

# Maximizing the first year planning opportunity for potential scholarly publications: The evaluation team approach

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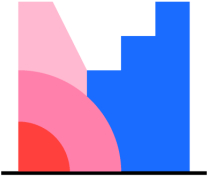
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# Outline

- ❑ Overview of the program (Nancy & Heather)
- ❑ PI & CoPI: Program Planning & Structure (Nancy & Heather)
- ❑ Evaluator: The Messenger (Sothy)
- ❑ Graduate Assistant: Assignment and reflections (Manca)
- ❑ Resource checklist (Sothy)



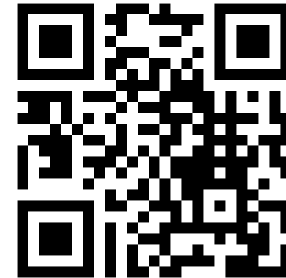
# Icebreaker



In one word, please share with us your first -year CYFAR program planning experience!

Go to: [www.menti.com](https://www.menti.com) and use this code: 13 10 33 9

OR pull your phone and take a picture of this QR code:



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# Overview of the Program

- ❑ Multi-level educational intervention
  - ❑ Skills Mastery
  - ❑ Mentorship
  - ❑ Adult-Youth Partnerships
  - ❑ Expertise
- ❑ Identified middle school participants
  - ❑ 4-H and Village teens
  - ❑ Adult partners
  - ❑ Volunteer adult experts
  - ❑ Life skills



# Overview of the Program

- Life skills
- Transition
- Adulthood
- Village

	ME				My Participation				My Contributions			
Concept Area	Health & Safety				Self-Sufficiency				Society			
	SELF		PROTECTION		EXPANDING				CONNECTING			
Skill Area	Self-Care	Nutrition	Shelter	Disaster	Education	Career	Finance	Travel	Community	Service	Volunteer	Planning
<b>Challenges Completed</b>												



# PI & CoPI: Program Planning & Structure

- Strength of Team Members
- Creation of Working Manuals
- Evaluation Plan
- Graduate Assistant Support
- Standing Agenda
- Bi-monthly meetings
- Project and Site Teams



# Evaluator: The Messenger

## Vision (WHY)

- To bridge between implementation and literature

## Resources needed (WHAT)

- Regular meetings: relationships & new idea
- Flexibility and receptivity of PI/Co-PI
- GA's [qualifications](#)
- Evaluator's interest in publications

## Publications (WHERE)

- Journal of Extension
- American Journal of Evaluation
- American J of Community Psychology
- Journal of Community Psychology

## Implementation (HOW)

- Weekly meeting with GA
- Literature review planning and structuring
- Weekly completion/feedback of individual sections
- Constant discussion of pub ideas

## Timeline (WHEN)

- We started early summer 2020
- As soon as GA is recruited
- Continuous basis

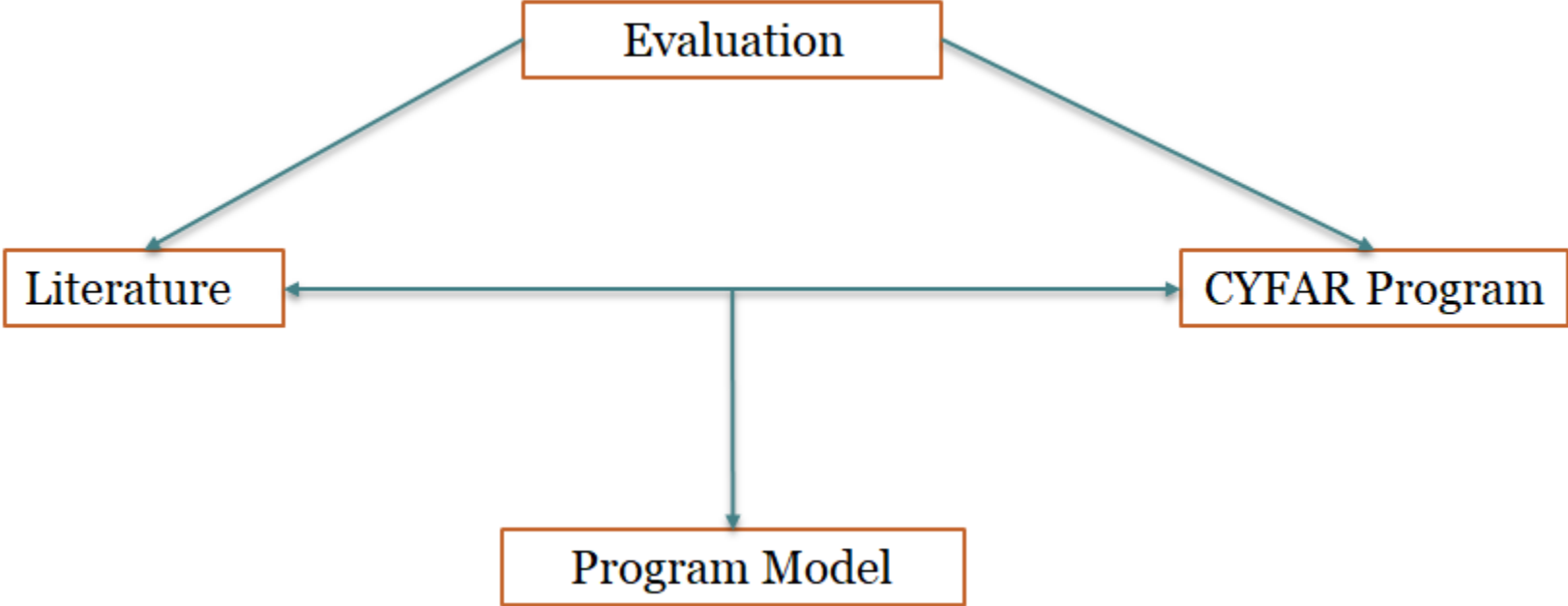
## Assignment (WHO)

- Evaluator
- GA

## Implications



# Model





# Graduate Assistant: Assignment

- ❑ Literature Review:
  - ❑ To gain a better understanding of the population being served
  - ❑ Existing studies/programs & gaps
  - ❑ The types of programs/research, methods, measures, frameworks, outcomes used
- ❑ To consider the **cultural** and **community** aspect of Hawai'i
  - ❑ At-risk youth in Hawai'i may be vulnerable for different reasons than at-risk youth on the mainland U.S. (Western vs. 'local' model)
  - ❑ Incorporating the cultural and community component in the curriculum
  - ❑ Considering additional measures to capture this component



# Systematic Literature Review

1. Identify **criteria** for relevance
2. Develop **search protocol**
  - Search terms, time frame, regional boundaries, etc.
3. Identify relevant **databases**
4. **Restrict** the results
  - Peer-reviewed journal articles, publication year, etc.
5. Screen **abstracts** for relevance
6. Review the **full text** of all retained studies
7. Identify **additional sources** referenced in retained studies
8. Develop a literature review **template**
9. Develop a **spreadsheet** to input key characteristics/themes
10. Synthesize **key insights** based on the established criteria



# Template example

- A. Article/publication bibliographic information:
- B. Program type (e.g. summer camp, afterschool program, mentoring, etc.):
- C. Research design (e.g. quantitative, qualitative, etc.):
- D. Methodology:
- E. Organizational setting:
- F. Participants
  - a. Educational level?
  - b. Demographics?
  - c. At-risk youth?
- G. Geographic location (country/region/city, etc.):
- H. Duration: Over what time period was the program implemented?

- I. Implementer: Who implemented the program?
- J. Objective: What was the main objective(s) of the program?
- K. Description: What was the nature of the program/curriculum?  
How was it implemented?  
What did it entail?  
What activities did the participants do?
- L. Outcomes: What outcomes were documented by the study?  
What effects did the program/ curriculum have?
- M. Implications: |
- N. Limitations:
- O. Notes:



# Spreadsheet example

Author/Title/Year	Program or Research?	Program/Research type	Research Design	At-risk Youth	Geographic location	Duration of the program	Outcome type(s)
Mercier, J. et al. - The Five Cs of Positive Youth Development in an Aotearoa/New Zealand Program Context (2019)	Program	Youth development	Qualitative	No	New Zealand	1 year	Competence, confidence, connection, caring, character, contribution
Okamoto, S. et al. - Developing Empirically Based, Culturally Grounded Drug Prevention Interventions for Indigenous Youth Populations (2014)	Research	Drug prevention	Mixed methods	Yes	Hawaii	N/A	Resistance skills, decision-making, critical thinking
Roberts, K.D. & Hitchcock, C.H. - Impact of Culturally Aligned Supports on Native Hawaiian High School Students' College Attendance: A Qualitative Perspective (2018)	Program	Dual enrollment program & Mentoring	Qualitative	Not specified	Hawaii (Big Island, Maui & Molokai)	2 years	Academic motivation and engagement, College and career aspirations (Self-sufficiency), Relationality (sense of self in society), Cultural identity



# Graduate Assistant: Reflections

- ❑ My role as a GA:
  - ❑ To support the team
  - ❑ To contribute with my research skills
  - ❑ To work on publishable research material
    - ❑ Invaluable opportunity for a doctoral student
    - ❑ Helpful for future career in academia
  - ❑ To better understand the population that we serve
    - ❑ Helpful for program evaluation
    - ❑ Important for effective team work

