# Program Identifying Information

## Kīpuka Name:

## Program Name: Data Test Program

## Program Identifier: Cx3b55gT45dS38

## Strand:

## In addition to the statewide theme of *Moʻolelo of Hope and Strength*, which priorities does the program address? Select up to two priorities from the appropriate program strand by clicking the check boxes below.

|  |  |  |  |
| --- | --- | --- | --- |
| Operations | Social Services | Systems and Community Change | Youth Development |
| Administrative support  Co-leadership  Facilities maintenance  Hoʻokipa | Build a trauma-invested organization  Develop an array of early childhood services  Implement culturally resonant practice models  Increase services to vulnerable NH youth | Build connections to vulnerable youth  Scaled solutions  Systems innovation (work within system)  Systems transformation (work outside system)  Urgent relief | Kīpuka-based youth development  ʻOlino Arts pathway  ʻOlino Sports pathway  Youth leadership |
|  |  |  |

## Program Lead: Trenton Manson

## Existing or New Progam:

# Program Participants

## What is the target age range for the program participants? Select up to three age ranges.

## What are the target vulnerabilities for the program? Select up to three vulnerabilities.

## If the program targets a vulnerability not on the list, briefly describe below:

No

## What recruitment strategies will be used (e.g., from LT social services, in person, via other agencies (list), print media, other media, etc.)?

Community outreach

## How many participants will be served? (enter a whole number, e.g., “24”)

14

# Intended Program Impact

## *If this is a Social Services or Youth Development program,* which of the following impacts are most directly addressed by the program? Select up to three intended impacts for your program strand in addition to Find strength in cultural identity.

|  |  |  |
| --- | --- | --- |
| Social Services | Youth Development | |
| *Find strength in cultural identity*  Kamaliʻi and ʻohana address trauma  Kamaliʻi and ʻohana improve wellbeing / healing  Support reconnections to families for kamaliʻi in child welfare or juvenile justice systems  Pilot early childhood services, including FAN  Community-based organizations and community members refer kamaliʻi and ʻohana to LT for culturally resonant services | *Find strength in cultural identity*  Able to explain hoʻāmana values  Find own voice / tell own moʻolelo  Identify and begin to pursue a passion  Recognize and identify with positive role models  Explore different perspectives, develop empathy  Believe in ability to make a positive future for self  Believe in ability to contribute to community  Success in school (grades, attendance, etc.) | Appreciate the value of trying new experiences identity  Appreciate the value of arts/creativity in life  Appreciate the value of sports in life  Appreciate the value of entrepreneurship in life  Develop leadership, social impact, and life skills (e.g., critical analysis, goal setting, planning)  Identify as a global citizen |

## If this is an Operations or SCCI program or if a Social Services or Youth Development program has a priority impact not on the list, briefly describe intended impacts below:

The impact is a test of operational imporvments.

## Beyond attendance, notes and other anecdotal records, what exisiting LT evaluation tools will be used to assess program impact?

|  |  |
| --- | --- |
| Social Services | Youth Development |
| Staff reflections on program (includes contractors/collaborators)  Hiamana surveys (includes pre, post, and Hiamana surveys (includes pre, post, and 6-month follow-up)  HOPE survey  Kamalama survey for makua  Kamalama survey for kamaliʻi (under development)  Pua Liliʻu | Staff reflections on program (includes contractors/collaborators)  Hoʻāmana for kamaliʻi – program version  Or  Hoʻāmana for kamaliʻi – event version  Hoʻāmana for mākua – program version  Report cards |

## What, if any custom evaluation tools need to be developed to assess impacts described in Sections III.A and III.B above? Briefly describe what each assessment or tool would measure and ideas about how to gather data (e.g., observation, survey, interview, focus group, etc.) below:

We want to develop a special evaluation tool.

## How is program completion defined? (For example, attend 75% of sessions and participate in Hoʻike)

All sessions must be attended

## What percentage of program participants are expected to complete the program?

0

## How is program success defined? (Changes in knowledge, skills, attitudes, or behaviors; for example, growth of at least one step on two or more Hoʻāmana values or ... )

They will gain the operational efficiency

## What percentage of program participants are expected to meet the criteria for success?

0

## When, how, and by whom will impact data be collected? Don’t forget to include both pre- and post-assessments where appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment tool or activity (identified above) | Collected by (enter name of responsible person): | When: (enter date as month and year, do not enter date for pre-assessment if collected only at the end of the program) | |
| Staff reflections via survey | Trenton | Pre: | Post: |
|  | March 20 |
| Staff reflections via small group discussion |  |  |  |
| Hoʻāmana survey for kamaliʻi (for all YD programs) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Program Design and Activities

## Provide a high-level description of the program (think about what a brief description of the program in a brochure of LT services might contain)

Test program high level description

## If this program has been previously offered by LT. Provide a brief history of the program including:

* number of years in operation,
* key milestones in program development,
* high level conclusions from prior program evaluations and
* how evaluation results have been used for continuous quality improvement in this iteration of the program

This progam has never been offered

## How has, or will, participant voice be used to inform the design and/or delivery of the program?

yes

## What is the planned first date of direct services to participants? (Does not include planning or recruitment window)? Enter Month Day, Year (e.g., January 21, 2020)

Wednesday, 12 February 2020

## What is the planned last date of direct services to participants? (Does not include window for program close out activities such as the program evaluation)

Wednesday, 18 March 2020

## Describe the total number and length of sessions (include only direct contact time with participants to deliver program; does not include planning, transportation, setup time, etc.) For example: “Program meets on first and third Wednesdays for 4 months (for a total of 8 sessions) for 3 hours per session.”

7 classes each 2 hours

## Will multiple cohorts (groups of participants) participate in the program? If yes, indicate expected beginning and ending dates for cohorts 2 and beyond below. For example: “Cohort 2 will begin on April 16, 2020 and will end on June 30, 2020; Cohort 3 will begin on August 16, 2020 and end on October 29, 2020”

There is only one cohort.

## What activities or services will the program include and how will they contribute to the priority program impacts?

|  |  |  |
| --- | --- | --- |
| Intended Impact (from Sections III A. And B above) | Brief description of activity or content | How will this contribute to intended impact? |
| Find strength in Hawaiian cultural identity | Learn oli | Teach cultural knowledge |
| Impact 1 | Description 1 | Contribute 1 |
| Impact 2 | Description 2 | Contribute 2 |
| Impact 3 | Description 3 | Contribute 3 |
| Impact 4 | Description 4 | Contribute 4 |
| Impact 5 | Description 5 | Contribute 5 |

# Risk Mitigation

## Are there potential safety issues that require review for risk management? (e.g., water activities, use of tools, huakaʻi [does not include transportation to and from program] – see Risk policy for more complete list)

## If yes, what steps will be taken to help mitigate any risks?

Steps to mitgate mitigate risks are: step, step, step

## If there are potential safety issues, have the appropriate forms been submitted to Risk Management for review?

# Partnerships and Volunteers

## Will this program involve non-LT partners or collaborators? (See Collaborations Central if unsure of nature of partnership, does not include parent/community volunteers)

## If yes, list partners/collaborators and describe LT and partner roles below:

No, partners

## If there are partners/collaborators, has a contract or MOA been completed?

## Will this program involve non-LT teammates as volunteers?

## If the program will use volunteers, describe volunteer recruitment and roles.

No volunteers

## What internal partnerships with teammates who work primarily in other strands play are needed/desited to support recruitment of particpants and/or implementation? Think about both within your kīpuka and across LT. For example, will you need a SW to be present during delivery, would you like assistance from your CCI lead to reach out to other organizations, is there a role for teammates from Operations to help with logistics, etc.?

There are not internal partnerships.