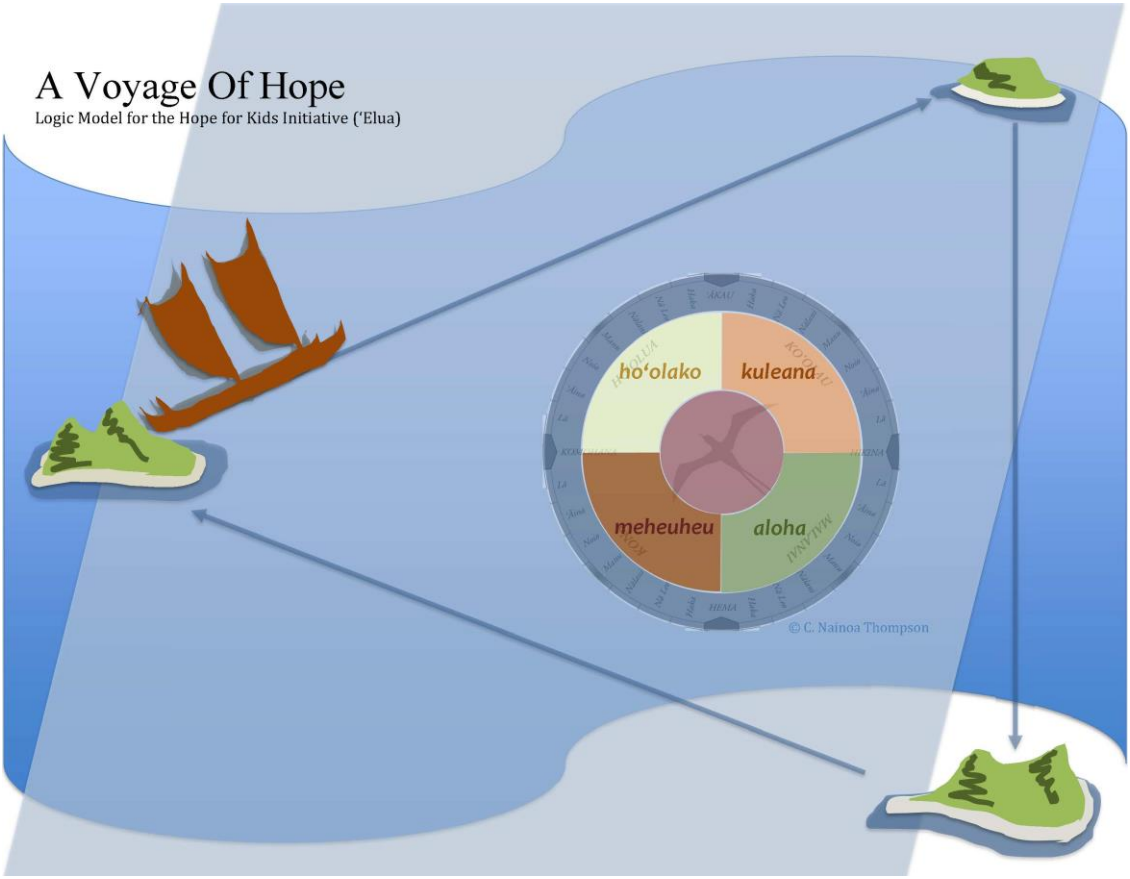
HAU`OLI MAU LOA
FOUNDATION

HOPE FOR KIDS `ELUA
Final Evaluation Report (2016-2022)



March 1, 2023

Prepared by
Anna Ah Sam, PhD

For
Hau`oli Mau Loa Foundation
701 Bishop Street
Honolulu, Hawai`i 96813

ACKNOWLEDGEMENTS

This report represents six years of generous investment, meaningful engagement, and staunch dedication from the Hau`oli Mau Loa Foundation Board of Directors and Staff and the Hope for Kids `Elua Partners (listed below). It is a result of their unwavering support that the Hope for Kids Initiative `Elua Cohort was successful. A special mahalo goes to the following individuals who provided key input into the report: ***Janis Reischmann, Brant Chillingworth,*** and ***Keahi Makaimoku*** from Hau`oli Mau Loa, ***Dr. Jackie Ng-Osorio*** from Ng-Osorio Consulting, ***Ka`anohi Kalama-Macomber*** from the Office of Hawaiian Education, ***Dr. Brandon Ledward*** from Kamehameha Schools, and other members of the `Elua Evaluation Working Group including ***Zoe Kosmas, Kukui Maunakea-Forth,*** and ***Kaui Nichols.***

Ho`okua`āina

Michele Wilhelm
Kaui Nichols

MA`O – Wai`anae Community Redevelopment Corporation

Kukui Maunakea Forth

Kahua Pa`a Mua, Inc.

David Fuertes
Carol Fuertes

Paepae o He`eia

Hi`ilei Kawelo
M. Pumehana Cabral

Kāko`o `Ōiwi

Kanekoa Shultz

Papahana Kualoa

Kapalikū Schirman

Kānehūnāmoku Voyaging Academy

Kahape`a Tanner
Mahealani Treaster

RISE - Keaukaha One Youth Development

Dr. Keahi Warfield

Māla`ai – The Culinary Garden of Waimea Middle School

Zoe Kosmas
Amanda Rieux

Contents

Executive Summary ..... *i-ii*

Introduction *1-4*

Evaluation Design 2

Purpose 2

Guiding Questions 2

Data Sources 3

Evaluation Results *5-22*

What impact did Hope for Kids have on kids? 5

What impact did Hope for Kids have on Partners? 15

How did COVID impact Partners during their participation in Hope for Kids? 19

Broader Insights *23-25*

Future Directions *26-27*

Appendix A. List of `Elua Partners

Appendix B. Youth Served (2016-2022)

Appendix C. `Elua Cohort Survey

EXECUTIVE SUMMARY

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

Evaluation Design

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

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

Evaluation Results

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

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

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

⇒ *Increased `Elua Partners' capacity for evaluation, particularly in their evaluation knowledge and mindset.*

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

Broader Insights

⇒ *Insight 1: Progress towards collective impact varied by collective impact component*

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

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

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

Future Directions

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

INTRODUCTION

The Hope for Kids Initiative `Elua Cohort

The mission of the Hope for Kids ‘Elua Initiative, launched by the Hau`oli Mau Loa Foundation in June 2016, was to bring hope to children through delivering ‘āina-based education. The Hope for Kids theory of change envisions that kids in Hawai`i will be more hopeful about their future if they have successful learning experiences doing things through `āina 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 (**Aloha**—providing opportunities for meaningful engagement with an adult who shares of their ‘ike and aloha (knowledgeable, caring, affirming); **Kuleana**—believing in the potential of children and set high expectations for their performance; **Ho`olako**—assisting children in the development of life skills; and **Mēheuheu**—providing opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning) with five specific outcomes: *greater connection to community, positive feelings about self, development of life skills, belonging in a cultural context,* and a *deeper connection to `āina*.

Through highly flexible funding over the course of six years (2016-2022), the `Elua Cohort focused on not only delivering `āina-based education, but on strengthening their organizational capacity in evaluation and in intentionally evaluating how they were addressing the four core elements of the Hope for Kids initiative within their respective contexts. For a more thorough discussion of the Hope for Kids `Elua Cohort’s evaluation approach and preliminary outcomes, please refer to the pilot evaluation report (2016-2019) and the interim evaluation report (2020-2021).

The Final Evaluation Report

This report captures the overall findings and analysis from the final stage of evaluation, which took place during the 6th and final year of funding (2021-2022). The report covers the evaluation design, including the purpose and methods employed, the three primary evaluation questions that guided the design, and the lessons learned and reflections of the approach, as well as general recommendations.

EVALUATION DESIGN

Purpose

When the `Elua Cohort began their journey in 2016, the overarching purpose of evaluation efforts was to explore and provide preliminary evidence of the collective impact of the Hope for Kids `Elua initiative.[2] A secondary purpose 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. While much progress was noted in the first three years of the funding cycle, the advent of the COVID-19 pandemic in early 2020 significantly impacted the `Elua Cohort's `āina-based programming and forced them to change, delay or reduce their activities. As a result, the direction of evaluation efforts also changed.

The Cohort agreed that the final evaluation should focus not only on youth-specific outcomes relating to the Hope for Kids framework, but include data on organizational capacity that is required to conduct and sustain evaluative work and information on the impact that COVID-19 had on how `āina-based education was delivered and evaluated in their respective contexts. In sum, the purpose of the final evaluation was to capture the value of `āina-based education on the lives of program participants, highlight the importance of sharing how data is collected, understood, and used and how evaluative processes evolve over time, and lastly, to better communicate the story that `Elua Partners wanted to tell about their collective work.

Evaluation Questions

Key representatives from each of the `Elua Partners formed an Evaluation Working Group that provided input into all aspects of the evaluation. The Evaluation Working Group, in collaboration with the Evaluation Consultant and the Foundation staff, co-developed the final evaluation's learning questions. These questions were deemed by the group to be ones that best captured what the `Elua Cohort focused on during their participation in the Hope for Kids Initiative.

[2] 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" as defined in the Stanford Social Innovation Review. (2014, Fall). *Collective insights on collective impact*. Palo Alto, CA: Author.

⇒ **Evaluation Question 1:** What impact did Hope for Kids have on kids?

To what extent did Hope for Kids serve youth? To what extent did Partners assess youth participants on the five core outcomes of the Hope for Kids Initiative?

⇒ **Evaluation Question 2:** What impact did Hope for Kids have on Partners?

To what extent did involvement in Hope for Kids strengthen Partners' organizational capacity for evaluation?

⇒ **Evaluation Question 3:** In what ways did COVID impact Partners during their participation in Hope for Kids?

To what extent did the pandemic impact Partners' `āina-based work during their participation in the cohort and to what extent are pandemic-related impacts continuing to affect Partners' capacity for implementing their respective missions?

Data Sources

The evaluation approach was developmental[3] (*responsive to context and focused on innovation and strategic learning)*, participatory[4] (*stakeholders were actively engaged in developing the evaluation and all phases of its implementation*), and culturally responsive[5] (*centered on culturally defined values and beliefs*). In particular, Native Hawaiian values, language, and culture were central to both the content and context of the majority of partner programs and the Hope for Kids Initiative, as well as the evaluation approach. A distinguishing characteristic of the Hope for Kids Initiative is that it validates culturally-specific knowledge and ways of knowing and emphasizes the importance of trust, relationship-building, and ownership of evaluation. Methods were both quantitative and qualitative, and relied on Partners' self-reported outcomes and impact. The six key data sources contributing to the final evaluation are described below.

[3] Patton, M. Q. (2010). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. New York: Guilford Press.

[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.

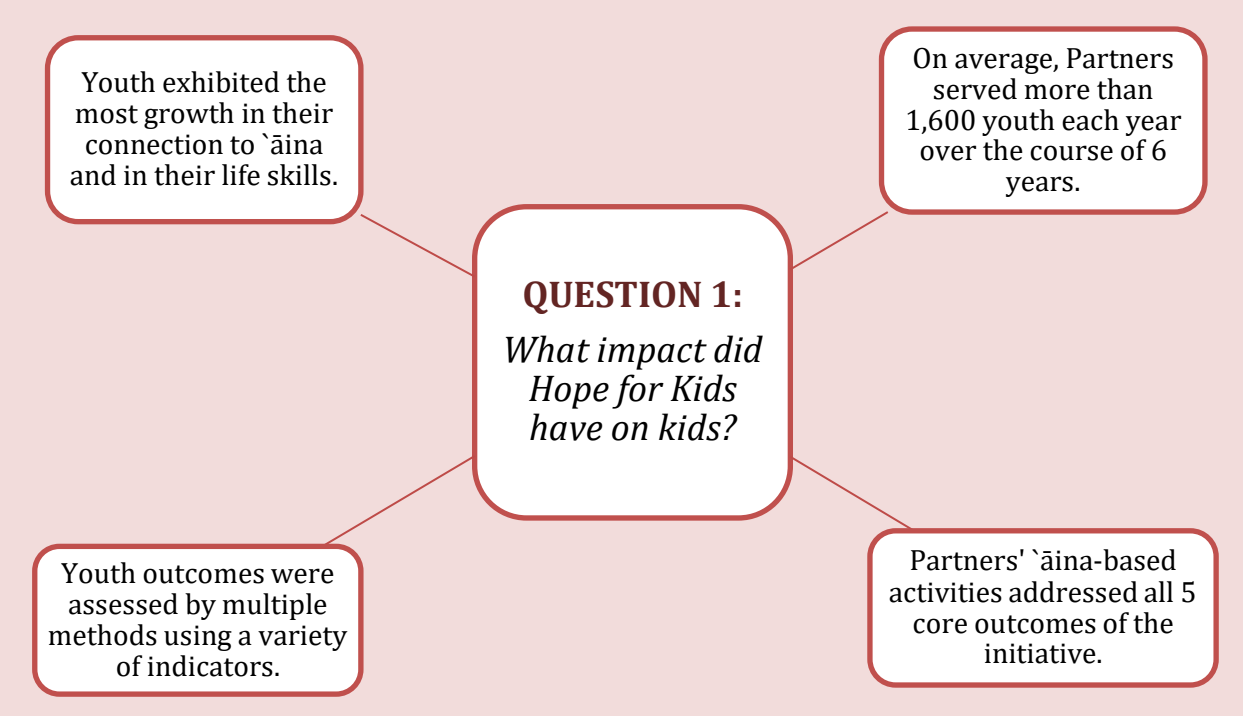
[5] Hood, S., Hopson, R., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In *Handbook of Practical Program Evaluation: Fourth Edition* (pp. 281-317). Wiley Blackwell. https://doi.org/10.1002/9781119171386.ch12

Table 1. Data Sources

Data Source	Description
Cohort Survey	An online survey of all nine `Elua Partners was conducted in mid-2022. Six individuals representing all 9 Partners[6] responded to the survey. The survey consisted of 25 questions addressing core Hope for Kids outcomes, organizational capacity, and the impact of COVID-19.
In-Depth Interviews	Three of the 9 Partners participated in individual interviews that were conducted via Zoom and lasted about 2 hours each. Interviewees were asked to share stories of success and what was their vision of an ideal evaluation.
Youth Profiles	A total of 5 youth profiles were shared by 4 Partners. These profiles captured personal stories of youth who had exhibited the most growth while participating in partner's `āina-based programs.
Grantee Reports	Annual narrative reports submitted by the Partners to the Foundation were important sources of information about individual Partners' successes and challenges while participating in the initiative.
Pilot and Interim Report Findings	The Pilot Evaluation Report (2016-2019) and the Interim Evaluation Report (2020-2021) were valuable sources of evidence that contributed to this Final Evaluation Report (2016-2022).
Evaluation Working Group Meetings	Regular, shared learning discussions throughout the 6-year period with Foundation staff, `Elua Partners, and other community thought Partners were instrumental in identifying key findings relative to the Hope for Kids Initiative.

[6] Three of the nine partner organizations comprised the Huliāmahi Education Alliance. A key individual who worked with the 3 partner organizations comprising Huliāmahi responded on their behalf.

EVALUATION RESULTS



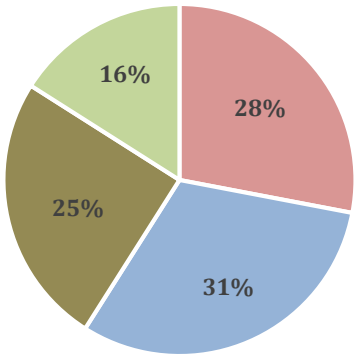
Youth Outcomes and the Pandemic

Prior to the onset of the pandemic, the evaluation plan for the final two years of the initiative was to conduct further work on the Hope for Kids indicators, consider developing or refining new assessment tools, recruit more Partners to serve as pilot sites, and continue to build evaluation capacity by receiving targeted technical assistance in specific areas. However, no one anticipated the unprecedented challenges that the pandemic caused, and evaluation plans quickly changed when COVID hit. Almost overnight, the focus of the Partners shifted from strengthening their evaluation capacity to figuring out how to pivot their programming to meet the needs of their communities. The evaluation approach and data collection efforts that began with the initiative in 2017 were put on hold as Partners found creative and resourceful ways to offer their programs. That said, once pandemic-related restrictions began to lift in late 2021, it was still difficult for the majority of Partners to "pick up where they left off" in terms of programming. In many instances, there were challenges in serving youth compared to pre-pandemic levels. Yet, Partners persisted and were able to make the best of it and found ways to offer `āina-based programming and incorporate additional methods of assessing youth outcomes.

Numbers of Youth Served

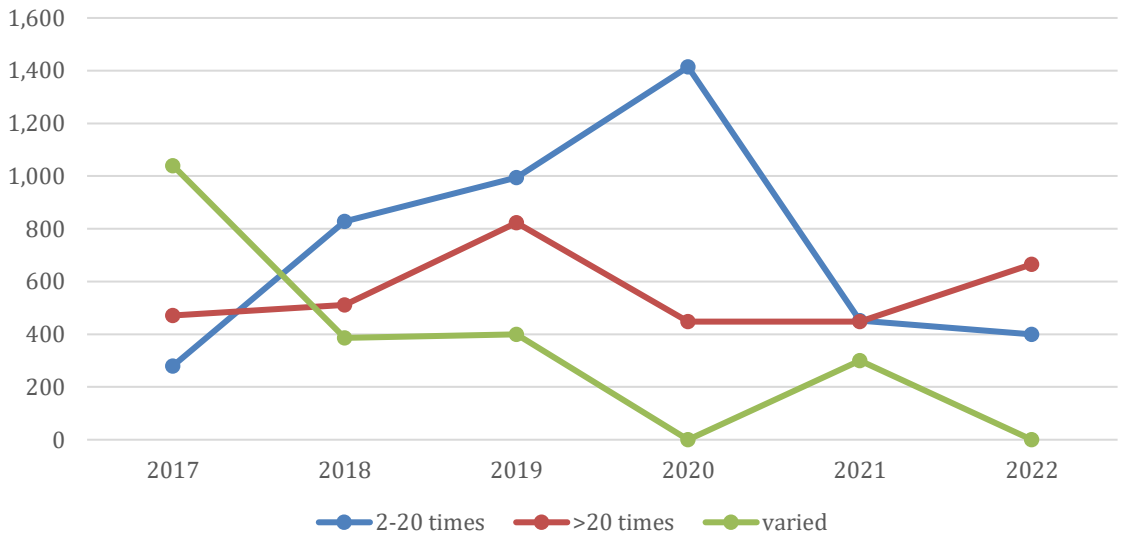
Collectively, the nine Partners served over 1,600 youth each year, 75% of whom were served more than once. Of these, nearly 3 out of 10 youth participated more than 20 times. In sum, the majority of youths' `āina-based experiences were not one-time-only occurrences. Please refer to Appendix B for detailed data.

Figure 1. Youth Participation



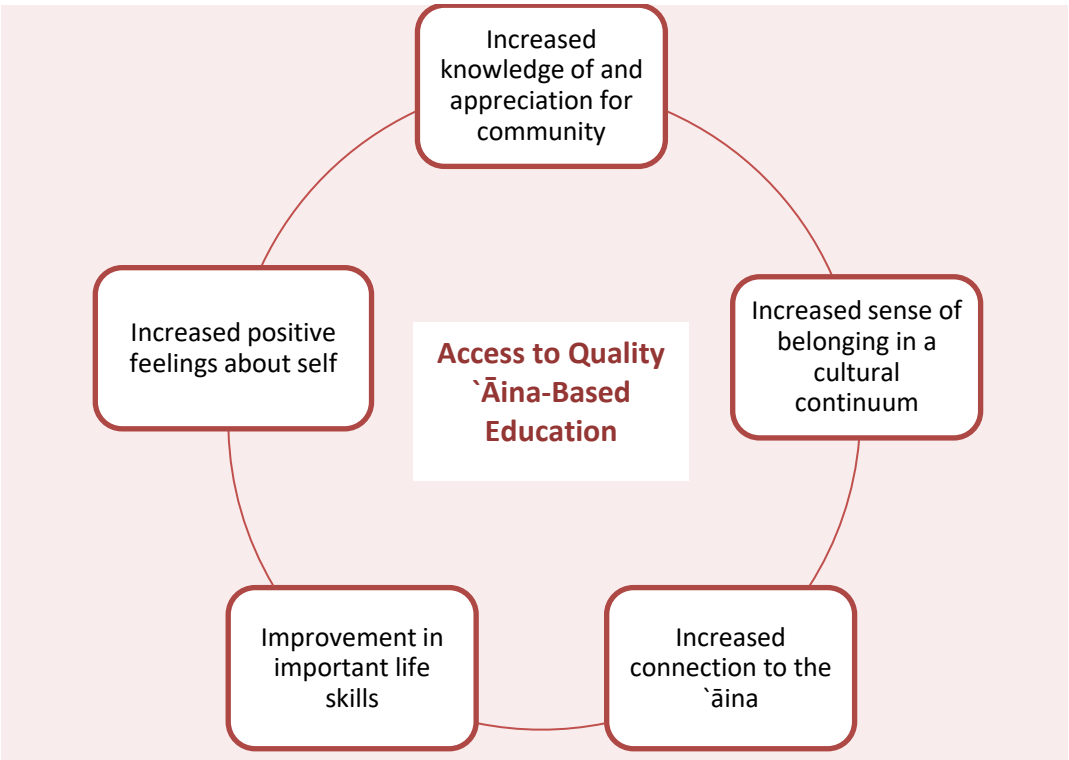
> 20 times 2-20 times 1 time only Varied

Figure 2. Number of Youth by Year and Frequency of Participation



In the charts above, varied refers to a program where there was no average of participant engagement but rather a range of engagement across participants, from one to multiple visits.

Hope for Kids Outcomes



789

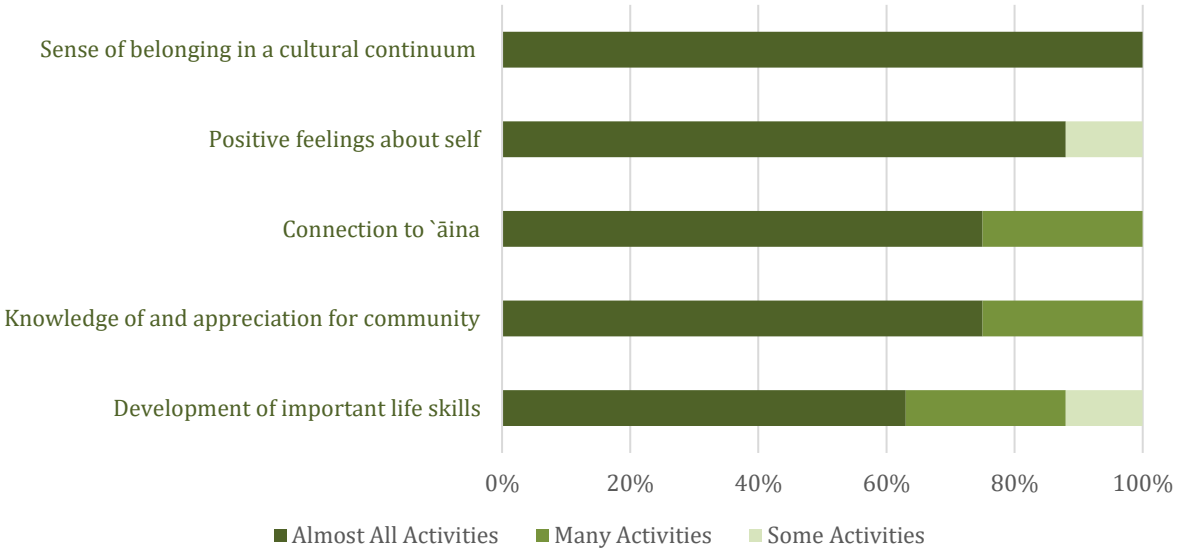
Hope for Kids encompassed five core outcomes that focused on connection to community, connection to `āina, belonging in a cultural context, positive feelings about self, and life skills. When asked to what extent the primary activities they offered youth addressed the five core outcomes of the initiative, 100% of Partners indicated that almost all activities addressed sense of belonging in a cultural continuum and nearly 90% indicated that almost all activities addressed positive feelings about self.

[7] Cultural identity 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] Life skills are abilities for adaptive and positive behavior that help individuals deal effectively with the demands and challenges of life. Typical life skills include decision-making, problem-solving, critical thinking, effective communication, interpersonal relationships, self-awareness-mindfulness, assertiveness, empathy, coping with stress/trauma/loss, and resilience.

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

Figure 3. Outcomes Addressed



Hope for Kids Activities

Without exception, Partners' `āina-based programs were clearly aligned to all five outcomes. Figure 4 below provides examples of how Partners described their respective programs, highlighting how they were aligned to Hope for Kids outcomes.

Figure 4. Alignment of Partners' Activities with Hope for Kids Outcomes

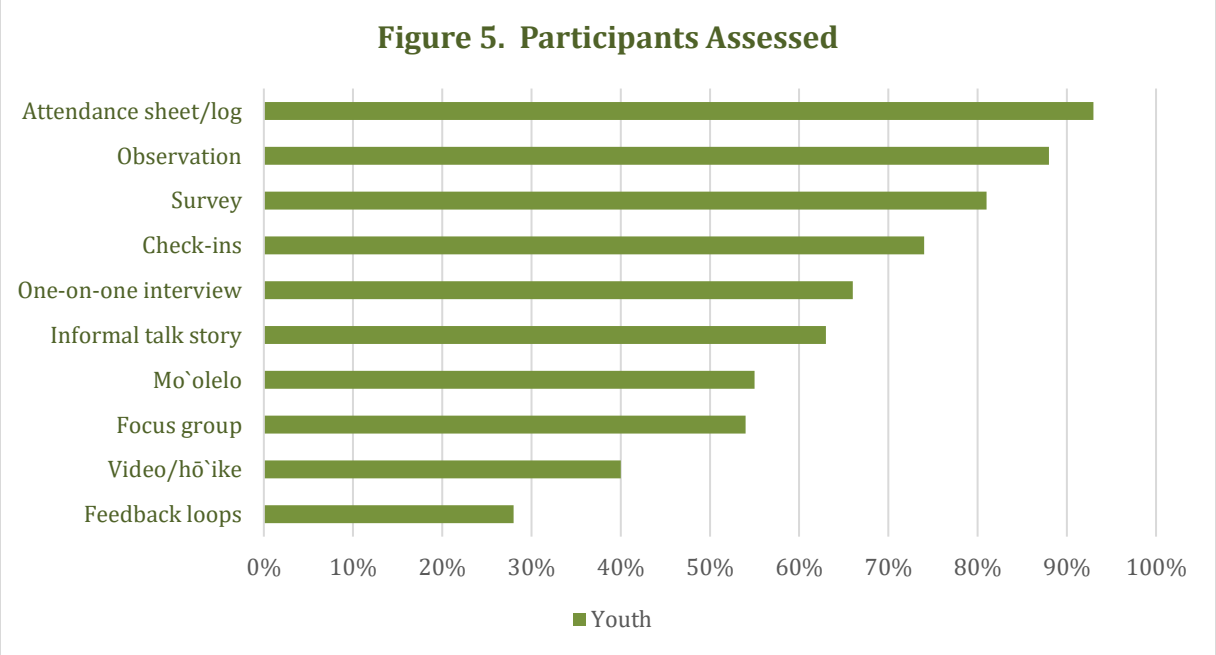
Culture	*Our program helps youth learn the history of voyaging in Hawai`i's cultural identity and how to identify wahi pana in Kawahaokamano used in navigating and the mo`olelo behind those wahi.*
Self	*Our goal is to help youth realize that their life has value, meaning, and purpose. Once youth respect themselves, their place, and others, they can build their self-worth and social connections.*
`Āina	*Our program is framed by our unique and proud heritage as ocean people. We teach youth to mālama our canoes, and how the health of our land and ocean play significantly into that mindset.*
Community	*Our youth learn about propagating and cultivating various plants, many of which are put into container gardens and given to kupuna in the community.*
Life Skills	*We teach youth how to kilo from a framework that encourages them to closely observe daily all aspects of their life, to help them help themselves and those around them.*

Methods of Assessment

Partners utilized a variety of methods to assess youth outcomes. Of the ten methods, all Partners indicated that they used attendance logs, staff observations, check-ins and informal talk story, to some extent. Additionally, the majority of Partners administered participant surveys and conducted focus groups and one-on-one interviews with youth. However, the top three methods that were used to assess over 80% of youth were attendance logs (daily or as often as the program was offered), staff observations (periodically), and youth surveys (at least annually).

Table 2. Methods of Assessment by Participants Assessed

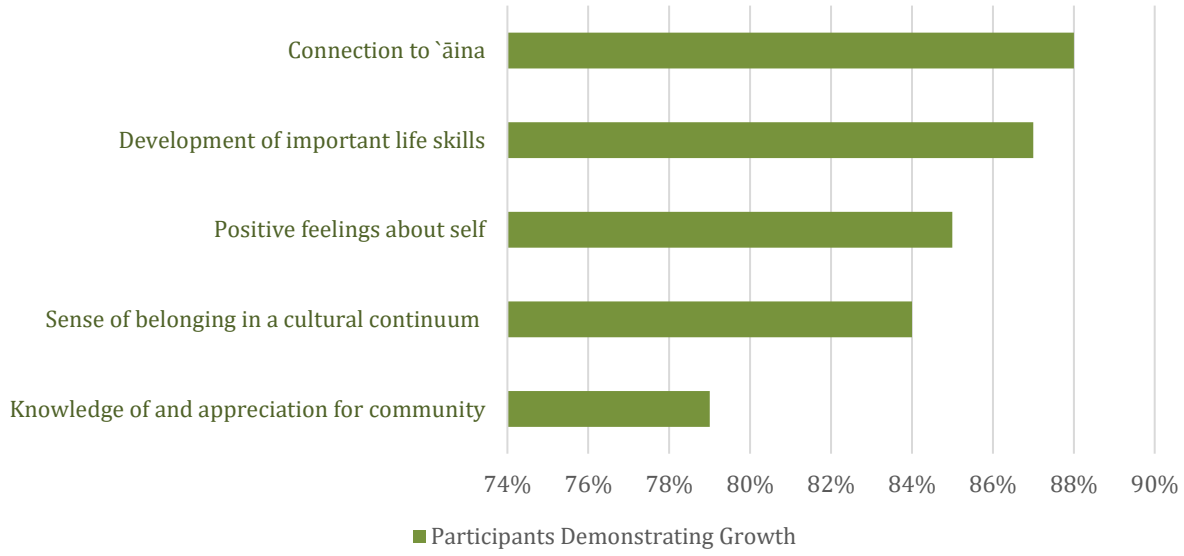
Partners (% using assessment)	Method of Assessment	Participants (% assessed)
100%	Attendance sheet/log	93%
	Observations	88%
	Check-ins	74%
	Informal talk story	63%
86%	Survey	81%
71%	Focus group	54%
57%	One-on-one interview	66%
50%	Mo`olelo	55%
	Video/Hō`ike	40%
	Feedback loops	28%



Key Youth Outcomes

During the first three years of the initiative prior to the onset of the pandemic, youth outcomes were consistently assessed by all of the Partners. The pre-post data from that period are the most reliable for assessing the extent to which youth demonstrated growth. As detailed in the pilot evaluation report (2016-2019) and in Figure 6. below, 85% of youth on average indicated that their participation improved their connection to `āina, culture, and community, and in their life skills and positive feelings about self.

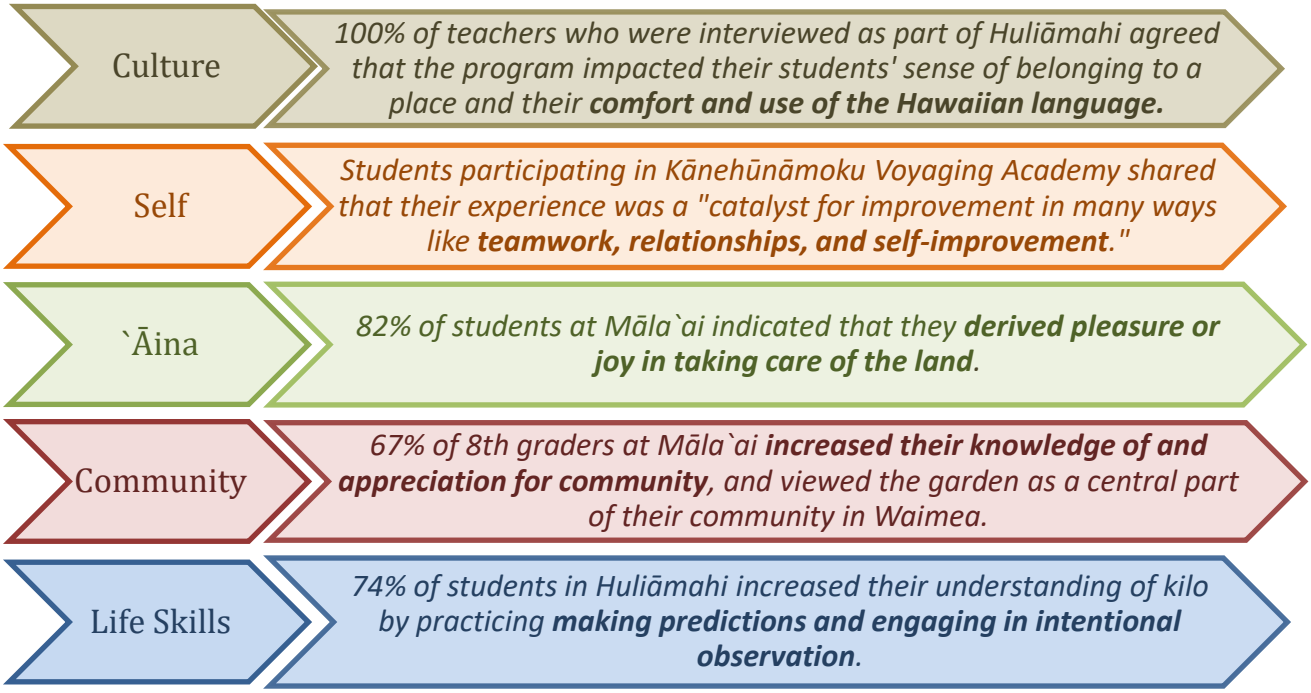
Figure 6. Outcomes Achieved



Data source: Based on 2019 data from participating youth (n=112) from 4 of the 9 Partners

In general, youth demonstrated uniformly positive ratings for each outcome: connection to `āina (88%), development of life skills (87%), positive feelings about self (85%), sense of belonging in a cultural continuum (84%), and an increased knowledge of and appreciation for community (79%). An example of each of these outcomes is highlighted in Figure 7 below.

Figure 7. Examples of Youth Outcomes



*"Our success stories are our mentees who have participated in our farm programs: Cole got his BA in Marketing and now works for Vibrant Hawai`i, Shania is a Junior at UH Manoa getting her accounting degree, Ali`i is at Grand Canyon University as a freshman and is majoring in environmental studies, Aukea is an Ag student at Hawai`i Community College, and Jamiel went into AmeriCorp and is now pursuing his dream of entering the military."* – Aunty Carol Fuertes, Kahua Pa`a Mua

Teacher Outcomes

Youth weren't the only ones impacted by the Hope for Kids initiative. Participating teachers shared how the program contributed to their growth as teachers. For example, teachers participating in Huliāmahi agreed that Hope for Kids enabled them to build more meaningful relationships with kids, that the program aligned well with their current in-school projects and school-based curriculum, and that it increased their comfort with and deeper knowledge of `āina-based education.

Youth Profiles

Partners were asked to share stories of youth in their respective programs that they believed demonstrated the most growth while participating in the Hope for Kids initiative. While each Partner could easily identify multiple stories of successful youth from their programs, three of the most compelling are profiled below.

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

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

Over the three years of his experience in the MAʻO ʻauwai, Renzo's grounding in his community (and in the Hawaiian culture) deepened. His presence expanded in which he gained even more confidence in presenting and public speaking, and his commitment and consistency gave everyone (peers and staff) confidence in his leadership and to make certain decisions on behalf of the team.

During his time in MA`O, he was supported by his ʻauwai team members to secure the resources needed to reach his professional and career goals. Though he formally transitioned from our care, his pilina built with this network at MAʻO will be available to him as he navigates the next part of the journey.

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

Renzo graduated with his AS degree in Natural Science (Engineering) in May 2022 from Leeward Community College.

Aukea K.
Ho`okahua Ai (HA) Mentorship Program
Kahua Pa`a Mua
Kapa`au, Hawai`i

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

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

In 2019, Aukea applied for and received a $10,000 grant from the Dreamstarter program at Running Strong for American Indian Youth. The only recipient from Hawai'i, Aukea used his grant funds to build a certified imu at Hoea Farms. He also attended a 5-day Dreamstarter Academy retreat in Alexandria, VA with recipients from across the country.

KPM Operations Manager Carol Fuertes spoke of Aukea's growth in confidence, being able to do things independently and his comfort with public speaking. Carol notes that Aukea went from not saying much at all at the start of the program to being a featured speaker at the Dreamstarter retreat and imu dedication ceremony. He is a mentor to the younger program participants who look up to him. Aukea is in his second year of college and is the first in his family, along with his brother Ali`i, to attend college. "He is well on his way to making a living, being independent and happy doing what he's doing," says Fuertes.

Aukea is currently pursuing a degree in Agriculture from Hawai`i Community College.

Rachel K.
Kūkuluhou Internship Program
Ho`okua`āina
Mauanwili, Hawai`i

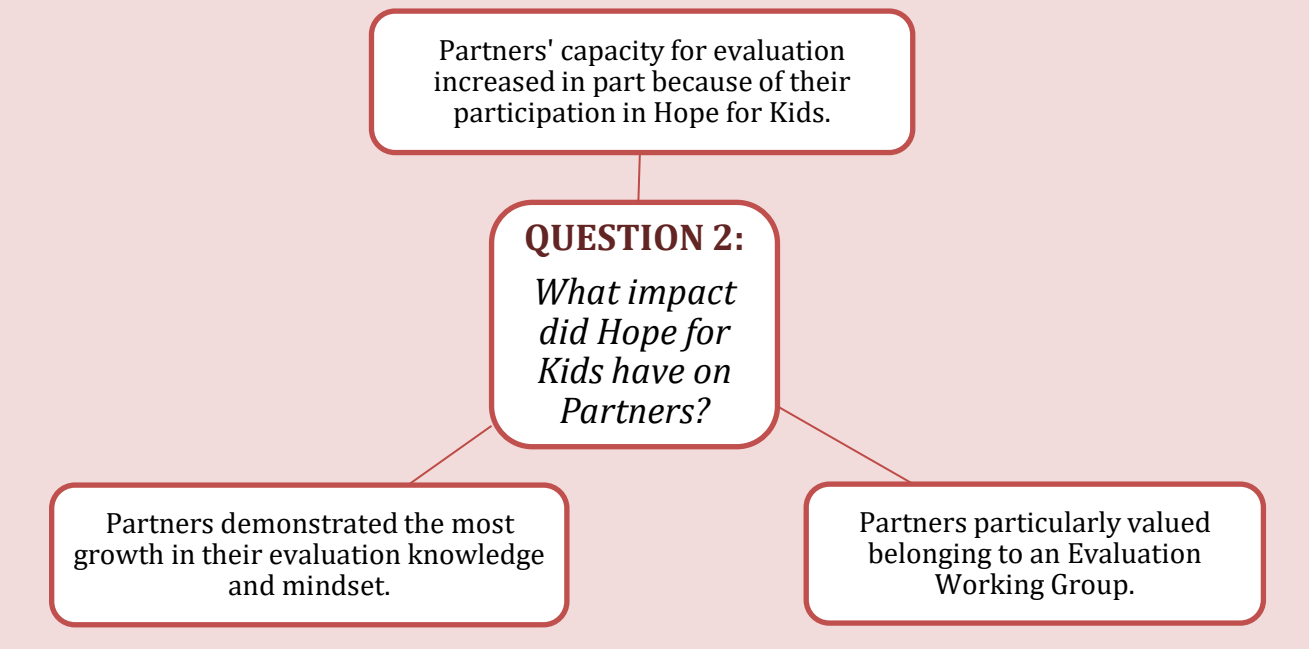
My whole life course totally changed because of Hoʻokuaʻāina. When I started working at Hoʻokuaʻāina in 2016, the summer before my senior year, I remember telling Uncle Dean that I wanted to go away to college, make a lot of money, buy a house, and grow kalo in my back yard. That was my plan. At the end of the summer, I told Uncle Dean, "I can keep coming during the school year."

Hoʻokuaʻāina was one of the healthiest work environments in the world for me. It was so easy to come to work. I worked in a place with all of my best friends in a community of people who loved to be there and wanted to help each other. I was surrounded by people who were always positive, making me laugh, and making me feel loved. I got to work in a beautiful ʻāina. At Hoʻokuaʻāina, I learned more about how in-depth a person can know ʻāina. Working at the loʻi, I needed to understand how the water moved, where the winds came from, how they brought the rain. I needed to tune into those features in order to grow kalo effectively. The work trained me to see ʻāina through new eyes, and I got better at focusing on the details.

Working at Hoʻokuaʻāina changed my relationship with my family at home. The loʻi provided a way for me to connect with my siblings around Hawaiian topics, which strengthened our relationships. My dad loves working in the yard, so our relationship has grown because we'll both be working on similar projects.

Working in ʻāina in Hawai'i is Hawaiian culture in action. Eating kalo at home is Hawaiian culture in action. In my time with Hoʻokuaʻāina, kalo became my staple food, and I say that with so much pride. Being at Hoʻokuaʻāina puts me in an amazing head space for reflection, and I've come to see it as a state of lōkahi. It's difficult to explain. It is a space of ultimate peace, a space of trying to be intentional about every breath I take and word I say, which carries over to my life outside of the loʻi. Working at Hoʻokuaʻāina made me realize that everything I do has an impact. I want to do this work for the rest of my life. I want to bring Hoʻokuaʻāina to Kauaʻi and offer a similar space with a family-based structure and a mission of growing food and building community. – Rachel K.

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



Effect of Hope for Kids on Partners' Evaluation Capacity

Being involved in Hope for Kids positively impacted how Partners' understood and implemented evaluation activities within their organizations. When asked about evaluation capacity and time spent on evaluation activities, all Partners indicated that they knew what kind of evaluation they wanted to do, but only 37% believed that they did had the internal capacity to do it. In general, half of the Partners spent at least 20% of their organizational workload on evaluation.

Figure 8. Internal Capacity for Evaluation

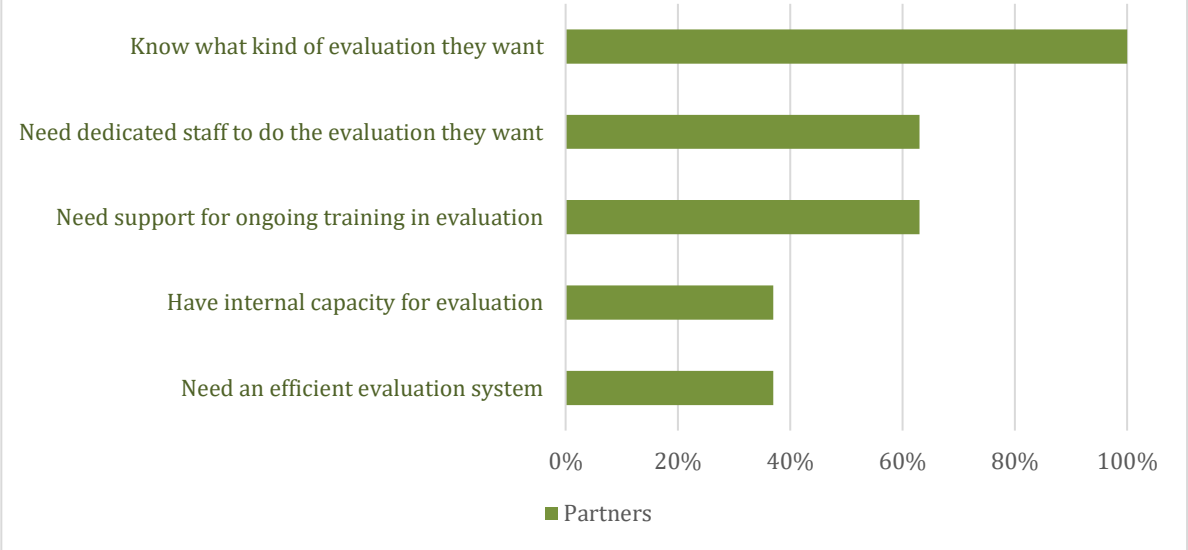
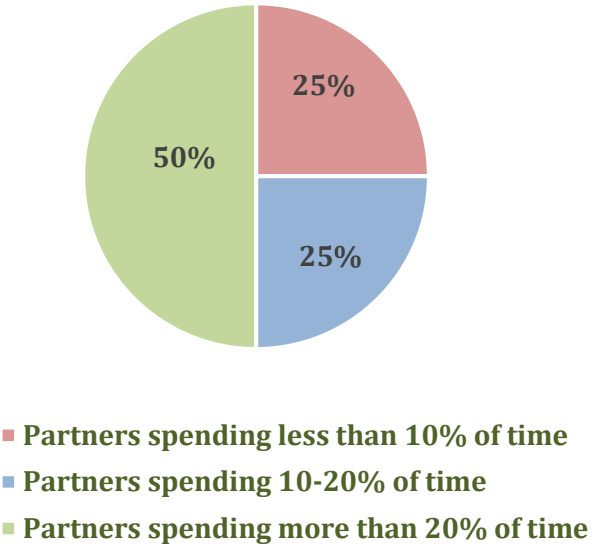
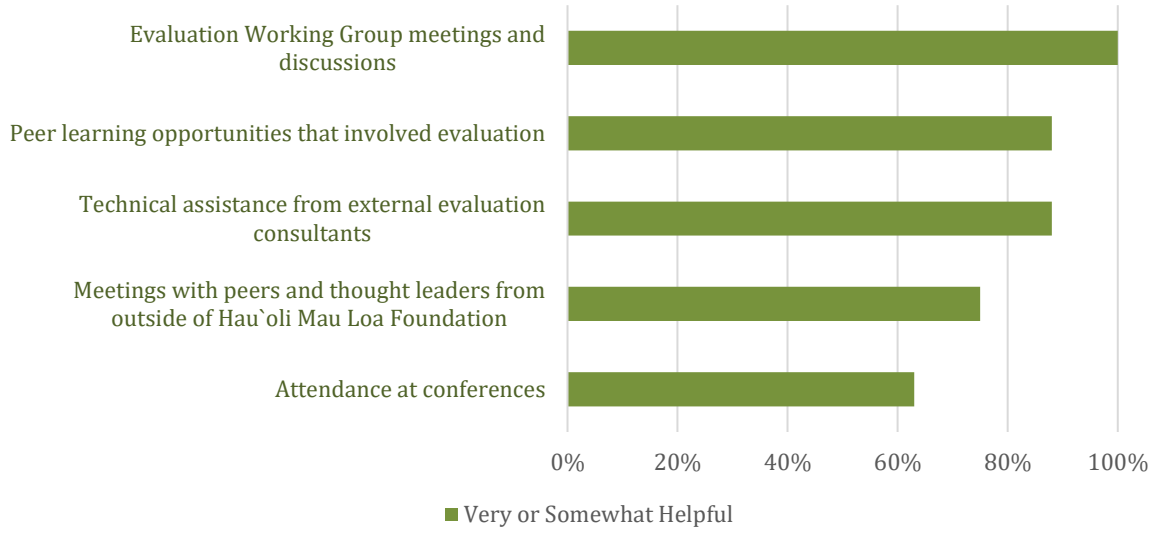


Figure 9. Partners and Time Spent on Evaluation



Overall, Partners perceived the support that they received from the initiative as very helpful, particularly the Evaluation Working Group (EWG) meetings and discussions. In essence, the EWG served as a professional learning community (PLC), where Partners worked together collectively to discuss and identify ways to improve evaluating `āina-based education within their unique contexts.

Figure 10. Perceived Value of Hope for Kids' Evaluation Efforts



While participating in Hope for Kids, 75% of Partners also received support for evaluation-related activities from organizations including and outside of the Hau`oli Mau Loa Foundation. These entities included other foundations, institutions of higher education, Kamehameha Schools, the Hawai`i Pacific Evaluation Association, and the Hawai`i Department of Education. The growth they experienced in terms of evaluation capacity may be due in part to involvement with these multiple organizations.

Table 3. Outside Organizations Contributing Support

Outside Organizations	Types of Support
Consuelo Foundation	Training in Dedoose software
Hawai`i Community Foundation	Funding
Hawai`i Pacific Evaluation Association	Professional development opportunities
Ka Haka `Ula `o Ke`elikōlani at UH Hilo	Research in Hawaiian health and wellness
Kamehameha Schools	Training in Natural Resources Data Solutions software
Office of Hawaiian Education, Hawai`i DOE	HĀ implementation and assessment
Pacific Aquaculture Coastal and Coastal Resource Center at UH Hilo	Research in conservation and food sustainability
Stupski Foundation	Funding

Effect of Hope for Kids on Partners' Organizational Learning

Overall, Partners indicated that they increased their evaluation knowledge (85%) the most, followed by an improved mindset towards evaluation (83%), and to a lesser extent, an increase in their evaluation skills (73%). Partners agreed that they learned the most about evaluation theory and approaches and how to question the underlying assumptions of what they do.

Figure 11. Effect on Evaluation Knowledge

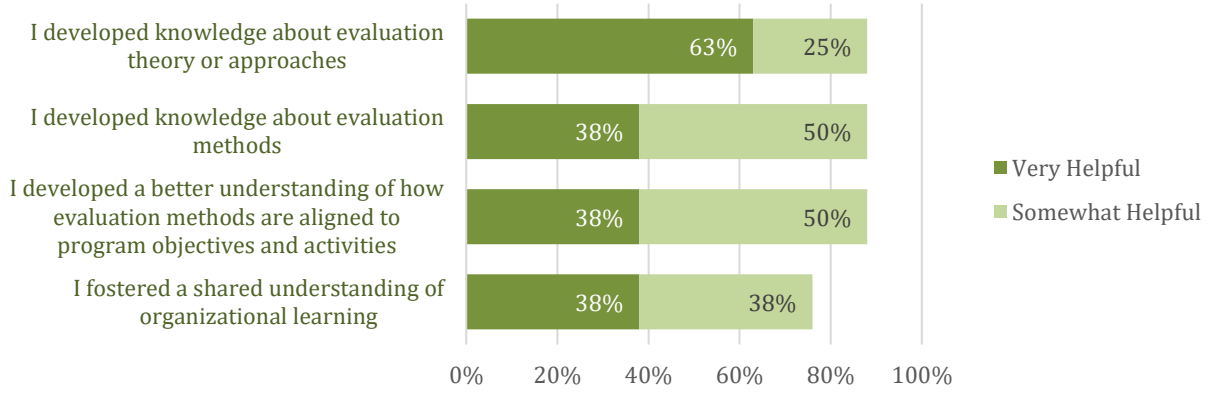


Figure 12. Effect on Evaluation Skills

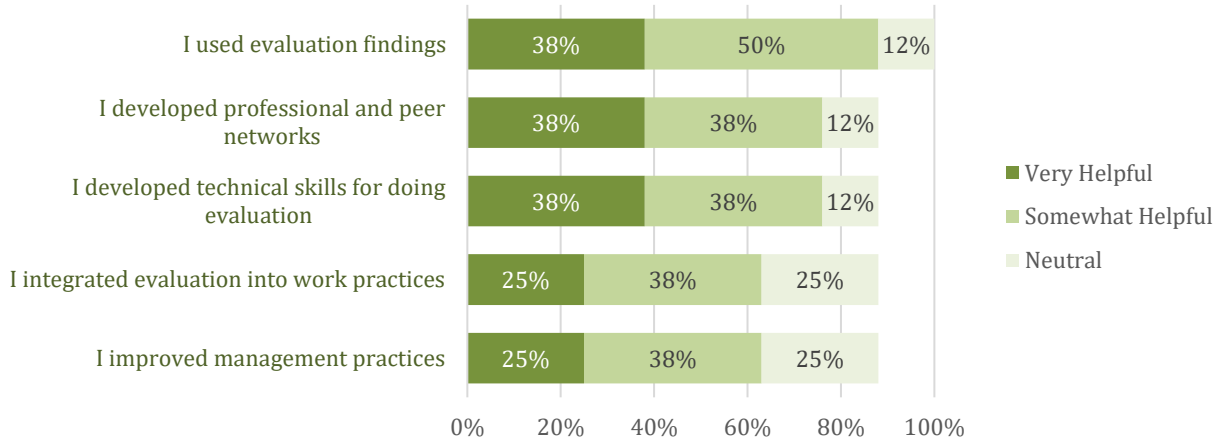


Figure 13. Effect on Evaluation Mindset

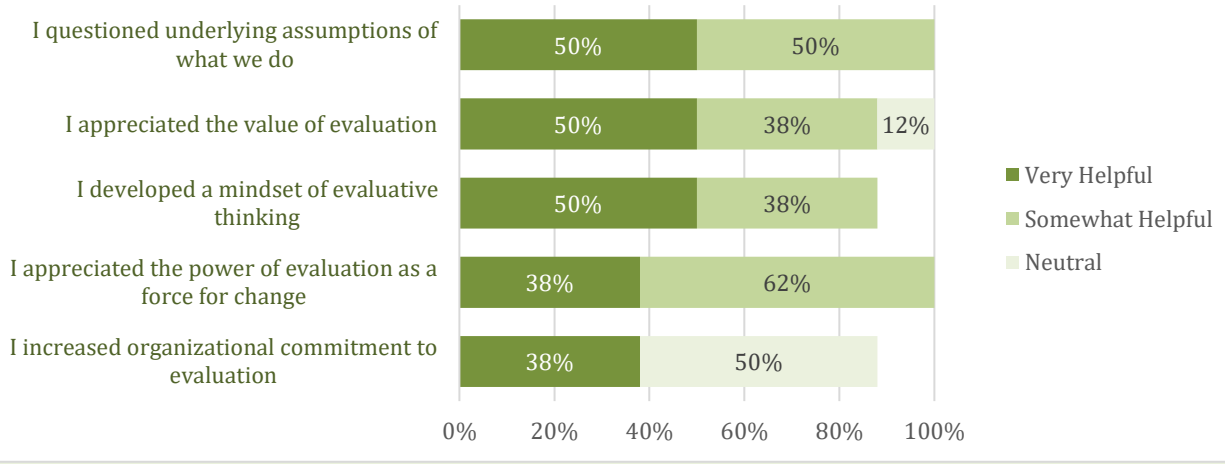
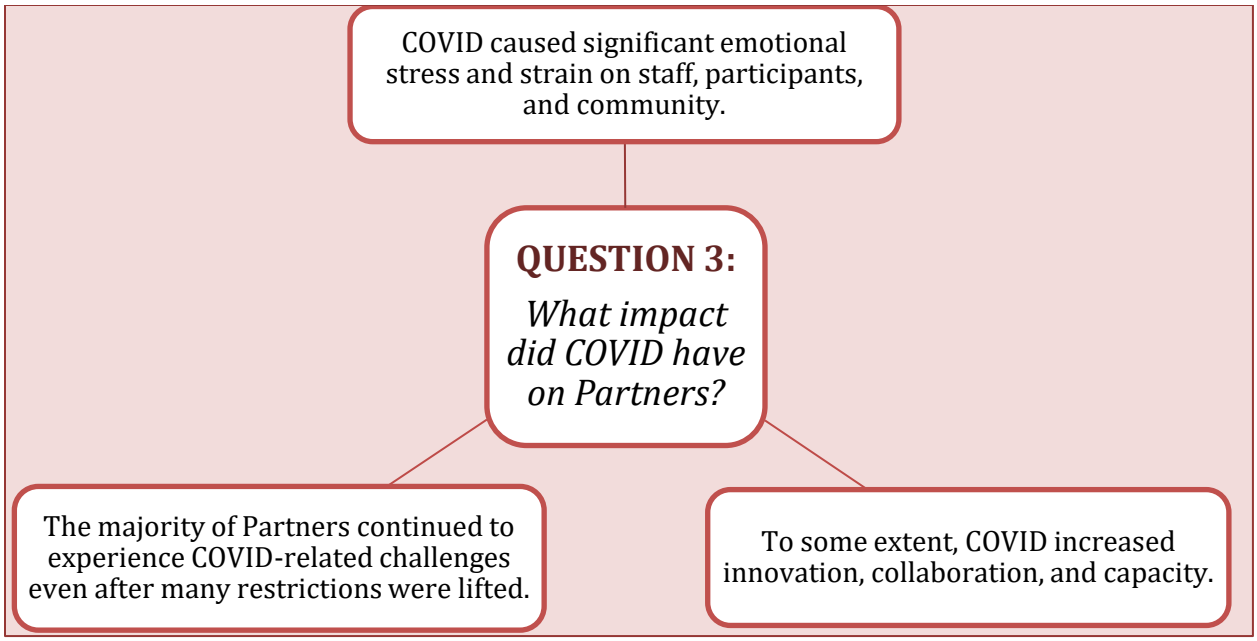


Table 4. Examples of Evaluation Learning

Evaluation Learning	Illustrative Quotes
Evaluation Knowledge	*"All of the evaluation activities were very helpful in **building our knowledge base in evaluation**. Seeing and hearing from others was very helpful to build our capacity in how to collect and assess data…"*
Evaluation Skills	*"Hau`oli Mau Loa played a crucial role in our evaluation journey. We were able to intensely **focus on testing and experimenting with new systems, building our database, and engaging in multiple rounds of software exploration** with outside parties."*
Evaluation Mindset	*"Being involved in the EWG has **broadened my understanding to be more open-minded and innovative**. It has helped me realize that if I want a system that works for our organization, then that system of evaluation needs to be as unique as our program offerings."*



COVID-Related Challenges

For at least two of the six years they participated in Hope for Kids, Partners encountered COVID-related challenges that underscored their difficulty in implementing `āina-based education within their respective contexts. It affected practically all aspects of Partners' programming, including how it was delivered, how it was financed, and how it met the needs of youth. The majority of Partners were forced to change, delay, or reduce their activities. Most of all, COVID negatively impacted the mental health of staff, participants, and their communities and severely hampered the degree to which Partners' could provide support to those who needed it most.

While many COVID-related restrictions were lifted in late 2021, Partners continued to experience negative repercussions to their organizations. While many of the challenges they experienced during COVID decreased, there were a number that actually either stayed the same or got worse after most pandemic restrictions ended. The majority of Partners indicated the following challenges that continued to have a significant or moderate impact: meeting the needs of participants, organizational finances, and adhering to health and safety measures (social distancing).

Figure 14. COVID-Related Challenges

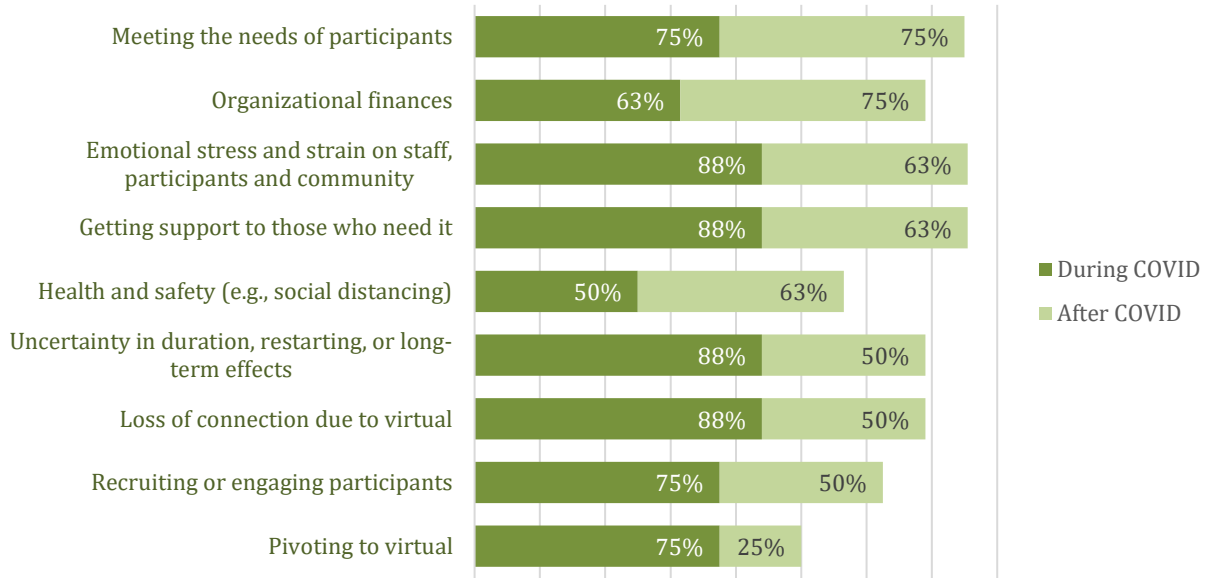


Table 5. Examples of Negative Impacts (COVID-related)

Negative COVID Impact	Illustrative Quotes
Emotional stress and strain	*"Our staff were at (or beyond) our max capacity…I found that we worked more during the pandemic than before, especially at the beginning. There* ***was pressure to continue "as normal"*** *and we still feel that today."*
Health and safety	*"Our organization and programs* ***suffered many closures*** *due to close contacts of COVID and positive cases."*
Loss of connection	*"Our youth* ***struggled with online education****. It was the reason that some students dropped out of school. While everyone was appreciative of the opportunity to continue working on the farm, some participants' teachers did not provide an environment conducive to learning and we could only offer limited assistance on that front."*

COVID-Related Opportunities

In spite of the challenges Partners encountered, the majority were able to identify COVID-related impacts that were positive. Seventy-five percent of Partners agreed that the pandemic contributed to their understanding of the importance of self-care and wellness. Similarly, more than 60% of Partners indicated that as a result of the pandemic, they were able to increase or strengthen their partnerships within their communities, their organizational capacity, and their efficiency, workflow, or innovation.

Figure 15. COVID-Related Opportunities

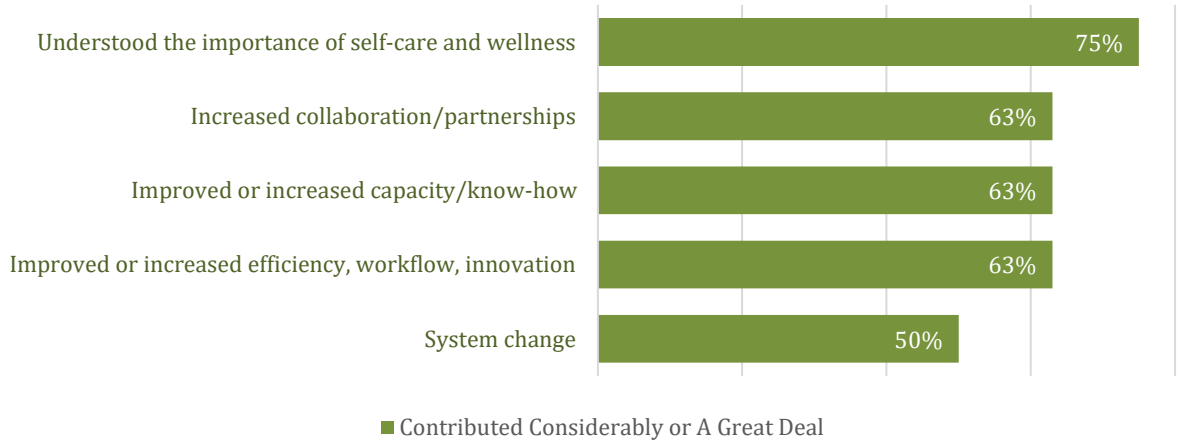


Table 6. Examples of Positive Impacts (COVID-related)

Positive COVID Impact	Illustrative Quotes
Increase in efficiency	*"COVID made our organization work harder for the better. It allowed us to determine what we need and how **to restructure our programming to truly tailor it to those we serve** and our desired outcomes."*
Increase in innovation	*"COVID allowed our organization to be **more innovative**. Sometimes the worst experiences will evolve to be our best unknowingly."* *"Through the distribution of huli and the introduction of our kupuna program, we **discovered new ways to assist the community**."*
Increase in workflow	*"We were able to fund 6 participants who were out of work and we taught them agriculture practices in crop production, animal production, and using organic natural farming methods. Each was able to work full-time and as a result, we were able **to develop a new 5-acre farm to increase food production**."*
Improved collaboration	*"We collaborated with organizations like Hui Malama O Ke Kai to distribute kalo and huli to more people. After being isolated at home, we observed a need in our kupuna community to form relationships. COVID provided us with the **opportunity to form a Partnership with St. Francis** and reach the kupuna population through our quarterly online spaces."*

Summary of Evaluation Results

In sum, results of the final evaluation demonstrate that Partners' participation in the Hope for Kids initiative had positive effects on the kids that they served and on their organizational development and capacity for evaluation. That said, the effect that the pandemic had on the Partners' capacity to implement `āina-based education within their respective contexts was profound and lasted longer than initially anticipated.

Table 7. Summary of Results

Evaluation Question	Evaluation Findings
What impact did Hope for Kids have on kids?	• On average, Partners served more than 1,600 youth each year over the course of 6 years. • Partners' `āina-based activities addressed all 5 core outcomes of the initiative. • Youth outcomes were assessed by multiple methods using a variety of indicators. • Youth exhibited the most growth in their connection to `āina and in their life skills.
What impact did Hope for Kids have on Partners?	• Partners' capacity for evaluation increased in part because of their participation in Hope for Kids. • Partners particularly valued belonging to an Evaluation Working Group. • Partners demonstrated the most growth in their evaluation knowledge and mindset.
What impact did COVID have on Partners?	• COVID caused significant emotional stress and strain on staff, participants, and community. • As a result of COVID, some Partners increased their innovation, collaboration, and capacity . • The majority of Partners continued to experience COVID-related challenges even after many restrictions were lifted.

BROADER INSIGHTS

Insight 1: Progress towards collective impact varied by component

There are five core components[10] of a collective impact initiative: a common agenda, backbone structure, mutually reinforcing activities, shared measurement, and continuous communication. The degree to which the cohort addressed these components informed the extent to which the `Elua cohort made progress on the Initiative's overall goal: to increase hope to children through delivering ʻāina-based education. In general, the progress made by and the early success of, the initiative varied by the collective impact component.

Table 8. Collective Impact Core Component and How Addressed by Cohort

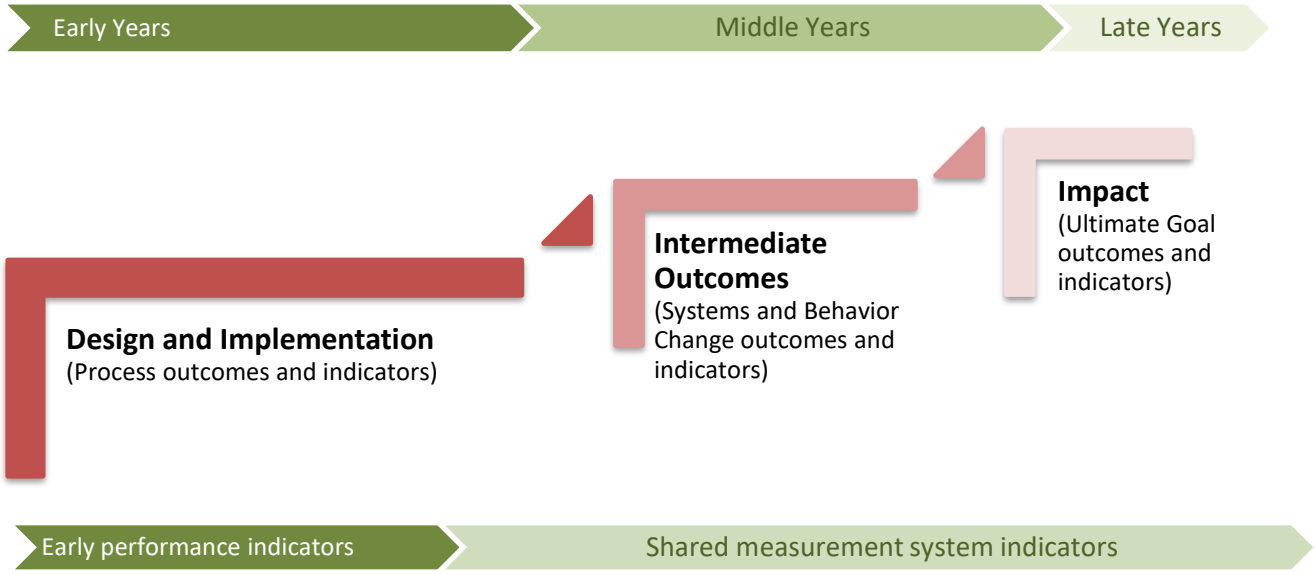
Component	How Addressed
Common Agenda	The Partners ***embraced the Hope for Kids logic model, and collectively shared a vision for change that grounded their `āina-based work*** with kids. Each Partner determined the extent to which the Hope for Kids framework was already embedded within their current mission, scope and target population.
Backbone Infrastructure	The Foundation provided the necessary resources (time, money, and staff) in implementing both the initiative and in developing the 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.***
Shared Measurement	Overall, Partners ***understood the value of having a shared measurement system but had less success in developing one***. While the Evaluation Working Group made great strides in identifying the types of data and information that was important to each of their organizations, there was less consensus on how to capture data on shared indicators and outcomes.
Mutually Reinforcing Activities	While some of the Partners volunteered to pilot the Hope for Kids framework and align their evaluation activities with specific Hope for Kids outcomes, ***the preliminary outcomes achieved and the future plans to continue the pilot were cut short by the onset of the pandemic.*** As a result, less progress was made toward coordinating activities through a mutually reinforcing plan of action.
Continuous Communication	This is one area in which the Initiative excelled. Coordinated by the Foundation, ***consistent and open communication efforts across the nine Partners were successful***. The Evaluation Working Group convened regularly (at least quarterly) to share data and stories about progress, as well as challenges in implementing and evaluating their `āina-based work.

[10] Preskill, H., Parkhurst, M., & Splansky Juster, J. (n.d.). *Guide to Evaluating Collective Impact*. Collective Impact Forum. Retrieved from http://collectiveimpactforum.org/resources/guide-evaluating-collective-impact.

It's important to put the `Elua Cohort's successes and challenges in perspective, and to understand them within the framework of assessing general collective impact initiatives. The first three years of the `Elua Cohort's participation in evaluation (2017-2020) was spent primarily on achieving the consensus to move forward on an evaluation strategy, identifying key issues and gaps relative to evaluation, developing preliminary shared metrics/strategies, and piloting these preliminary measures. Much of the technical assistance in evaluation that was provided focused on 1) strengthening the capacity within organizations to develop or prioritize indicators for their specific programmatic objectives, and 2) streamlining their existing assessment methods so that they were more manageable to implement given their limited resources. This left less time to design and implement a shared measurement system, develop a collective plan of action with specific objectives to guide the efforts of the Initiative, and the collection, tracking, and reporting of progress. The onset and duration of the pandemic prevented the Initiative from achieving what it potentially could have achieved in terms of developing a shared measurement system and in implementing mutually reinforcing activities.

Figure 16 below illustrates that the `Elua Cohort remained in the early phase of the Initiative, which focused on the collective impact design and initial implementation.

Figure 16. Framework for Designing and Evaluating Collective Impact Efforts



Source: Adapted from Preskill, Parkhurst, and Splansky Juster's ***Guide to Evaluating Collective Impact***

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

A concomitant goal of the `Elua Cohort was not only to evaluate how they were addressing the five core outcomes of the Hope for Kids initiative, but to strengthen their capacity-building in evaluation. In fact, strengthening organizational capacity-building in evaluation while concurrently addressing long-term systemic change was a necessary first step before exploring how to sustain evaluation efforts of individual organizations and to advance a collective impact focus. In other words, in order to implement system-wide or macro changes, individual-level or micro changes had to be implemented first. Overall, Partners agreed that they gained a deeper understanding of evaluation in general and specifically of their evaluation capacity and needs and viewed evaluation as a tool to increase organizational learning and communicate program accomplishments. Most importantly, Partners understood that there wasn't a "one-size-fits-all" approach to either strengthening their organizational capacity-building or to advancing collective impact. When asked what additional supports they needed to do the evaluation they wanted to do, 63% of Partners indicated they needed dedicated staff to focus on evaluation and ongoing support for and training in evaluation. One Partner commented that there *"was just not enough time and resources to give attention to program evaluation aside from what is already required by funders."* The following are illustrative quotes:

- *"**Dedicated staff** is key for collection and assessment of the information, but a system in place for the leaders/mentors and participants is also needed**. A system that is efficient and captures real-time experiences as activities are on-going**."*

- *"I would love a **dedicated staff member** to coordinate efforts and have evaluations be part of their kuleana. I also feel it's imperative that **my staff get trained so that the knowledge isn't siloed and so that everyone knows WHY we do this**."*

- *"We realize that without **staff buy-in**, a great evaluation practice—software to collect, analyze, store, and share data—would not be possible. **It would be great if there was a place where people could find out what services and software are available to use and test**."*

FUTURE DIRECTIONS

It is evident from the data presented in this report that much was accomplished throughout the six years that the `Elua Cohort participated in the Hope for Kids Initiative. However, much more could have been done and would have been done had the pandemic not occurred. To further the work of the Hope for Kids Initiative and other `āina-based initiatives in the State and to improve the organizational capacity of the Partners, the following suggestions are provided.

Relative to the Collective Impact of the Hope for Kids Initiative

Assess the interest of `āina-based practitioners and evaluators working throughout Hawai`i to further their evaluative capacity for this type of work. For example, interested practitioners and evaluators will commit to work that advances not only the Hope for Kids framework, but the missions of their respective organizations. Rather than "starting from scratch," they will build on the experiences and results of the first two Cohorts. The Foundation could support a convening of practitioners and evaluators to review the work that has been done to date, confirm shared measures, explore additional ones, and focus on developing and implementing a collective plan of action, which will be organized around "moving the needle" on specific shared measures, methods for collecting data, and sharing results. While the Evaluation Working Group spent a considerable amount of time discussing potential common indicators for each of the core Hope for Kids outcomes, more work is needed to determine a common set of indicators and corresponding data collection methods that broadly appeal to all `āina-based practitioners. Participants may decide to divide into smaller hui and agree to coordinate activities to align with the plan of action, and commit staff time to the work. Once plans are developed, they will meet regularly to share data and stories about progress and challenges, and embrace a strategic learning approach to the work.

Relative to Building Organizational Capacity for Evaluation

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

asked what they were interested in pursuing further, the top priorities addressed improving evaluation methods, skills, and use.

Figure 17. Evaluation Needs of Partners

Table 9. Examples of Partner Needs Relative to Evaluation

Need	Illustrative Quotes
Alignment of evaluation methods to program objectives and activities	*"I believe that **many of our evaluation methods are too slow and cumbersome**. Evaluation of the future is here, it needs to be fast, efficient, and reliable. Too many great things are happening in programs that can't wait to be logged in at a later time. Data collection can and must meet this demand."*
Integration of evaluation into work practices	*"I think sometimes **not all the employees understand the importance and value of evaluation** and would love to help them see why we do it (besides just because we need to report on grants).*
Use of evaluation findings	*"Our organization could benefit from having support for staff training in how to collect data and **how to use data**."*
Organizational commitment to evaluation	*"Evaluation interest, execution, and follow-up has often relied solely on one or two people within our organization with little support from the rest of the staff. I believe that to be more successful moving forward, it would be helpful to **encourage organization-wide involvement** in whatever capacity is appropriate."*
Technical skills for doing evaluation	*"The aspect of evaluation that I would like to expand on the most is **analysis,** followed by a presentation. What tools are used to present data…how do you store historical data and utilize it when modifying your tools…how can you expand upon these findings?"*

Appendix A
Hope for Kids `Elua Partners (2016-2022)

Organization	Location	Mission Focus
Ho`okua`āina	Maunawili, O`ahu	"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 Pa`a Mua, Inc.	Kohala, Hawai`i	Enhance communities through economic, conservation/preservation, social & educational programs for youth and adults.
Kāko`o `Ōiwi◆	He`eia, O`ahu	Restore agricultural and ecological productivity to nearly 405-acres within the wetlands of He'eia through cultural, educational and ecosystem restoration programs.
Kānehūnāmoku Voyaging Academy	Kāne`ohe, O`ahu	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.
Māla`ai – The Culinary Garden of Waimea Middle School	Waimea, Hawai`i	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.
MA`O – Wai`anae Redevelopment Corporation	Wai`anae, O`ahu	Empower our youth, families and community to work toward a just, healthy, self-reliant, sustainable and resilient food system for Hawai'i.
Paepae o He`eia◆	He`eia, O`ahu	Implement values and concepts from the model of a traditional fishpond to provide intellectual, physical, and spiritual sustenance for our community.
Papahana Kuaola◆	He`eia, O`ahu	Create quality learning focused on Hawai'i's cultural and natural resources, environmental restoration, and economic sustainability fully integrated with Hawaiian knowledge.
Keaukaha One Youth Development	Keaukaha, Hawai`i	Aid Native Hawaiian youth in revealing their individual strengths and passions for future career and academic success.

◆ *Comprised the Huliāmahi Education Alliance*

Appendix B
Youth Served by Hope for Kids `Elua Partners (2016-2022)

	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Year 6 2022	
	#	%	#	%	#	%	#	%	#	%	#	%
varied[11]	1,040	56%	386	4%	400	13%	0	5%	300	20%	0	0
>20 times	471	26%	511	6%	823	28%	448	19%	448	30%	666	63%
2-20 times	280	15%	828	9%	994	33%	1,414	62%	452	31%	400	37%
1 time only	50	3%	7,200	81%	760	26%	451	19%	279	19%	0	0
N / %	**1,841**	**100%**	**8,925[12]**	**100%**	**2,977**	**100%**	**2,313**	**100%**	**1,479**	**100%**	**1,066**	**100%**

[11] Varied refers to a program where there was no average of participant engagement but rather a range of engagement across participants, from one visit to multiple visits

[12] Of this number, 7,200 people were served through MA`O-Wai`anae Redevelopment Corporation

Hau`oli Mau Loa Foundation Hope for Kids `Elua
Survey on Final Evaluation Report

Introduction

Aloha,
As the Hope for Kids `Elua Initiative winds down, we are interested in your feedback related to 1) outcome data on the participants in your program, 2) data on your organizational capacity that is required to conduct and sustain evaluative work, and 3) information on the impact COVID had on how you delivered and evaluated `āina-based education in your respective communities. The findings from this survey will help inform the final evaluation report and help us to reflect on the value of `āina based education on the lives of program participants. They will also highlight the importance of sharing how data is collected, understood, used, and how evaluative processes evolve over time. Lastly, the findings will help us to better communicate the story we want to tell about our collective work.

We understand that not all Partners have collected the same kind of data over the course of their participation in the `Elua Cohort, and have approached evaluation differently. We respect and value these differences. Please respond to the questions in this survey to the extent that they are applicable to your organization and keep in mind that the focus of this survey is on evaluation. The survey should take about 15-20 minutes to complete, and you don't have to complete it in one sitting. If you would prefer to complete the survey orally, Anna or Jackie would be more than happy to arrange a time to talk through the survey over the phone. We hope you will complete the survey no later than May 31, 2022.

We thank you in advance for your willingness to complete this survey. Your responses will remain confidential and the results of the survey will be pooled for analysis (so that individual responses cannot be identified). If you would like to take this survey orally, or have any questions or comments about it, please contact Anna via email at aahsam@me.com or via text at 808-741-9452.
Mahalo!
Anna, Jackie, Janis, Keahi and Brant

Hau`oli Mau Loa Foundation Hope for Kids `Elua
Survey on Final Evaluation Report

Evaluation Outcomes

1. Hope for Kids encompasses 5 core outcomes: (1) increased knowledge of and appreciation for community, (2) increased positive feelings about self, including a sense of achievement, (3) increased sense of belonging in a cultural continuum (cultural identity), (4) development of important life skills, and (5) increased connection to the `āina.

Reflecting on the **primary activities related to the Hope for Kids Initiative** that you offered youth in the last 6 years, please indicate the extent to which they addressed these core outcomes.

	Almost all activities addressed this outcome.	Many activities addressed this outcome.	Some activities addressed this outcome.	Few activities addressed this outcome.	No activities addressed this outcome.
Knowledge of and appreciation for community	○	○	○	○	○
Positive feelings about self, including a sense of achievement	○	○	○	○	○
Sense of belonging in a cultural continuum (cultural identity)	○	○	○	○	○
Development of important life skills	○	○	○	○	○
Connection to the `āina	○	○	○	○	○

If you would like to elaborate on any of your responses above, please comment here:

2. Please **identify one primary program or a program component** (e.g., mentoring program for interns) that is clearly aligned to one or more of the following core outcomes (knowledge of community, self-esteem, cultural identity, life skills, connection to `āina).

3. Please **briefly describe the primary program or a program component** that you identified in Q2 that is clearly aligned to one or more of the following core outcomes (knowledge of community, self-esteem, cultural identity, life skills, connection to `āina).

4. Reflecting on your primary program aligned to the Hope for Kids Initiative, **how often** did you assess participants using the following methods?

	Daily (or as often as your program met)	Once or twice a week	Once or twice a month	Two or more times a year	Once a year	N/A
Attendance sheet/log	◯	◯	◯	◯	◯	◯
Check-ins (phone, email, text, face-to-face meeting, etc.)	◯	◯	◯	◯	◯	
Observation	◯	◯	◯	◯	◯	◯
Survey or questionnaire	◯	◯	◯	◯	◯	◯

If you would like to elaborate on any of your responses above, please comment here.

5. Reflecting on your primary program aligned to the Hope for Kids Initiative, how often did you assess participants using the following methods?

	Daily (or as often as your program met)	Once or twice a week	Once or twice a month	Two or more times a year	Once a year	N/A
One-on-one interview	◯	◯	◯	◯	◯	◯
Focus group or group interview	◯	◯	◯	◯	◯	◯
Informal talk story sessions	◯	◯	◯	◯	◯	◯
Video	◯	◯	◯	◯	◯	◯
Mo`olelo	◯	◯	◯	◯	◯	◯
Feedback loops (debrief sessions, informal polls, etc.)	◯	◯	◯	◯	◯	

Other (please specify)

6. Reflecting on your primary program aligned to the Hope for Kids Initiative, what proportion of participants were assessed over the course of one program year using the following methods? For example, perhaps 100% of participants were assessed on attendance, 25% of participants completed a survey, and 10% participated in a focus group or interview. Please indicate N/A if not applicable.

Attendance sheet/log	
Check-ins	
Observations	
Survey or questionnaire	
One-on-one interview	
Focus group or group interview	
Informal talk story session	
Video	
Mo`olelo	
Feedback loops	
Other (please identify specific method)	

7. If you would like to elaborate on any of the questions or answers in this section, please comment here.

Hau`oli Mau Loa Foundation Hope for Kids `Elua
Survey on Final Evaluation Report

Capacity for Evaluation

8. In a given program year, what percentage of your organization's workload is spent on evaluation?

9. Do you know the kind of evaluation that your organization would prefer to do, compared to the evaluation that you are either required to do or are currently doing?

- ◯ Yes
- ◯ No

10. Do you feel that your organization has the internal capacity to do the kind of evaluation that your organization wants to do?

- ◯ Yes
- ◯ No

11. What additional supports does your organization need to do the kind of evaluation that you want to do? For example, a dedicated staff to coordinate efforts, support for staff training in evaluation, etc.

12. To what extent did you find these Hope for Kids `Elua opportunities helpful?

	Very helpful	Somewhat helpful	Neutral	Not very helpful	Not helpful at all	N/A
Evaluation Working Group meetings and discussions	◯	◯	◯	◯	◯	◯
Technical assistance with Anna or Jackie	◯	◯	◯	◯	◯	◯
ABED Hui Meetings with peers and thought leaders like Brandon Ledward, KUA, and Natural Resource Data Solutions	◯	◯	◯	◯	◯	◯
Attendance at conferences	◯	◯	◯	◯	◯	◯
Peer learning opportunities that involved evaluation	◯	◯	◯	◯	◯	◯
Other (please specify below)	◯	◯	◯	◯	◯	◯

Other

13. To what extent did your involvement in evaluation activities associated with Hope for Kids `Elua help your organization to:

	Very helpful	Somewhat helpful	Neutral	Not very helpful	Not helpful at all	N/A
Develop knowledge about evaluation theory or approaches	○	○	○	○	○	○
Develop knowledge about evaluation methods	○	○	○	○	○	
Develop technical skills for doing evaluation (e.g., survey development, data collection and analysis)	○	○	○	○	○	○
Develop a better understanding of how your evaluation methods are aligned to your program objectives and your program activities	○	○	○	○	○	○
Foster a shared understanding of organizational functioning	○	○	○	○	○	○
Integrate evaluation into your work practices	○	○	○	○	○	
Improve management practices	○	○	○	○	○	○

Other

14. To what extent did your involvement in evaluation activities associated with Hope for Kids `Elua help your organization to:

	Very helpful	Somewhat helpful	Neutral	Not very helpful	Not helpful at all	N/A
Use evaluation findings	○	○	○	○	○	○
Develop professional and peer networks	○	○	○	○	○	○
Question underlying assumptions of what you do	○	○	○	○	○	○
Develop a mindset of evaluative thinking	○	○	○	○	○	○
Increase organizational commitment to evaluation	○	○	○	○	○	○
Appreciate the value of evaluation	○	○	○	○	○	○
Appreciate the power of evaluation as a force for change	○	○	○	○	○	○
Other (please specify below)	○	○	○	○	○	○

Other

15. Were there other evaluation-related activities outside of the Hope for Kids `Elua Initiative that you participated in during the last 6 years? If so, please briefly list them below.

16. Which of the following areas would you like to further pursue? (Please choose your top 3 priorities)

- [ ] Develop knowledge about evaluation theory or approaches
- [ ] Develop knowledge about evaluation methods
- [ ] Develop technical skills for doing evaluation (e.g., survey development, data collection and analysis)
- [ ] Develop a better understanding of how your evaluation methods are aligned to your program objectives and your program activities
- [ ] Foster a shared understanding of organizational functioning
- [ ] Integrate evaluation into your work practices
- [ ] Improve management practices
- [ ] Use evaluation findings
- [ ] Question underlying assumptions of what you do
- [ ] Develop a mindset of evaluative thinking
- [ ] Increase organizational commitment to evaluation
- [ ] Other

17. If you would like to elaborate on any of the questions or answers in this section, please comment here.

Hau`oli Mau Loa Foundation Hope for Kids `Elua
Survey on Final Evaluation Report

Snapshot of Your Program Before and After COVID

18. To what extent did COVID-19 impact the following:

	Significant impact	Moderate impact	Minor impact	No impact	N/A or Not sure of impact
Organizational finances/loss of revenue	○	○	○	○	○
Uncertainty in duration, restarting, or long-term effects	○	○	○	○	
Getting support to those who need it	○	○	○	○	○
Recruiting or engaging participants	○	○	○	○	
Health and safety (e.g., social distancing related to safety measures)	○	○	○	○	○
Pivoting to virtual	○	○	○	○	○
Loss of connection due to virtual	○	○	○	○	○
Loss of programming or funding for programming dependent on return to normal	○	○	○	○	○
Impacts on staffing needs (e.g., hiring)	○	○	○	○	○
Needs of participants	○	○	○	○	○
Emotional stress and strain on staff, participants, and community	○	○	○	○	○
Other (please specify below)	○	○	○	○	○

Other

19. To what extent did COVID-19 contribute to:

	Contributed a great deal	Contributed considerably	Contributed slightly	No contribution	N/A or Not sure of contribution
Increasing your reach and/or impact	○	○	○	○	○
Exploring new revenue streams and/or programming	○	○	○	○	○
Improving or increasing efficiency, workflow, innovation	○	○	○	○	○
Improving the health of lands, food security, agriculture production	○	○	○	○	○
Improving or increasing capacity/know-how	○	○	○	○	○
Increasing collaboration/partnerships	○	○	○	○	○
Understanding the needs of your staff, participants, and communities	○	○	○	○	○
Understanding the importance of self-care and wellness	○	○	○	○	○
System change	○	○	○	○	○
Other (please specify below)	○	○	○	○	○

Other

20. To what extent do the following COVID-19 related impacts **continue to have on your organization**?

	Significant impact	Moderate impact	Minor impact	No impact	N/A or Not sure of impact
Organizational finances (loss of revenue)	○	○	○	○	○
Uncertainty in duration, restarting or long-effects	○	○	○	○	○
Getting support to those who need it	○	○	○	○	○
Recruiting or engaging participants	○	○	○	○	○
Health and safety (e.g., social distancing related to safety measures)	○	○	○	○	○
Pivoting to virtual	○	○	○	○	○
Loss of connection due to virtual	○	○	○	○	○
Loss of programming or funding for programming dependent on return to normal	○	○	○	○	○
Impacts on staffing needs (e.g., hiring)	○	○	○	○	○
Needs of participants	○	○	○	○	○
Emotional stress and strain on staff, participants, and community	○	○	○	○	○

Other (please specify)

21. Finally, if you are willing, please provide your name, organization, and email or phone number so that we can follow-up directly with you if we have any questions about your responses.

Hau`oli Mau Loa Foundation Hope for Kids `Elua
Survey on Final Evaluation Report

Data for Report

22. Please indicate what data you would like to see reflected in the final report. Please check all that apply.

- [ ] Description of your current program
- [ ] Number of unduplicated youth served in the last 6 years
- [ ] List of key organizational partnerships (outside of the Hau`oli Mau Loa Foundation and `Elua Partners)
- [ ] Key learning outcomes assessed (what was the outcome and how it was assessed)
- [ ] Number of unduplicated youth in which learning outcomes were assessed
- [ ] Specific evaluation approaches implemented by Partners
- [ ] Specific assessment tools used by Partners
- [ ] Longitudinal data from youth over the last 6 years (to the extent Partners have collected it)
- [ ] Evaluation capacity of Partners
- [ ] Ongoing evaluation needs

Other (please specify)

23. Do you have an assessment (e.g., data collection tool) that you would like to share with us to include in the final report?

- ◯ Yes
- ◯ No

24. Do you have an existing report that captures relevant information about who you served in the last 6 years that you could share with us? If so, we could draw from it to inform our final evaluation report.

- ◯ Yes
- ◯ No

25. If you would like to elaborate on any of the questions or answers in this section, please comment here.