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

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

The ‘Ōpio 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).
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
### 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 'āina
- 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 6-12\textsuperscript{th} grade students in a variety of in-school and out-of-school programs:

- **Kamehameha Schools (KS)**
  Hawai‘i, Maui, Kapālama; 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 ‘Ōpio can be a useful tool for...

- Program planning (e.g., creating participant profiles)
- Program monitoring & evaluation
- Research

Questions Nā ‘Ōpio can help address...

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

What is the relationship b/w Nā ‘Ōpio assets and achievement?
**Applications:**

Nā ‘Ōpio can be used in its entirety or the items comprising Hawaiian Cultural Connectedness can be administered separately.
Next steps:

• Survey to be finalized by October 2009
• Development of Keiki Survey for students in grades 4-6
• Other potential extensions of Nā ‘Ōpio include:
  — Mākua and Küpuna
  — K-3
  — College-Age
Appendix
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<tr>
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