CULTURE-BASED EDUCATION

Hoʻomau i nā ʻōpio:
Recognizing youth developmental assets and Hawaiian Cultural Connectedness

Katherine Tibbetts, Brandon Ledward, Shawna Medeiros Kamehameha Schools, September 2009

Overview:

The ʻŌpio Project is a collaborative study that seeks to identify the contributing factors of positive development among Native Hawaiian and other local youth (grades 6-12).

Kūlia i Ka Pono, Kona (2008)

Why the 'Öpio Project?

- Prior research on Native Hawaiian youth has been based on a deficits model

- A need for strengths-based approach toward understanding the unique assets of Native Hawaiian adolescents

- A need for data to inform school & program planners administration for decision-making in Hawaiian-based programming

What does the survey measure?

Search Institute Derived Assets

- Prosocial values

- Achievement motivation

- High expectations

- Service to others

- Parent involvement in schooling

- Active learning

- Caring school climate

- Bonding to school

- School engagement

- Positive orientation to schoolwork

- Environmental stewardship

- Spiritual development

- Youth program participation

- Youth program quality

Hawaiian Cultural Connectedness (HCC)

- Cultural attachment

- Hawaiian language

- Connection to 'äina

- Connection to 'ohana

- Cultural practices

- Cultural issues

Modified Rosenberg Self-Esteem Scale

What will the final survey be used for?

- Identify a variety of student assets (Western & Hawaiian)

- Examine the contributions of schools & culture-based youth programs to student assets

- Identify opportunities to further strengthen student assets

Data can be captured and reported at an aggregate, school, and student level & the survey is designed to allow for longitudinal monitoring & analyses

Who participated in the field-test?

About 3,000 6-12th grade students in a variety of in-school and out-of-school programs:

- **Kamehameha Schools (KS)**

Hawai'i, Maui, Kapälama; n=1219

- **Hawaiian Focused Charters**

10 schools; n=464

- **Kula Kaiapuni —Hawaiian Immersion**

2 schools; n=171

- **KS Extension Education Services**

2 statewide programs n=1002

Evidence of Validity and Reliability:

Content: survey grounded in existing bodies of research on developmental assets (SI), self esteem (Rosenberg), and Hawaiian cultural identity (e.g., Crabbe, KS, Project Advisory Group)

Criterion: correlations between scales and regressions between outcome indicators and assets

Construct: consistent variations in responses and the nature of the programs or services in which the youth are enrolled

Reliability (internal consistency): Cronbach's alpha and confirmatory factor analysis

Valid Uses:

Context:

- Local middle and high school age youth (particularly but not exclusively Native Hawaiians)

- Particularly, but not exclusively, Hawaiian culture-based programs

Inferences:

- Profile of school engagement, Hawaiian cultural connectedness, self esteem

- Impact of program or services (with appropriate controls and repeated measurements)

What do the preliminary findings suggest?

•The Search Institute assets and HCC explain 20-50% of *developmental outcomes* — students with these assets tend to have higher self-esteem, prosocial orientation and values, volunteering and environmental stewardship

•The Search Institute assets and HCC are distinct yet related attributes —either is beneficial on its own and experiencing them together is significantly beneficial

•Participation in high quality youth programs makes important contributions to students doing well in school

Implications:

• The Search Institute assets have been linked with other factors contributing to positive student development

• Still, these assets —especially those relating to Hawaiian cultural connectedness— can be framed as desirable outcomes in their own right

Applications:

Nā ʻŌpio can be a useful tool for...

• Program planning (e.g., creating participant profiles)

• Program monitoring & evaluation

• Research

Questions Nā ʻŌpio can help address...

What are areas of strength and opportunities for growth among program participants?

What is the relationship b/w Nā ʻŌpio assets and achievement?

Applications:

Nā ʻŌpio can be used in its entirety or the items comprising Hawaiian Cultural Connectedness can be administered separately

Nā ʻŌpio

Search Institute Assets
HCC
Modified Rosenberg Self-Esteem

→

Hawaiian Cultural Connectedness

HCC
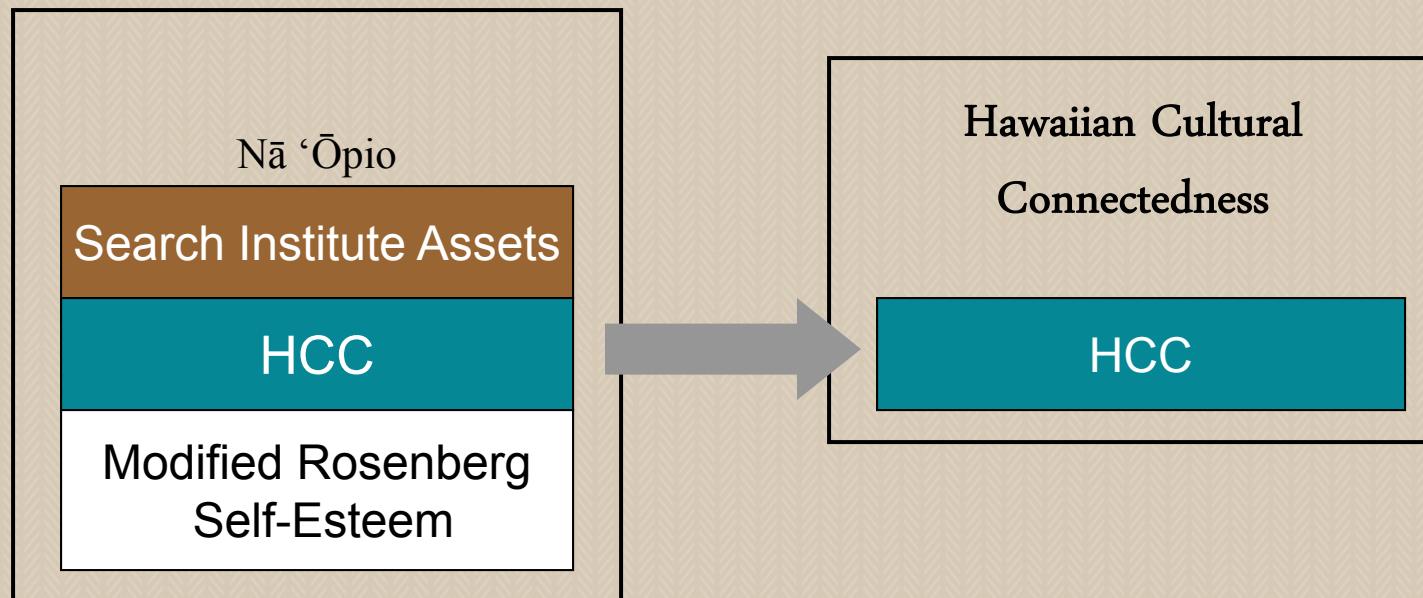
Next steps:

- Survey to be finalized by October 2009

- Development of Keiki Survey for students in grades 4-6

- Other potential extensions of Nā ʻŌpio include:

  - Mäkua and Küpuna

  - K-3

  - College-Age

Appendix

Scale Statistics					
Construct	# Items	# Responses	Alpha	Factor 1	Factor 2
About my School (or Program)					
Caring school (or program) climate	10	2984	.85	4.7	1.4
Bonding to school (or program)	10	2979	.87	4.8	1.2
High expectations	6	2985	.73	2.6	1.3
About Me in School					
Achievement motivation	7	2989	.89	4.4	0.8
School engagement	10	2970	.74	4.4	1.2
Active learning	4	2991	.85	2.8	0.6
Positive orientation to school work	6	2974	.46	2.7	0.9
About Me					
Self-esteem	8	2982	.78	3.3	1.6
About My Family					
Parent involvement in schooling	6	2976	.74	2.7	1.0

Scale Statistics					
Construct	# Items	# Responses	Alpha	Factor 1	Factor 2
About My Beliefs & Values					
Spiritual development	10	2954	.85	5.1	0.9
Service to others	9	2964	.66	3.5	1.1
Frequency of volunteerism	1	na	na	na	na
Environmental stewardship	2	2979	.45	1.3	0.7
Prosocial values	6	2984	.79	3.1	0.8
About My Activities					
Participation in youth programs	3	2982	.47	1.5	0.9
Quality of youth programs	4	2978	.88	2.9	0.4

Scale Statistics					
Construct	# Items	# Responses	Alpha	Factor 1	Factor 2
About Hawaiian Culture					
Hawaiian language	3	2977	.75	2.0	0.7
Connection to ʻohana	9	2979	.83	4.0	1.1
Connection to the 'āina	3	2996	.83	2.3	0.4
Hawaiian values and attachment	9	2987	.90	5.2	0.7
Engagement in Hawaiian issues	4	2959	.82	2.6	0.6
Engagement in Hawaiian practices	12	2947	.92	6.6	1.0