

[Native Hawaiian conflict resolution intervention]

INTRODUCTION

This poster shares the lessons learned utilizing a developmental evaluative process to bring a program idea to life in a non-profit organization. The program focused on teaching Ho'opono, a Native Hawaiian conflict resolution intervention, to families.

PURPOSE

The purpose of the evaluation was to pilot Ho'opono to determine impact and track the process for continuous improvement with the intention that Ho'opono could be scaled out to other Kīpuka [units] and potentially other organizations serving Hawaiian families.

FINDINGS

82% of respondents reported a great deal of change because of the program.

94% of respondents would very likely recommend this program to help with self reflection and effective communication.

Respondents recommended more activities and inviting more 'ohana to participate.

most growth

- Kūkākūkā [Communication] (94%),
- Lōkahi [Cultural Foundation] (88%),
- Kuleana [Family Roles & Responsibilities] (82%).

This aligned to the values and concepts that were emphasized in the program. Some staff were surprised that Aloha [love] showed less growth at 56%. This may have been attributed to mākuā not traditionally thinking that addressing problems is showing love and care to your children. Parenting skills showed the least amount of growth because the program did not directly teach these skills.

NATIVE HAWAIIAN WORLDVIEW

Internal evaluators coached program staff to elicit critical thinking into applied practice. This is consistent with the practice of developmental evaluation where the work of the evaluator is driven by the needs of the team supporting emergent work. As internal evaluators, we held the Indigenous lens and 'ike kupuna (ancestral knowledge) to guide our evaluation work and align with program outcomes.

'Ohana Value	% Reporting Growth
Aloha: 'Ohana Connections	56%
Kokua: Community Connections	81%
Kūkākūkā: Communication	94%
Ho'okūpono: Coping skills	59%
Kuleana: Family Roles/ Responsibilities	82%
Lōkahi: Cultural Foundation	88%
Mālama:	
•Knew Developmental Stages	38%
•Used Positive Discipline	50%
•Comforted My Child	71%
•Practiced Self-Care	63%

METHODS

who

Evaluation staff as innovation coaches

process

Program design → implementation → evaluation

key dimensions

- Design thinking**
Dream, discover, design, develop
- Family strengthening framework**
Logic model, program theory, outcomes
- Developmental evaluation mindset**
To capture lessons learned
- Replication**
Prepare to roll out to other sites

data sources

- Weekly 'Ohana Strengthening Surveys
- Weekly Staff Debriefs
- Staff Observations
- Retrospective 'Ohana Strengthening Survey
- Hō'ike [demonstration of learning]

'ohana participants

[family]

The 'ohana came from diverse compositions: single parents, blended 'ohana, grandparents raising grandchildren, and two-parent households.

- 42 **Total participants:** 14 mākuā, 28 kamali'i
 [parents/adults] [children]
- 2 **Sites**
 Kīpuka Hale'aha → three 'ohana: 14 participants
 Kīpuka Maui → six 'ohana: 28 participants

CONCLUSION

Intentional use of evaluation (e.g. formative, summative, developmental) throughout the Ho'opono program development and implementation helped program staff use critical thinking to make data-informed decisions on how to implement and scale out programming across the organization.

MAHALO

[thanks, recognition]

Ke Akua, Queen Lili'uokalani, 'Anake Lynette & 'Anakala Richard Paglinawan, Ho'opono staff, Ali Lau.

REFERENCES

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 Pukui, M. K., Haertig, E. W., & Lee, C. A. (1972). Nana I Ke Kumu (Look to the Source): Volume 2.
 Pukui, M. K. (1983). 'Olelo No'ea: Hawaiian proverbs & poetical sayings (Vol. 71). Bishop Museum Pr.

Cultural mentors 'Anake Lynette Paglinawan and 'Anakala Likeke Paglinawan described a micro viewpoint relating to the balance of mind, body, and spirit towards a balanced state of pono, or rightness.