and refining current evaluation instruments and methods; and,

Value of evaluation—Viewing evaluation as a tool to increase organizational learning and communicate program accomplishments.

While each of the Partners involved in the pilot was committed to participating in the pilot evaluation and reaped valuable benefits from the process, they experienced two key challenges in its implementation:

Limited staff time—In two of the four pilot sites, there was a staff member dedicated to evaluation tasks but the other two sites did not have this resource. As a result, staff at these sites were tasked with wearing multiple "hats" and thus had less time to devote to the initiative. In spite of this challenge, they were still very eager to participate and were able to gather useful information from their participants and staff about Hope for Kids outcomes and about their own respective program outcomes.

Competing program priorities—The timing of the pilot evaluation phase (January to June 2019) and the tasks associated with the phase conflicted at times with other program priorities. For example, three of the four sites worked with students at near-by schools

and the scheduling of their programs was dictated by the academic school year calendar (e.g., Spring Break in March, standardized testing in April, end-of-school year activities in May). As a result, it was sometimes difficult to schedule student observations, conduct focus group interviews, or administer student surveys.

🌷 LESSONS LEARNED and NEXT STEPS

Lessons Learned

This study resulted in a number of lessons that were learned relative to implementing a collective impact evaluation of `āina-based programs. These lessons can inform future evaluation efforts of the Hope for Kids `Elua initiative as well as similar initiatives of other Foundations. Specifically, the five primary implications were:

1. Having a supportive "backbone" organization to initially facilitate the process;
2. Understanding the time and effort involved in laying a strong foundation;
3. Being open to the iterative nature of the evaluative process;
4. Focusing on building organizational capacity in evaluation while pursuing collective impact; and,
5. Assessing the success of the initiative based on how partners believe it needs to be defined.

Implication 1: **A supportive "backbone" organization is essential in initiating a collective impact evaluation.** Hau`oli Mau Loa Foundation provided the necessary resources (time, money, and staff) in implementing both the Hope for Kids `Elua initiative and in developing the Hope for Kids `Elula evaluation framework. The Foundation enabled the Partners to drive the process by building trust, convening the right people, and being flexible in the timeline, process, and outcomes. It focused on supporting the Partners to lead and engage, rather than taking over the role of leading change.

Implication 2: **Laying a strong foundation by using an inclusive, effective process to develop a common agenda takes considerable time and effort but contributes to the future success of the initiative**. Partners receive funding for 5 years from the Foundation, and it took 3 years to

achieve the consensus to move forward on an evaluation strategy, identify key issues and gaps relative to evaluation, develop shared metrics/strategies, pilot these shared measures, and implement the initial collection, tracking, and reporting of progress. Given that collective impact is a long-term process, expecting systems-level change in a short period of time is unrealistic. The Partners who participated in piloting the Hope for Kids framework were keenly aware of this yet had promising preliminary outcomes because of their commitment to and involvement in the process and because their organizational evaluation approach was already clearly aligned with the Hope for Kids evaluation framework.

Implication 3: **Evaluation—from the perspective of a single organization and from a systems change perspective—is iterative in nature. It is a cyclical process that is continually refined and repeated.** Thus, there can't be a "one-size-fits-all" approach to evaluation nor to collective impact, particularly given the uniqueness of each participating organization. This pilot study illustrated how different organizations approached evaluation within the context of their own programs, all of which varied in scope, mission, and target population. Rather than impose the Hope for Kids `Elua framework on each Partner, each Partner determined the extent to which the Hope for Kids `Elua framework could be embedded within their current evaluation framework. The pilot phase was to "test" whether or not the Hope for Kids theory of change was a good fit, whether or not the additional indicators yielded information they found valuable, and whether or not patterns emerged. The intent was to make changes if any needed to be made, based on the initial findings.

Implication 4: **Strengthening organizational capacity-building in evaluation while concurrently addressing long-term systemic change is necessary to sustain both the evaluation efforts of individual organizations and to advance a collective impact focus**. In other words, "The whole is greater than the sum of its parts" and "*A`ohe hana nui ka alu `ia*" (No task is too big when done together). The effectiveness of the `Elua cohort interacting with and learning from each other is greater as a total group than it would be if each organization had acted in isolation. In order to implement system-wide or macro changes, individual-level or micro changes must first be implemented. The collective impact efforts of Hope for Kids `Elua focused on not only having shared outcomes and indicators, but also on the following: 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.

Implication 5: **Assessing the success of the initiative based on how partnering organizations want it to be defined is central to promoting equity, heightening credibility, and ensuring that the evaluation is culturally responsive and participatory**. This was perhaps one of the most important implications of the initiative. The Partners in the pilot were clear in how they wanted to define success, which was to show how participants in their respective programs embodied the values and outcomes they advocated for in their mission statements. These included:

> *"Empowering youth to realize the meaning and purpose of their lives" (Ho`okua`āina)*

> *"Preparing youth for success through strengthening core Hawaiian values and instilling a sense of appreciation for Hawai`i" (Huliāmahi)*

> *"Connecting land stewardship, culture, health and pleasure with lifelong learning" (Māla`ai)*

> *"Helping youth to reveal their individual strengths and passions for future career and academic success" (RISE)*

In short, having the Partners determine the direction of their evaluation efforts resulted in validating culturally specific knowledge and ways of knowing, and emphasized the importance of establishing trust and building relationships.

Next Steps

While much has been accomplished in the last three years, there is much more to be done. The following are suggested "next steps" relative to evaluation for the Foundation—in collaboration with the `Elua Partners—to undertake in the next year:

- Revisit the indicators being used and determine if the indicator (and the information they obtain from it) continues to be relevant to the Partner's mission, if it is worded in a way that is developmentally appropriate for the youth being served, and if it is being collected via the best-fit method (survey, interview, observation, journal, artifact, etc.).

- Consult with youth in constructing or refining the indicators. What do they understand about the indicator as it is worded?

- Determine if additional indicators should be developed or if existing indicators need to be refined so that there is not a preponderance of indicators that address knowledge, skills, or attitudes. In other words, consider having a balance in the types of indicators.

- Consider if additional stakeholders (not just youth) need to be involved in the evaluation. For example, would it make sense to obtain feedback from additional staff, parents, adult mentors, teachers, etc.? What would this feedback look like and how would it be obtained?

- Consider developing or refining rubrics that can be used to holistically assess program outcomes from a youth/parent/staff/community perspective.

- Determine the extent to which Partner's evaluation framework is not only aligned to Hope for Kids, but to the Hawai`i Department of Education's Nā Hopena A`o (HĀ) framework, and/or other cultural evaluation frameworks such as the Aloha Framework (developed by Culturally Responsive Evaluation and Assessment-Hawaii/CREA-Hawaii chapter) and the Kūkulu Kumuhana Native Hawaiian Wellbeing Framework.

- Determine if other Partners in Hope for Kids `Elua are interested in serving as pilot sites.

- Continue to build the evaluation capacity of `Elua Partners by providing targeted technical assistance in the evaluation phases they desire more assistance: design or instrumentation, data collection, data analysis, and reporting.

- Estimate a preliminary cost/benefit ratio of Partners' current evaluation strategies and determine how can they be further streamlined to maximize efficiency and effectiveness.

APPENDIX A.
Hope for Kids Outcomes and Indicators

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Hope for Kids Outcome 1:
Participants will demonstrate increased knowledge of and appreciation for community.

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Table 4. Outcome 1 Indicators by Number of Partners Selecting and Type of Indicator

Indicator	Type	Number
1. I know Hawaiian place names in my community.	K	2
2. I know geographical features that impact this place.	K	1
3. I know legends or stories (mo`olelo) about this place.	K	2
4. Knowledge of community members.	K	2
5. Knowledge of shared resources in the community.	K	2
6. I can share my knowledge of what I have learned with the larger community and especially with my peers.	S	5
7. Because I know the mo`olelo of this place, I have a stronger connection to it.	A	2
8. As a result of my time here, I feel a stronger connection to my home and community.	A	3
9. I care about the garden.	A	2
10. I have a place in my life that makes me want to care for other laces as well.	A	1
11. If so, being at the lace mentioned above makes me feel connected to something beyond myself.	A	1
12. I am a part of something where I belong and feel acce ted.	A	1
13. I feel at home in the lo`i.	A	1
	Total	**25**

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Hope for Kids Outcome 2:
Participants will demonstrate increased positive feelings about self, including a sense of achievement (hiki).

</div>

Table 5. Outcome 2 Indicators by Number of Partners Selecting and Type of Indicator

Indicator	Type	Number
1. I know my strengths and weaknesses.	K	2
2. I treat myself with res ect.	S	2
3. I treat others with res ect.	S	4
4. I take care of myself.	S	1
5. When I speak, I show respect for myself and others.	S	1
6. I ersevere when a challenging task is set before me.	A	2
7. I am willing to try again after failing the first time.	A	3
8. If I make a mistake, I own u to it and I try my hardest to learn from it so that I don't make the same mistake again.	S	3
9. I strive for excellence and do not settle for mediocrity.	A	1
10. I strive to be ono and do the right thing in all parts of my life.	A	1
11. I strive to *e ola pono*.	A	1
12. I strive to show *aloha* and respect for everyone and everything.	A	1
13. I extend the learning I am given.	S	1
14. eadershi skills.	S	2
15. Pre aration for college and career.	S	1
16. I am willing to hel others around me.	S	3
17. I am willing to try out new things and meet new peo le.	S	1
18. I make a difference when I am in the garden.	A	1
19. I believe it's important to care for myself, others, and where I live.	A	1
20. I feel at eace when I interact with others.	A	1
21. I believe my life has value, meaning, and purpose.	A	4
22. I believe I am special and my life has meaning and purpose.	A	1
23. I believe I have something to contribute to the well-being of my community.	A	3
	Total	**41**

Table 6. Outcome 3 Indicators by Number of Partners Selecting and Type of Indicator

Indicator	Type	Number
1. I know my geneology or family origins.	K	1
2. I know mo`olelo about this place.	K	3
3. I know Hawaiian names for plants, winds, or other things in my environment.	K	1
4. I know traditional uses for plants.	K	1
5. I know `ōlelo no`eau or core Hawaiian values, like *Kūlia I a nu`u* or *Ho`omau*	K	0
6. I know how my elders or ancestors lived on the land.	K	1
7. I have learned and live by many Hawaiian values.	K	2
8. I have knowledge of hands-on practice of Hawaiian double-hulled canoe sailing.	K	1
9. I have knowledge of hands-on practice of Hawaiian navigation.	K	1
10. I have knowledge of Hawaiian history and cultural concepts.	K	1
11. I am able to articipate in cultural rotocol in Hawaiian (like entry chants, personal introductions, or pule)	S	0
12. I can relate to a s ecialization of my culture (like farming, hula, or paddling).	S	2
13. I can share important values (like pa`ahana) learned through cultural engagement experiences with others.	S	1
14. I am willing to learn my language.	S	1
15. Partici ant language demonstrates a sense of belonging, like using pronouns such as "ours" or "we."	A	1
16. Partici ant actions demonstrate a sense of belonging, such as volunteering to do more or initiating activities.	S	1
17. I share mo`olelo about this place.	S	2
18. I articipate in rotocols regularly and comfortably.	S	2
19. I initiate rotocols.	S	1
20. I ins ire others to articipate in rotocol.	S	1
21. I can grow traditional foods.	S	3

Indicator	Type	Number
22. I can pre are many different ty es of traditional Hawaiian foods.	S	2
23. I am an important part of my (class, school, family, community, this place, etc.).	A	3
24. As a result of my time here, I have strengthened by understanding of Hawaiian culture.	K	4
25. I am encouraged to apply Hawaiian cultural knowledge in my everyday life.	S	5
	Total	**41**

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Hope for Kids Outcome 4:
Participants will demonstrate increased connection to the `āina.

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Table 7. Outcome 4 Indicators by Number of Partners Selecting and Type of Indicator

Indicator	Type	Number
1. I recognize that everything in nature is interconnected.	K	2
2. I recognize where the food on my late comes from.	K	0
3. I know of different `āina-based careers.	K	0
4. I am interested in learning more about `āina-based careers.	K	2
5. I understand that when we leave this world, the `āina will remain.	K	0
6. I understand that Kai is also directly connected to our `Āina.	K	0
7. I see a connection between nourishing the `āina and nourishing myself in body, mind, and spirit.	K	0
8. I am able to inter ret natural signs of the `āina, for exam le moon phases.	S	0
9. I treat the `āina like I would a friend.	S	1
10. I feel a part of a family.	A	2
11. I feel safe and welcome when I am here.	A	3
12. I feel relaxed and comfortable when I am here.	A	1
13. I feel hurt when eople disrespect the `āina.	A	0
14. I am responsible to take care of the land.	A	0
15. It is a rivilege to take care of the land.	A	3
16. It makes me proud to take care of the land.	A	2
17. What I do matters to the future of the land.	A	1

	Type	Number
18. The future well-being of the `āina matters to me.	A	0
19. If I take care of the land, the land will take care of me.	A	2
20. What I do now on the `āina matters to the future well-being of the `āina.	A	2
21. The `āina is a living sacred being that I should mālama or rotect.	A	1
22. The `āina defines who I am and makes up a primary part of my identity.	A	2
23. My home and upbringing is connected to my place and surroundings.	A	2
24. Doing things on the `āina dee ens my a reciation for Hawaiian history, culture, and language.	A	0
25. The garden is a good place for me to learn.	A	0
26. I like being here on the `āina.	A	
27. It gives me leasure/joy to take care of the land.	A	3
28. I want to come back and I express my desire to do so.	A	1
	Total	**30**

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Hope for Kids Outcome 5:
Participants will demonstrate an increase in important life skills.

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Table 8. Outcome 5 Indicators by Number of Partners Selecting and Type of Indicator

Indicator	Type	Number
1. I follow instructions well.	S	2
2. I com lete tasks independently and without instructions.	S	2
3. I return tools and things to where they belong.	S	2
4. I know how to use and take care of the tools in my rogram.	K	1
5. I know how to grow traditional foods.	K	1
6. I know people who I can trust and learn from.	K	2
7. I show up mākaukau (being ready and pre ared).	S	3
8. I know how to cooperate and work well with others.	K	3
9. I am able to adjust to unexpected input and conditions.	S	2
10. If I have a problem, I try to work it out.	S	1
11. I am able to give and receive constructive feedback.	S	1

12. I hel to lead a task or grou .	S	2
13. I am comfortable leading and/or managing a group.	S	1
14. I work well on a team.	S	1
15. I demonstrate my understanding of entrance rotocol as a life skill by standing kūpono, taking off my hat, and feeling proud.	S	1
16. I demonstrate reverence to welcoming rotocol as a life skill by standing kūpono during the response oli. I do not relax or stand differently during the response from the `āina educator.	S	0
17. I have an idea of what I could do for the rest of my life.	K	1
18. I am involved in activities that allow me to explore and be innovative.	A	3
19. The skills I learn and demonstrate here are also skills I demonstrate at home or at school.	S	1
20. Participating in community service activities is important to me.	A	1
21. Teaching skills.	S	0
22. I think about and am accountable for my actions, and the consequences of my actions.	S	0
23. I know how to address challenges, including when and how to seek hel .	K	2
24. Pre aration for college and career.	K	1
25. I have hope when I think about the future.	A	1
26. I try to achieve harmony and balance with myself, others, and the environment.	A	1
27. Working with others makes me feel a part of something.	A	1
	Total	**37**

APPENDIX B.
Pilot Site Assessment Tools

Site Visit J ur al

Kou Inoa:
Kāu Kumu:
Site Visited:
Date of Visit:

'O wai kou inoa (what is the name) of the person who taught you at the site? Was there something that he or she said that stood out to you? What was it and why was it important to you?

Is the site you visited an important part of your Kaiāulu or community? If it is, tell us why?

What would you li e to do more of the next time you come to the site?
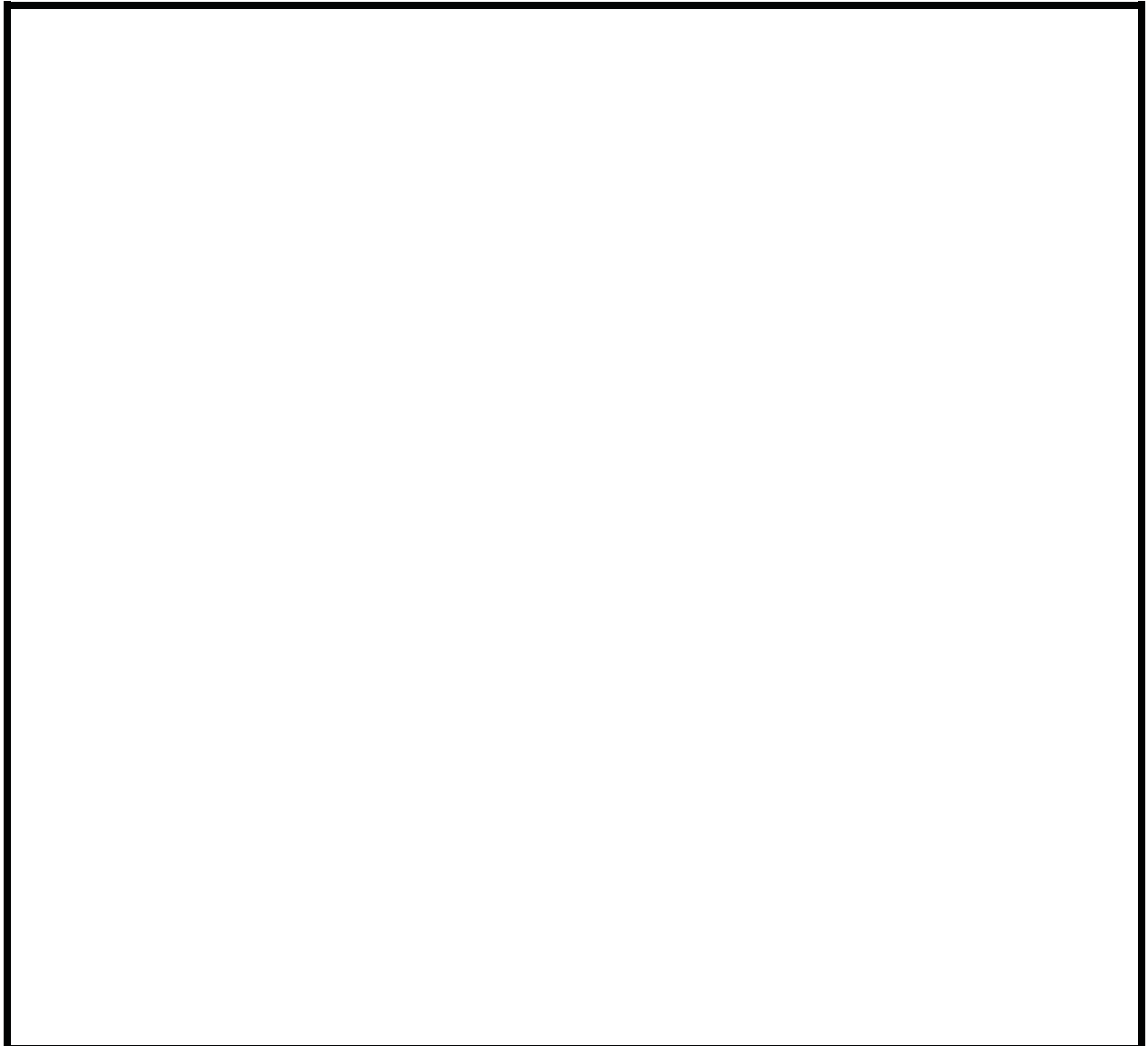
Site Visit Jour al

Huliāmahi

Kou Inoa:
Kāu Kumu:
Site Visited:
Date of Visit:

OPTIONAL
Please use the space provided below to draw your Kaiāiulu or community. Thin of all of the people and places that support your well-being. Your kaiāulu may be too large to fit in the space below. If so, you can draw a part of the Kaiāulu that most interested you during your time with Huliāmahi.

Part 1: Read the passage below and then **answer** each **question** carefully by choosing the best **choice(s)**.

1. Ka po learned in school that eating fresh food and vegetables can help to prevent certa n d seases. After a kilo exercise in class, he real zes that his neighborhood does not have any nearby supermarkets that offer fresh food and vegetables.

   Ka po decides to work w th his commun ty to build a school garden, so that h s classmates and their famil es have greater access to healthy food.

   Which of the follow ng is an example of:
   a. Kuleana Kaiaulu
   b. Palapala Hoʻokuleana
   c. Ho'opiha

   Explain You Choice Write an explanation for why you chose your answer and not the other choices. ** Be sure to nclude **the chosen answe** n your response.

2.   Every week, your ʻohana brings home fish harvested from the fishpond at Paepae O Heʻeia. Last week, the fishpond wall at Paepae O Heʻeia was damaged from rains that flooded the entire community. Paepae O Heʻeia cannot be productive without its kuapā or fishpond wall.

Wh ch of the follow ng is one way you can demonstrate your **kuleana kaiāulu** n this scenario

a.   You show that you are **haʻahaʻa** by not sharing what happened w th many people. It s not your kuleana to share what happened to Paepae O Heʻeia w th others.

b.   You **e paʻahana ʻoe** when you help to organ ze a work day w th your fr ends and fam ly members at Paepae O Heʻeia.

c.   Your kuleana s to **e maʻemaʻe ʻoe** for your kaiaulu, so you tell your best friend that she should help Paepae O Heʻeia to rebuild its kuapā.

Explain You Choice Wr te an explanation for why you chose your answer and not the other choices. ** Be sure to include **Kuleana Kaiaulu** and **the chosen answe** in your response.

3. At Papahana Kuaola, Ānuenue is asked to remove invasive species near the stream, so that the native plant community can be restored. It is very important to know which plants are native and which are invasive before removal.

Which of the following should be her first step in the process of native plant restoration?

a. E Kilo
b. E Paʻahana
c. E Hoʻohemo
d. E Halihali

Explain Your Choice Write an explanation for why you chose your answer and not the other choices. ** Be sure to include **you answer** in your response.

Pa t II: 'Ōlelo Hawai'i

Read the passage below and fill in the blanks using the word bank below

Word Bank

- Ho'opiha
- Halihali
- Ho'ohemo

1. At the *lo'i,* Kekoa passed me an empty bucket and asked me to

   _____ it w th *kal*

2. When I am at the fishpond, we form a line to

   _____ the heavy *pōhaku* to the other end of the

   pond to help build the *kuapā*.

3. It is *k 'u kuleana* to _____ the bucket when it is

   filled with *pōhaku*. When it is emptied, we can **ho'opiha** the bucket

   with more *pōhaku*.

Huliāmahi
Student Focus Group Questions

Purpose Statement: We are going to be asking you to talk about your Huliāmahi experience so we an ome up with ideas on how to make it better together.

Ground rules:
1. Respect the ideas of one another.
2. Allow everyone the opportunity to share.
3. Stay focused on the questions.
4. There are no wrong answers. If you don't know the answer to any of the questions, that is ok. :-D
5. Information that is shared in the focus group will only be expressed in the report.
6. No real names will be used.

1. **Purpose and Direction:**
   - Do you know what the learning goal of Huliāmahi was this year?
   - What was it?
   - What do you think were the goal(s) of your site visit? Classroom Visit?
   - What stands out the most from the 5th grade Huliāmahi program?
   - What stands out the most from the th grade Huliāmahi program?

2. **Curriculum and Instruction**
   - What Huliāmahi a tivity did you learn the most from?
   - What did you learn?
   - Why do you think you learned a lot in that a tivity?
   - Now we're going to do a qui k vocabulary activity. Please define the card as we hold it up for you. If you do not know the definition, just say "pass" and we will move on. *Hold up vocab ards and ask for the meaning of ea h one, one stu ent at a time. If they   on't know a meaning, move on to the next. Do not   efine for them.*
   - Who an tell me what Kuleana Pilikino is?
     - ❏ How an:
       - ➔ being mākaukau help us have Kuleana Pilikino?
       - ➔ being Haʻahaʻa help us have Kuleana Pilikino?
       - ➔ E Kilo help us have Kuleana Pilikino?
   - Who an tell me what Kuleana ʻOhana is?
     - ❏ How an:
       - ➔ being paʻahana help us have Kuleana ʻOhana?
       - ➔ being maʻemaʻe help us have Kuleana ʻOhana?
   - Who an tell me what Kuleana Kaiāulu is?
     - ❏ How an:
       - ➔ we show our Aloha ʻĀina for our Kaiāulu?
       - ➔ we develop pilina with our Kaiāulu?

3. **Place-Based aʻauao**
   - What did you learn about Heʻeia during your time with Huliāmahi?
   - Did you hear about things you already knew? New things?
   - Who is Keahiakahoe? What can this story tea h you about Kuleana?

4. Would you re ommend Huliāmahi to one of your friends? If you could, would you parti ipate again?

5. What   ould we do more of? What would you like to have less of?

Name *

First Name	Last Name

Group *

Today's Date

Month	Day	Year

Take a moment to think about yourself on this day and answer the questions to the best of your ability.

	Not true of me	Somewhat true of me	True of me
1. I take care of myself	○	○	○
2. I believe it's important to care for myself, others and where I live	○	○	○
3. The ʻāina is a living sacred being that I should care for	○	○	○
4. I have a place in my life that makes me want to care for other places as well	○	○	○
5. If so, being at the place mentioned above makes me feel connected to something beyond myself	○	○	○
6. I believe I am special and my life has meaning and purpose	○	○	○
7. When I speak I show respect for myself and others	○	○	○
8. I strive to show aloha and respect for everyone and everything	○	○	○
9. I am a part of something where I belong and feel accepted	○	○	○
10. I have hope when I think about the future	○	○	○
11. I feel at peace when I interact with others	○	○	○
12. I try to achieve harmony and balance with myself, others, and the environment	○	○	○
13. If I have a problem I try to work it out	○	○	○
14. I work well on a team	○	○	○
15. Working the ʻāina deepens my understanding and respect for the Hawaiian culture	○	○	○
16. Working with others makes me feel a part of something	○	○	○
17. I understand how the ʻāina can care for me	○	○	○
18. I treat the ʻāina like I would a friend	○	○	○
19. I know how my elders or ancestors lived on the land	○	○	○
20. I feel at home in the loʻi	○	○	○

There are no right or wrong answers. **This is not a test.** This survey helps us evaluate our Kukuluhou program and make adjustments to make it better for all participants.

Free Write

Take a moment to think about each question. Please share 2-3+ sentences using examples or sharing a personal story.

1. Are you interested in learning about the Hawaiian culture?

2. Share about a place where you feel you belong.

3. Give examples of what respect means to you.

4. How do you feel about the person you are today?

Submit

JotForm

Name *

First Name	Last Name

Group *

Exit Date

Month	Day	Year	

There are no right or wrong answers. **This is not a test.** This survey helps us evaluate our Kukuluhou program and make adjustments to make it better for all participants.

Take a moment to think about yourself on this day and answer the questions to the best of your ability.

	Not true of me	Somewhat true of me	True of me
1. I take care of myself	○	○	○
2. I believe it's important to care for myself, others and where I live.	○	○	○
3. The ʻāina is a living sacred being that I should care for	○	○	○
4. I have a place in my life that makes me want to care for other places as well	○	○	○
5. If so, being at the place mentioned above makes me feel connected to something beyond myself	○	○	○
6. I believe I am special and my life has meaning and purpose	○	○	○
7. When I speak I show respect for myself and others	○	○	○
8. I strive to show aloha and respect for everyone and everything	○	○	○
9. I am a part of something where I belong and feel accepted	○	○	○
10. I have hope when I think about the future	○	○	○
11. I feel at peace when I interact with others	○	○	○
12. I try to achieve harmony and balance with myself, others, and the environment	○	○	○
13. If I have a problem I try to work it out	○	○	○
14. I work well on a team	○	○	○
15. Working the ʻāina deepens my understanding and respect for the Hawaiian culture	○	○	○
16. Working with others makes me feel a part of something	○	○	○
17. I understand how the ʻāina can care for me	○	○	○
18. I treat the ʻāina like I would a friend	○	○	○
19. I know how my elders or ancestors lived on the land	○	○	○
20. I feel at home in the loʻi	○	○	○

Free Write

Take a moment to think about each question. Please share 2-3+ sentences using examples or sharing a personal story.

1. Share how your time in the program at Kapalai has changed your understand-ing of the Hawaiian culture.

2. Do you feel you belong here at Kapalai? Please explain.

3. Give examples of how you practice "Nani Ke Kalo" in your everyday life.

4. After spending time at Kapalai, how do you feel about the person you are to-day?

Submit

2018 Outcome Indicator Rating Scale (OIRS)

Participant's Name

Program

Mentor

- ◯ Dean
- ◯ Cas
- ◯ Michele
- ◯ Together
- ◯

Self-Concept

Participants in the Kukuluhou program are expected to increase the number and depth of positive feelings they have for themselves, i.e., their self-concepts. These positive "feelings" manifest, not only as feelings in their own right, but as thoughts, beliefs, and behaviors, as well. For example, positive self-esteem could be indicated when a program participant manifests any of the following indicators of self-esteem:

	1 - little to no	2 - minimal to normal	3 - exceptional
1. Accepts praise for accomplishments and personal development	◯	◯	◯
2. Believes one's life has value, meaning, and purpose	◯	◯	◯
3. Demonstrates confidence	◯	◯	◯
4. Is open to hearing different perspectives and points of view	◯	◯	◯
5. Steps into leadership roles with enthusiasm	◯	◯	◯
6. Takes better care of oneself	◯	◯	◯
7. Takes initiative	◯	◯	◯
8. Takes pride in one's work	◯	◯	◯
9. Uses eye contact and body language to express confidence	◯	◯	◯

Mentor Notes:

Social Competence

The outcome of social competence amounts to having improved relationships with other people, e.g., peers and adults. Indicators of social competence are:

	1 - little to no	2 - minimal to normal	3 - exceptional
1. Expresses hope by talking about the future, goal setting, anticipation/excitement for the future, dreaming, talking about passions	○	○	○
2. Engaging and interacting with others by initiating meaningful conversations	○	○	○
3. Inclined to share personal information	○	○	○
4. Indicates feeling of safety, comfortability and demonstrates trust	○	○	○
5. Expresses desire to change one's circumstances for the better e.g. quit drugs, change circle of friends, hooponopono with family	○	○	○
6. Makes a positive change in circle of friends	○	○	○
7. Believes he/she have something to contribute to the well-being of one's community	○	○	○

Mentor Notes:

Understanding of Hawaiian Culture and Values

The outcome of understanding the Hawaiian culture and its associated values includes the following indicators:

	1 - little to no	2 - minimal to normal	3 - exceptional
1. Uses Hawaiian vocabulary or olelo noʻeau when given the opportunity	◯	◯	◯
2. Practices Hawaiian values learned outside of loʻi in everyday living situations	◯	◯	◯
3. Practices protocol and understands the meaning	◯	◯	◯
4. Purposefully seeks out further knowledge by participating in other cultural events outside of program	◯	◯	◯
5. Shows increased interest and engagement in one's own culture if other than Hawaiian	◯	◯	◯
6. Has learned how to grow, harvest and prepare traditional staple foods	◯	◯	◯
7. Demonstrates the ability and initiative to prepare traditional foods on own time	◯	◯	◯
8. Starts a garden, grows own food, shares with others. which is the practice of waiwai or generosity, aloha	◯	◯	◯

Mentor Notes:

Connection to the ʻĀina and Community

A sense of belonging to place or community demonstrated through countenance and language. Uses words such as: "It's so peaceful here", "I feel safe", "I don't want to leave". Evidenced by working extra hours, volunteering outside of normal program hours, and manner is relaxed.

	1 - little to no	2 - minimal to normal	3 - exceptional
1. Expresses feeling welcome when at Kapalai	◯	◯	◯
2. Expresses feeling relaxed and comfortable at Kapalai	◯	◯	◯
3. Uses phrases such as: "It's so peaceful here", "I feel safe", "I don't want to leave".	◯	◯	◯
4. Recognizes the privilege of taking care of the land	◯	◯	◯
5. Demonstrates being proud of taking care of the land	◯	◯	◯
6. Takes ownership of place and farm by saying words like "our loʻi, my kalo, our program", including oneself in the "we" at Hoʻokuaʻāina.	◯	◯	◯
7. Expresses feeling a part of an ʻohana	◯	◯	◯
8. Welcomes newcomers into "our loʻi"	◯	◯	◯
9. Expresses being an important part of community whether it be Kapalai, family, culture, city, school, program	◯	◯	◯
10. Expresses care and concern for the people, place and future of Hawaii	◯	◯	◯

Mentor Notes:

Submit

Māla`ai Student Survey

Name of Student: _____   *Date: _____*
Class:_____   *Cohort: _____*   *Circle: Pre/Post*

This is not a test. We just want to know about your experience in the garden. Please respond to the following questions and choose the answer that best fits you. If you don't understand the question, please ask for help.

When I am in the garden...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I think I make a difference.	☐	☐	☐	☐	☐
2. I feel safe.	☐	☐	☐	☐	☐
3. I know people who I can trust and learn from.	☐	☐	☐	☐	☐
4. I am willing to try new things.	☐	☐	☐	☐	☐
5. I am proud of the work I do.	☐	☐	☐	☐	☐
6. I feel like I am an important part of the garden.	☐	☐	☐	☐	☐
7. I am able to explore or be creative.	☐	☐	☐	☐	☐
8. I think about my actions and their consequences and how to make good choices.	☐	☐	☐	☐	☐
9. I am able to address challenges, including when to get help.	☐	☐	☐	☐	☐
10. It gives me pleasure or joy to take care of the land.	☐	☐	☐	☐	☐
11. I know how to cooperate and work well with others.	☐	☐	☐	☐	☐
12. I learn about healthy foods and how to make healthy food choices.	☐	☐	☐	☐	☐
13. I sometimes think about the kind of life I want when I'm older.	☐	☐	☐	☐	☐

14. Do you ever think about the garden when you are not working in the garden, like when you're in other classes at school or when you're eating at home or out at a restaurant? If so, can you give an example?

As a result of my time in the garden...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. I am interested in learning more about careers related to caring for the land or working with food.	☐	☐	☐	☐	☐
16. The `āina or land is a sacred living being that I should mālama or protect. What I do now on the `āina matters to its future well-being.	☐	☐	☐	☐	☐
17. I believe I can do something to make my community better.	☐	☐	☐	☐	☐
18. I know mo`olelo, or stories, about Waimea, Kohala, and Hawai`i Island.	☐	☐	☐	☐	☐
19. I know Hawaiian names for some plants, winds, or other things in my environment.	☐	☐	☐	☐	☐
20. I know and can participate in traditional Hawaiian greetings, such as a welcoming oli.	☐	☐	☐	☐	☐
21. I know how to grow traditional foods, such as taro, `uala, bananas, etc.	☐	☐	☐	☐	☐
22. I like to eat what I've grown in the garden.	☐	☐	☐	☐	☐
23. I feel the garden is a good place for me to learn.	☐	☐	☐	☐	☐
24. I have shared food or stories about what I have experienced in the garden with my friends or my family.	☐	☐	☐	☐	☐
25. I like to come to school on days that I have class in the garden.	☐	☐	☐	☐	☐
26. I have learned something about science in the garden.	☐	☐	☐	☐	☐

27. What are your favorite things about the garden? Please list at least 2 things.

28. Please share what your experience in the garden has meant to you.

Māla`ai Student Observation Checklist

Student _____   *Date*_____
Class _____   *Observer* _____

Observation	Eagerly	Willingly	Neutral	Somewhat Reluctantly	Reluctantly	NA/Not Observed	Comments
1. Appears willing to try new things or to meet new people.	☐	☐	☐	☐	☐	☐	
2. Demonstrates pride in his/her work.	☐	☐	☐	☐	☐	☐	
3. Is comfortable exploring in the garden, and/or demonstrates creativity.	☐	☐	☐	☐	☐	☐	
4. Demonstrates joy or pleasure when in the garden.	☐	☐	☐	☐	☐	☐	
5. Tends to work through challenges or knows when to ask for help.	☐	☐	☐	☐	☐	☐	
6. Tends to makes good choices about how to behave while in the garden.	☐	☐	☐	☐	☐	☐	
7. Knows how to cooperate and work well with others or seems willing to help others.	☐	☐	☐	☐	☐	☐	
8. Demonstrates knowledge of mo`olelo of Waimea, Kohala, or Hawaii Island.	☐	☐	☐	☐	☐	☐	
9. Demonstrates knowledge of Hawaiian names for some plants, winds, or other things in the environment.	☐	☐	☐	☐	☐	☐	
10. Participates in traditional Hawaiian greetings, such as a welcoming oli.	☐	☐	☐	☐	☐	☐	
11. Appears to enjoy eating what has been grown in the garden.	☐	☐	☐	☐	☐	☐	
12. Demonstrates knowledge about a scientific concept that is related to what is taught in the garden.	☐	☐	☐	☐	☐	☐	

THE FIVE Cs:
A Conversation and a Rubric of Observed Characteristics

Quarterly Student One-on-One 5 Cs Sessions: (November, January, March, May)
• "Please name for me the Five Cs"
• "Please tell me about a time when you feel you demonstrated one or more of the Five Cs"

COMPETENCE	
High (5)	In a significant amount of RISE activities, the student identifies and obtains resources necessary to complete the task, and adjusts depending on the changing conditions. The student initiates the job or task with little or no direction, doing it exactly as it needed to be done, just as they were taught. Others recognize and express how well the job was done.
Medium (3)	In about half of RISE activities, the student is able to complete the task with direction, identifies and obtains resources to complete the task with assistance, makes some adjustments, and demonstrates some understanding of what was needed to complete the task.
Low (1)	In most RISE activities, the student is unable to complete a task with assistance.

COURAGE	
High (5)	In a significant amount of RISE activities, the student challenges themselves outside of their comfort zone by making the choice to step into things that are unknown to them with little or no assistance. Their initiative is recognized by others that were present.
Medium (3)	In about half the amount of RISE activities, the student accepts challenges with others' encouragement and assistance to overcome reluctance and resistance. In some instances, the student makes a difficult decision of stepping outside of their comfort zone. Sometimes their initiatives are recognized by others.
Low (1)	In most RISE activities, the student shows no initiative to step out of their comfort zone and make difficult decisions.

COMMITMENT	
High (5)	In a significant amount of RISE activities, the student maintains a consistent, 100% effort towards completion. Regardless of difficulties and challenges, the student continually follows through with a clarity of the priorities for the task. Regardless of competence level, student pushes through to completion.
Medium (3)	In about half of RISE activities, the student nears completion of his/her task, overcoming some obstacles but not all.
Low (1)	In most RISE activities, the student fails to participate or complete tasks.

COMPATIBILITY	
High (5)	In a significant amount of RISE activities, the student demonstrates awareness of their multiple roles in a given situation and adapts to the greater good of that situation. Student's demonstrates a willingness to defer to others. Others recognize their ability to work with others as part of a team.
Medium (3)	In about half of RISE activities, the student takes on new roles with direction and contributes to teamwork when encouraged to.
Low (1)	In most RISE activities, the student fails to take on new roles even with direction and encouragement.

CHARACTER	
High (5)	In a significant amount of RISE activities, the student makes an effort to step into all situations, including giving direction to others regarding proper behavior. S/he is clear on her/his roles or abilities, and owns up to the result of their decisions. S/he asks "what does the situation need from me at that point in time?" Student behaves in a manner that is appropriate to the situation and is what is expected.
Medium (3)	In about half of RISE activities, the student sometimes steps into a situation and corrects others inappropriate behaviors.
Low (1)	In most RISE activities, the student fails to take on new roles even with direction. Student does not take initiative for self or others, and responds poorly to corrections from others; makes very little or no effort on the task; and, seems unclear on their own personal roles or abilities.

RISE

Animation (central node)

- **5C Case Study**
  - Compatibility — 5C Case Study-Compatibility.docx

- **Where do I want to work?**
  - I want to work in the mainland
  - Channel Frederator Network
  - Sky Media Offices
  - Cartoon Network Studios

- **How many hours a day can I commit to this work?**
  - at least 8 hours a day

- **How much $ do I want to make anually?**
  - $75k

- **What type of education is required in this field**
  - Graphic Design
  - Visual Effects
  - Math

- **My New Years Resolution**
  - My New Years Resolution for 2016.docx

- **My 100 word essay**
  - 100wordessay~.docx

- **What are the requirements to work in this field?**
  - Art
  - Geometry

- **10 things I am thankful for.**
  - I am thankful for not being an only child.
  - I am thankful for having 2 brothers with me.
  - I am thankful for food.
  - I am thankful for having the oppurtunity to prepare for college
  - I am thankful for living in the US.
  - I am thankful for being Hawaiian.
  - I am thankful for being academically intelligent.
  - Subtopic 10
  - Subtopic 10

- **Goals**
  - Priority — a.docx
  - Short-Term Goals
  - Long-Term Goals

- **'O wai 'oe?**
  - 'O Wai 'Oe.docx
  - Audio 1 — MVI_1013.MOV

- **My Dream House**
  - 3bed/2bath
  - 62,700
  - 898 137th Ave NE,Bellevue,WA 98005
  - Foothill Commons
  - c90251200-r14x1-w640_h480_q80.jpg

- **Where do you see yourself 5 years from now**
  - Working in a nice comfortable AC room doing what I love.

- **Why do I want to be an Animator?**
  - Because I want to bring my imagination to life and inspire other people that there is a nerdy side to everyone no matter who they are.

- **What Colleges do I want to attend**
  - CalArts
  - UH Manoa
  - The Art Institute of Seattle
  - Cornish

- **What would you do if you won the lottery?**
  - Use it for necessary purposes

- **Car Of My Dreams**
  - $40,089
  - 2016 Dodge Durango Limited All-Wheel Drive
  - 2015-dodge-durango-front-angle3_10036_089_480x360.jpg

- **Which colleges offer courses within this field?**
  - CalArts
  - SCAD
  - Ringling College of Arts and Design
  - Cornish College of The Arts

- **Who do you know in this field?**
  - Steven Universe
  - Rebecca Sugar
  - Bee and Puppycat
  - Natasha Allegri

RISE Haumana Survey

Name of Student _____   *Date _____*

Please respond to the following questions. Choose the answer that best fits you. If you don't understand the question, please ask for help.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I share what I have learned at RISE with others, especially other kids my age.	☐	☐	☐	☐	☐
2. I keep trying even when a challenging task is given to me.	☐	☐	☐	☐	☐
3. If I make a mistake, I own up to it and I try my hardest to learn from it so that I don't make the same mistake again.	☐	☐	☐	☐	☐
4. I believe my life has value, meaning, and purpose.	☐	☐	☐	☐	☐
5. I have learned and try to live by Hawaiian values, such as courage (ikaika).	☐	☐	☐	☐	☐
6. I can relate to a cultural practice, such as farming kalo, dancing hula, or paddling canoe.	☐	☐	☐	☐	☐
7. I am willing to learn the Hawaiian language.	☐	☐	☐	☐	☐
8. I feel a part of a family when I'm at RISE.	☐	☐	☐	☐	☐
9. My home and how I'm raised is connected to my place and surroundings (my community).	☐	☐	☐	☐	☐
10. I know people who I can trust and learn from.	☐	☐	☐	☐	☐
11. When I am at RISE, I often help to lead a task or group.	☐	☐	☐	☐	☐
12. I have an idea of what I could do for the rest of my life.	☐	☐	☐	☐	☐
13. I am involved in activities at RISE that allow me to try new things and be creative.	☐	☐	☐	☐	☐

RISE Mentor Survey

Name of Student _____   *Date* _____

Question	Often	Sometimes	Seldom	Never	NA/Not Observed
1. Shares what s/he knows with others, especially other kids his/her age.	☐	☐	☐	☐	☐
2. Keeps trying even when a challenging task is given to him/her.	☐	☐	☐	☐	☐
3. If s/he makes a mistake, s/he owns up to it and tries hard to learn from it so that the mistake isn't repeated.	☐	☐	☐	☐	☐
4. Demonstrates in various ways that his/her life has value, meaning, and purpose.	☐	☐	☐	☐	☐
5. Tries to live by Hawaiian values, such as courage (ikaika).	☐	☐	☐	☐	☐
6. Shows enthusiasm for a cultural practice, such as farming kalo, dancing hula, or paddling canoe.	☐	☐	☐	☐	☐
7. Appears willing to learn the Hawaiian language.	☐	☐	☐	☐	☐
8. Seems to feel a part of a family when at RISE.	☐	☐	☐	☐	☐
9. His/her home and upbringing appear to be connected to his/her community.	☐	☐	☐	☐	☐
10. Appears to know people who s/he can trust and learn from.	☐	☐	☐	☐	☐
11. When at RISE, s/he often helps to lead a task or group.	☐	☐	☐	☐	☐
12. Has expressed an idea of what s/he could do for the rest of her/his life.	☐	☐	☐	☐	☐
13. Shows interest in activities at RISE that allow him/her to try new things and be creative.	☐	☐	☐	☐	☐