

***The Five “R’s” of
Culturally Responsive Evaluation within a
Native Hawaiian Context***



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Overview of Presentation

- i. What is driving the research?
- ii. What does CRE within a Native Hawaiian context look like?
- iii. What methodological practices have been found to be culturally relevant and effective?
- iv. What are the lessons learned?
- v. What are future directions?

What is driving the research on CRE?

- ✓ Need for responsive and reflective evaluation
- ✓ Evidence that culture and context matter
- ✓ Inclusion in ***The Program Evaluation Standards***
- ✓ Need to distinguish CRE in different cultural contexts

The Five “R’s”

Relationship

Relevance

Rigor

Resilience

Responsibility



What does CRE within a Native Hawaiian context look like?

RELATIONSHIP

Evaluation Step	Culturally Responsive Evaluation (CRE)	CRE within a Native Hawaiian Context	Native Hawaiian Value
1. Preparing for the evaluation	Evaluator and evaluation team have experience in and understanding of the cultural context in which the project is based.	Evaluator and team should ideally have not only an understanding, but a "lived," or shared, experience in the cultural context.	<i>Makaukau</i> Preparing to launch the canoe
2. Engaging stakeholders	Stakeholder group represents the populations the project serves. All key stakeholders participate in the evaluation from the beginning to the end.	Stakeholders include culturally relevant members, including kīpuna, <i>haumāna</i> , religious and spiritual leaders, etc.	<i>Aukahi</i> Smooth relationship, convergence

What does CRE within a Native Hawaiian context look like?

RELEVANCE

Evaluation Step	Culturally Responsive Evaluation (CRE)	CRE within a Native Hawaiian Context	Native Hawaiian Value
3. Identifying the purpose/intent of evaluation	Evaluation helps determine whether the original goals and objectives are appropriate for the target population.	Appropriate goals and objectives address not only academic achievement, but resilience & wellness, Hawaiian <i>'ike</i> , self-sufficiency and stewardship.	<i>Māna'opa'a ana</i> Firm intention of evaluation
4. Framing the right questions	Key stakeholders contribute to identifying the evaluative questions, and determine what will be accepted as evidence to evaluative questions.	Evaluative questions address not only academic achievement, but resilience & wellness, Hawaiian <i>'ike</i> , self-sufficiency and stewardship.	<i>Ho'ōninau niolo</i> To ask correct questions

What does CRE within a Native Hawaiian context look like?

RIGOR

Evaluation Step	Culturally Responsive Evaluation (CRE)	CRE within a Native Hawaiian Context	Native Hawaiian Value
5. Designing the evaluation	Most comprehensive designs employ both quantitative and qualitative methods, and incorporate data collection at multiple times.	Mixed methods with an emphasis on qualitative methods; Participatory evaluation theoretical approach	<i>Lou ana</i> Design patterns of evaluation
6. Selecting and adapting instrumentation	Standardized instruments that have been pilot tested with the cultural group(s) involved in the study.	Use of both standardized and unconventional instruments (e.g., observation, reflection, "talk story", "walk story")	<i>Ho'ōmana'o</i> Think and reflect, consider, thoughtful

What does CRE within a Native Hawaiian context look like?

RESILIENCE

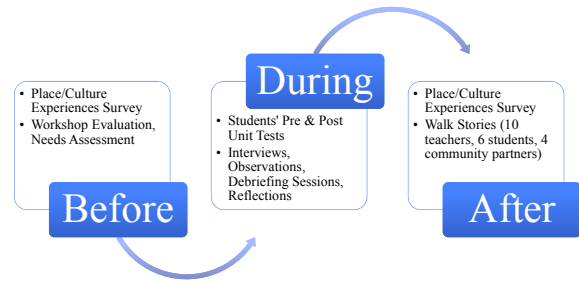
Evaluation Step	Culturally Responsive Evaluation (CRE)	CRE within a Native Hawaiian Context	Native Hawaiian Value
7. Analyzing the data	Stakeholder group representatives examine and interpret evaluative findings	Identifying strengths-based vs. deficit-based findings	<i>Wehewehe ano</i> Analysis, to define, analyze

What does CRE within a Native Hawaiian context look like?

RESPONSIBILITY

Evaluation Step	Culturally Responsive Evaluation (CRE)	CRE within a Native Hawaiian Context	Native Hawaiian Value
8. Disseminating and utilizing results	Information widely disseminated to the “right” people, and not necessarily just the funding agency and project or program administration and staff.	Disseminating strengths-based vs. deficit-based findings; Sharing results in various formats.	<i>Ho'olaha hana</i> To send out; to use

Participatory Evaluation



Ipu Wai Wai

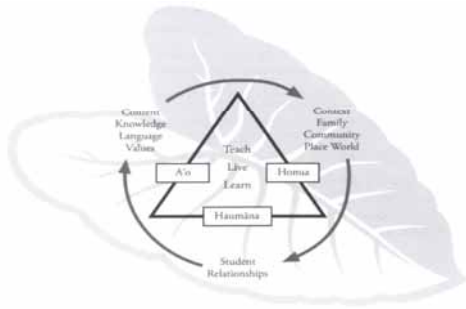
- A blog site for sharing insights...in progress, URL TBA
- Organized by grade levels, may post comments, easy search
- Read only section of what others have written about lesson/unit

What are culturally relevant and effective methodological practices?

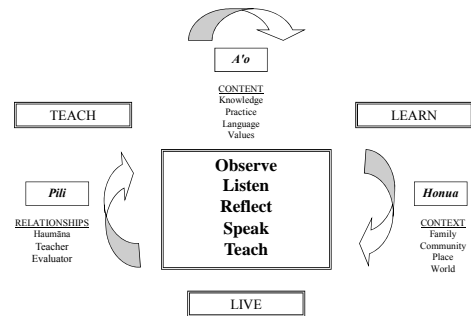
- Significance of spirituality
- Participatory approach
- Mixed methods, especially qualitative
- Achievement, resilience, wellness, Hawaiian '*ike*, self-sufficiency, and stewardship
- Identification of strengths



Model of Culture-Based Education



Model of Culture-Based Evaluation



1st Lesson Learned

In addition to the 5 "R's", there are actually 3 more:

Respect ☉ **spiRituality** ☉ **Riddle**



2nd Lesson Learned

The unique and critical role of the evaluator:

- Self-as-instrument
- Evaluator as a stakeholder



Future Directions



1. Additional empirical studies that distinguish CRE within a Native Hawaiian context.
2. How evaluators judge program merit, worth, and significance from both cultural and Western perspectives.
3. The degree to which stakeholders participate and maintain or exert control within an evaluation.

More Questions? Contact Us!

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