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

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H-PEA Conference, September 11, 2009

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
### RELATIONSHIP

<table>
<thead>
<tr>
<th>Evaluation Step</th>
<th>Culturally Responsive Evaluation (CRE)</th>
<th>CRE within a Native Hawaiian Context</th>
<th>Native Hawaiian Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing for the evaluation</td>
<td>Preparing to launch the canoe</td>
<td>Preparing to launch the canoe</td>
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</tr>
<tr>
<td>2. Engaging stakeholders</td>
<td>Stakeholder group represents the populations the project serves. All key stakeholders participate in the evaluation from the beginning to the end.</td>
<td>Stakeholders include culturally relevant members, including kupuna, haumāna, religious and spiritual leaders, etc.</td>
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### RELEVANCE

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<tr>
<td>1. Identifying the purpose of evaluation</td>
<td>Evaluation helps determine whether the original goals and objectives are appropriate for the target population.</td>
<td>Appropriate goals and objectives address not only academic achievement, but resilience &amp; wellness, Hawaiian 'ike, self-sufficiency and stewardship.</td>
<td>Mano'i mano'i, or firm intention of evaluation</td>
</tr>
<tr>
<td>2. Framing the right questions</td>
<td>Key stakeholders contribute to identifying the evaluative questions, and determine what will be accepted as evidence to evaluative questions.</td>
<td>Evaluative questions address not only academic achievement, but resilience &amp; wellness, Hawaiian 'ike, self-sufficiency and stewardship.</td>
<td>Mea'amana no mea, or to ask correct questions</td>
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### RIGOR

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<td>1. Designing the evaluation</td>
<td>Lau ana Design patterns of evaluation</td>
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</tr>
<tr>
<td>2. Selecting and adapting instrumentation</td>
<td>Standardized instruments that have been pilot tested with the cultural group(s) involved in the study.</td>
<td>Use of both standardized and unconventional instruments (e.g., observation, reflection, &quot;talk story&quot;).</td>
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### RESILIENCE

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<td>1. Analyzing the data</td>
<td>Stakeholder group representatives examine and interpret evaluative findings</td>
<td>Identifying strengths-based vs. deficit-based findings</td>
<td>Wehe wehe ano, or Analysis, to define, analyze</td>
</tr>
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</table>
What does CRE within a Native Hawaiian context look like?

**RESPONSIBILITY**

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<td>8. Disseminating and utilizing results</td>
<td>Information widely disseminated to the “right” people, and not necessarily just the funding agency and project or program administration and staff</td>
<td>Disseminating strengths-based vs. deficit-based findings; Sharing results in various formats.</td>
<td>Hoʻolaha hana To send out; to use</td>
</tr>
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**Participatory Evaluation**

Before
- Place/Culture Experiences Survey
- Workshop Evaluation, Needs Assessment
- Interviews, Observations, Debriefing Sessions, Reflections

During
- Students’ Pre & Post Unit Tests
- Walk Stories (10 teachers, 6 students, 4 community partners)

After
- Place/Culture Experiences Survey
- 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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