

**HAU'OLI MAU LOA FOUNDATION HOPE FOR KIDS INITIATIVE
SPRING 2014 EVALUATION REPORT**

Submitted to:

Hau'oli Mau Loa Foundation

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HOPE FOR KIDS INITIATIVE SPRING 2014 EVALUATION REPORT

July 2014

Prepared by: Pacific Resources for Education and Learning (PREL)

Hope for Kids Partners:

◆ *‘Aha Pūnana Leo* ◆ *Friends of the Future: Nā Kabumoku* ◆ *Hoa ‘Aina O Makaha* ◆ *Hui Mālama O Ke Kai Foundation*
◆ *Ka Honua Momona International* ◆ *Ka‘ala Farm, Inc.* ◆ *The Kohala Center* ◆ *Kokua Kalibi Valley: Ho‘oulu ‘Aina*
◆ *Ma Ka Hāna Ka ‘Ike* ◆ *Waipa Foundation*

EXECUTIVE SUMMARY

The “Hope for Kids” initiative of Hau‘oli Mau Loa Foundation (the Foundation) involves 10 organizations (called Partners) working with the Foundation to instill a sense of hope, resiliency, cultural identity, and environmental stewardship in the children they serve by providing hands-on community based education that is structured, relevant and intentional and that incorporates the following program elements (called the Core Elements): 1) provide opportunities for meaningful engagement with an adult who shares of their ‘ike and aloha; 2) believe in the potential of children and set high expectations for their performance; 3) provide opportunities to learn outdoors; 4) assist in the development of life skills; and 5) provide opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning.



‘Ohana at Hui Mālama O Ke Kai’s Ku‘i Kalo night

As external evaluator, Pacific Resources for Education and Learning (PREL) was asked by the Foundation to work with the Partners to develop an outcome evaluation in line with the Foundation’s Core Elements and desired outcomes. The evaluation focused on fully developed programs or subprograms and on participants who had received a sufficient amount of program time to experience full benefits of participation.

The purpose of this evaluation is to provide overall results of all 10 Partners collectively. It is emphasized that many programs have features and desired outcomes that are beyond the scope of the Hope for Kids initiative; however, all programs share the Hope for Kids Core Elements and desired outcomes. One implication of this aggregated data approach is that no one program can be comprehensively and completely evaluated. The focus is on how the Hope for Kids initiative is doing as a whole.

The six Hope for Kids desired outcomes formed the basis for the six questions in each of four survey instruments developed and pilot tested, one for each of the following respondent groups:

1. Keiki (Pre-kindergarten through Grade 6) Students
2. ‘Ōpio (Grade 7 and up) Students
3. Program Staff
4. ‘Ohana (Family)

‘Ōpio, program staff, and ‘ohana surveys used a retrospective design, meaning that respondents rated participants’ status prior to attending the program and after attending the program (called pre and post responses). To provide pre responses required that survey respondents think back and answer questions about the desired outcomes before participation in the program. In pilot testing, providing pre responses was found to be too difficult a task for the keiki students, who were thus only asked a single question about each desired outcome.

EXECUTIVE SUMMARY CONTINUED...



*Summer program participants at Kōkua
Kalibi Valley - Ho‘oulu ‘Āina*

In addition to the surveys, PREL staff conducted group and individual interviews during visits to each program site. Interview questions were also based on the six desired outcomes.

A total of 377 respondents, including 143 keiki, 68 ‘ōpio, 79 staff, and 87 ‘ohana members took the survey. In the interviews, a total of 197 persons, including 51 keiki, 37 ‘ōpio, 56 staff, and 53 ‘ohana members participated.

The report presents the survey data results in two formats, first by group, then by desired outcomes. In summary, all four groups showed high post-test average scores on each of the six desired outcomes. ‘Ōpio, staff, and ‘ohana respondents (who answered the pre and post questions) also showed consistent increases in scores from pre-test to post-test.

Under each desired outcome a set of illustrative open-ended comments, from both the survey itself and from the interviews, is presented. Open-ended survey and interview responses give more insight and help elucidate why the quantitative responses are positive. Here are examples for each desired outcome.

1. Knowledge of and Appreciation for the Community

‘Ōpio: If people see us helping them they feel that we are their kids. We bump into people and they know us. It makes everyone happy. We get noticed. A lot of people wouldn't know kids like us. This is our community and we have our own place. This is a self-sufficient community.

‘Ohana: “Ever since he started he feels good about what he does. He’s proud of his work and does it very well. He shows me what they do in that program; and we like it!”

2. Positive Feelings about Self

‘Ohana: Ever since he started he feels good about what he does. He’s proud of his work and does it VERY well. He shows me what they do in that program; and we like it!

3. Sense of Achievement – Hiki – Increased Self-Confidence

Staff: We teach them in roundabout ways that there's always a choice. We do a good job giving them tools to solve the problems. So it's not about setting the bar to where it's unattainable, but we guide them towards the right direction and give them a chance to be accountable for their own choices.

4. Cultural Connection

‘Ohana: Culture, that's not just ethnic but also religious, spiritual, sense of belonging and this ties it all together. They are proud of who they are whether they are Hawaiian or Samoan or whatever, they are part of a family.

5. Connection to the ‘Āina

Keiki: Don't take too much – only what's necessary; and take care for future generations.

Keiki: “Don't take too much—only what's necessary; and take care for future generations.”

6. Developing New Skills

‘Ōpio: The most important skills that I have learned while in the _____ program were the skills of farming fish, kalo, and vegetables using aquaponics systems. I also learned how to work in a team environment while doing all of these tasks.

EXECUTIVE SUMMARY CONTINUED...

Finally, open-ended comments from the survey and from interviews respond to general questions about the projects. Here are examples of those:

Difference This Program Made/Sense of Future

Keiki: *My future; well, before, I used to want a big fancy house, but now I'm interested in other things and I want to teach my kids my culture.*

Best Thing about the Program

'Ōpio: *It's a hands-on, learning environment that allows me to give back to my 'āina and its people.*

Recommendations for Improvement

Staff: *Internally we could do periodic evaluations, reflection. It's like that poem about the fire; it's the spaces in between the logs that keep this fire going.*

Recommend Program to Others?

'Ohana: *Yes. I have been recommending it. It's an awesome program. The kids learned to be self-sufficient and to appreciate the land and sea.*



Hui Mālama O Ke Kai 'Ōpio Program participants at work in the lo'i

'Ōpio: *"It's a hands-on, learning environment that allows me to give back to my 'āina and its people."*

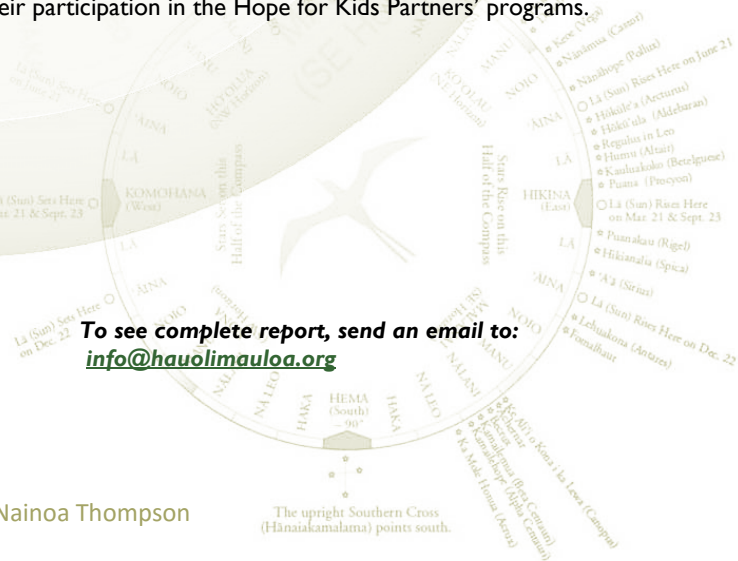
In summary, despite the many caveats and limitations of this evaluation, it provides strong positive evidence that the Hope for Kids initiative is attaining its desired outcomes. From the self-reported perspective of all four respondent groups, positive changes have taken place among the students as a result of their participation in the Hope for Kids Partners' programs.

HAU'OLI MAU LOA
FOUNDATION



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HAU'OLI MAU LOA FOUNDATION HOPE FOR KIDS INITIATIVE

SPRING 2014 EVALUATION REPORT

INTRODUCTION

The “Hope for Kids” initiative of Hau’oli Mau Loa Foundation (the Foundation) involves 10 organizations (called Partners) working with the Foundation to instill a sense of hope, resiliency, cultural identity, and environmental stewardship in the children they serve by providing hands-on, community based education that is structured, relevant, and intentional, and that incorporates the following program elements (called the Core Elements): (1) provide opportunities for meaningful engagement with an adult who shares of their ‘ike and aloha; (2) believe in the potential of children and set high expectations for their performance; (3) provide opportunities to learn outdoors; (4) assist in the development of life skills; and (5) provide opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning.

The purpose of this evaluation is to provide overall results of all 10 Partners collectively. While each Partner will receive the data collected from its site, this overall evaluation report does not present individual program data, nor does it compare outcomes across programs. The evaluation was designed to focus on fully developed programs or subprograms and on participants who had received a sufficient amount of program time to experience full benefits of participation.

BACKGROUND

Partners

While individual program outcomes are not presented here, to understand the collective outcomes, it is important to provide a brief listing of the 10 Partners. In many cases, the participants in this study represent subprograms of the various Partners. Appendix I provides more detail about each program supported by Hope for Kids.

Table 1. Brief Descriptions of Hope for Kids Partners

Organization/Program Name	Description	Location
‘Aha Pūnana Leo	Preschool students in the “Laukupu” program participate in hands-on learning lessons and activities in the māla (garden) that focus on ‘āina stewardship and integrate core content knowledge	Kea‘au, Hawai‘i
Friends of the Future: Nā Kahumoku	An environmental youth leadership program for middle school students at Kealakehe Middle School	Kealakehe, Hawai‘i
Hoa ‘Āina O Mākaha	Farm-based program adjacent to Mākaha Elementary School, primarily for elementary age students and their families	Mākaha, O‘ahu

Organization/Program Name	Description	Location
Hui Mālama O Ke Kai Foundation	After school Native Hawaiian values and culture program, youth in grades 5–12	Waimānalo, O'ahu
Ka Honua Momona International	Young adult interns working with a community-based effort to restore and manage two ancient loko i'a (fishponds)	Moloka'i
Ka'ala Farm, Inc.	Mālama 'Āina Summer Internship Program for high school students	Wai'anae, O'ahu
The Kohala Center: Hawai'i Island School Garden Network (HISGN)	A network of school gardens on Hawai'i Island with a local and global interest in agriculture, food self-reliance, and community food production	Hawai'i Island
Kōkua Kalihi Valley Comprehensive Family Services	Ho'oulu Āina: community stewardship for a nature preserve, working with area school students	Kalihi Valley, O'ahu
Ma Ka Hana Ka 'Ike	A construction and building skills training program to help struggling youth build success and self-esteem	Hāna, Maui
Waipā Foundation	Hawaiian cultural center on the 1,600-acre ahupua'a of Waipā, working with children and young adults to reinforce traditional cultural values and social skills that strengthen and deepen connections to kuleana, self, 'ohana, and place	North Kaua'i

External Evaluation Services

As external evaluator, Pacific Resources for Education and Learning (PREL) was asked by the Foundation to work with the Partners to develop an outcome evaluation in line with the Foundation's Core Elements. After an extensive and collaborative review and revision of the Hope for Kids Theory of Change, the desired outcomes for the program common to all 10 Partners were defined and agreed upon in what is called the Voyage of Hope Logic Model. The full Theory of Change and Voyage of Hope Logic Model may be accessed at the Hau'oli Mau Loa web site:

<http://hauolimauloa.org/wp-content/uploads/2014/01/Final-Theory-of-Change-complete.pdf>

Each of the six outcomes in the Voyage of Hope model is seen as having an early, an intermediate, and a long-term manifestation, as follows:

Table 2. Hope for Kids Desired Outcomes

Early	Intermediate	Long-term
Knowledge of and appreciation for community.	Belonging to community.	Kuleana to community.
Positive feelings about self.	Building trust. Developing resiliency.	Living aloha.
Sense of achievement—"hiki." Increased self-confidence.	Recognizing potential for making changes.	Making changes.
Sense of belonging in a cultural continuum.	Making choices informed by cultural practices.	Cultural vibrancy.
Connection to the 'āina.	Stewardship of 'āina.	Kinship with 'āina.
Developing skills.	Increasing mastery of skills.	Applying skills.

The desired early outcomes provided the basis for the questions in survey instruments developed for the four groups of respondents: keiki (pre-kindergarten through elementary school age students), 'ōpio (secondary school age students), program staff, and 'ohana (family).

This is an initiative-wide evaluation, *not* at the level of individual programs. It should be noted that the 10 Partners whose results are aggregated in this report reflect many differences in age range (from preschool to post high school), dosage (from 6-week sessions to a year round program), student attendance (from 2 weeks to several years), and program activities. Some have developed curriculum and others do not have a formal set of prescribed activities. Some programs are well-established, and others are still developing. The commonality across programs is that they all incorporate the Hope for Kids Core Elements and desired outcomes, though programs may have different approaches. Some may have environmental stewardship as their main focus, while others may emphasize cultural grounding. One implication of the systems perspective is that no one program should expect to see a comprehensive and complete portrayal of its work. The focus is on how the initiative is doing collectively.

METHODS

Surveys

As noted, the six outcomes in the Voyage of Hope Logic Model are the desired outcomes that should apply across all 10 Partner programs. Accordingly, four survey instruments were developed, one for each of the following respondent groups:

1. Keiki (Pre-kindergarten through Grade 6) Students
2. 'Ōpio (Grade 7 and up) Students
3. Program Staff
4. 'Ohana (Family)

The survey instruments were reviewed by the Evaluation Working Group (EWG) comprising representatives of the 10 Partner organizations. They were also pilot tested by volunteer Partner organizations in fall 2013. The results are in the Pilot Test Report (submitted December 2013). The purpose of the pilot testing was to ensure that the questions were understandable by the target populations and that the resulting data could be analyzed in terms of the desired outcomes. Instruments were revised and finalized as a result (see Appendix II), and made available for the first official administration in spring 2014.

Each survey contains rating items for each of the six outcomes, as well as open-ended response options.

‘Ōpio, program staff, and ‘ohana surveys used a retrospective design, meaning that respondents rated participants’ status prior to attending the program and after attending the program (called pre and post responses). Pre responses required survey respondents to think back to desired outcomes prior to participation in it. In pilot testing, providing pre responses was found to be too difficult a task for the keiki students who were thus only asked a single question about each desired outcome.

The survey was administered to the following participants:

- Program participants deemed by the Partner to have sufficient time in the program to experience program effects (as many as possible, up to 30)
- All program staff who worked with those participants
- A subset of parents (target number of 8, but the actual numbers varied from 0 to 21)

In most cases, surveys were distributed and collected by the Partner program sites. They were then returned to PREL, where the data were entered into databases, cleaned (e.g., corrected for spelling, invalid responses deleted, etc.), and analyzed.

Interviews

In addition to the surveys, group and individual interviews were conducted by PREL staff during visits to each program site. Interview questions were based on outcome items in the surveys. Questions were adjusted to fit the program, based on input from staff. The intent was to conduct interviews with 6–8 participants and ‘ohana, and with as many program staff members as possible. Informal one-on-one and group interviews took place during site visits between February 2014 and May 2014.

RESULTS

In the following results section, there are three subsections. In the Participation section, we present the number of respondents to each survey form and the number of participants in interviews. In the Survey Results by Group section, we present the quantitative survey results for each group in a table, followed by a figure showing the quantitative results graphically. In the Results by Outcome section, the results are presented by desired outcome. The quantitative survey results are presented in a table for each desired outcome, followed by a small number of exemplars of respondent comments from open-ended survey questions and from interviews. More complete sets of comments from each group regarding each outcome may be found in Appendix IV. The comments that are presented were chosen subjectively by the evaluators to illustrate perspectives that explain the quantitative results. The end of the third section includes additional exemplars of comments from

survey and interview questions, not specifically related to one of the six desired outcomes. (Please refer to more complete tables of these comments in Appendix IV.)

Participation

Table 3 shows the number of respondents for each survey form. Some organizations/programs serve only keiki or 'ōpio. Partners that serve both groups decided that this evaluation would focus on one of their student groups.

Table 3. Number of Survey Respondents by Organization

Organization	Keiki	'Ōpio	Staff	'Ohana
'Aha Pūnana Leo	30		14	21
Nā Kahumoku		29	2	8
Hoa 'Āina O Mākaha	19		6	1
Hui Mālama O Ke Kai Foundation	22		11	4
Ka Honua Momona International		7	2	4
Ka'ala Farm, Inc.		7	5	0
The Kohala Center	23		17	18
Kōkua Kalihi Valley Comprehensive Family Services	30		7	14
Ma Ka Hana Ka 'Ike		25	11	7
Waipā Foundation	19		4	10
TOTAL	143	68	79	87

Table 4 displays the summary of interview participation.

Table 4. Interview Participation

Organization	Keiki	'Ōpio	Staff	'Ohana
'Aha Pūnana Leo	6		5	8
Nā Kahumoku		10	2	8
Hoa 'Āina O Makaha	8		6	1
Hui Mālama O Ke Kai Foundation	8		3	4
Ka Honua Momona International		7	2	4

Organization	Keiki	‘Ōpio	Staff	‘Ohana
Ka‘ala Farm, Inc.		11	5	4
The Kohala Center	10		20	8
Kōkua Kalihi Valley Comprehensive Family Services	8		7	0
Ma Ka Hana Ka ‘Ike		9	4	8
Waipā Foundation	11		2	8
TOTAL	51	37	56	53

Survey Results by Group

This section presents the survey results from each group, first as averages shown in a table, and then with a graphical representation.

Keiki Survey Results

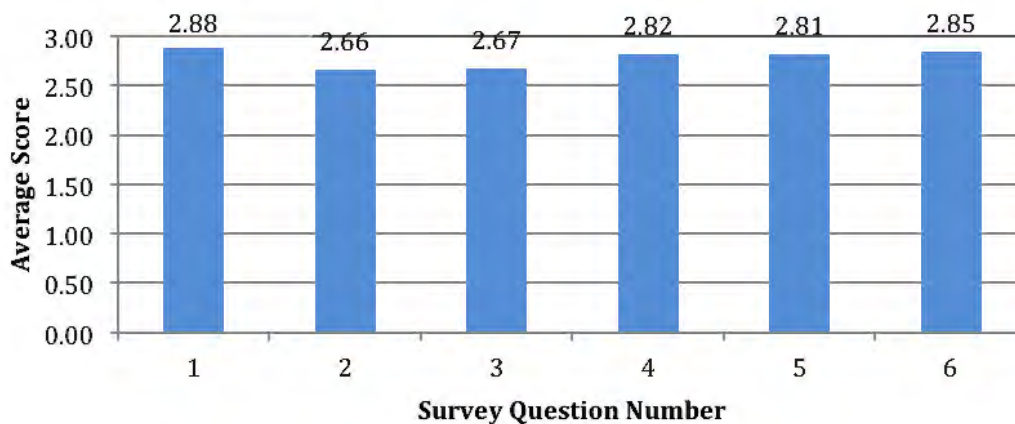
A total of 143 keiki took the survey. The scale for this survey was as follows: 1 = *No*; 2 = *Don’t Know/Not Sure*; 3 = *Yes*. The complete keiki survey instrument can be found in Appendix II. Table 5 and Figure 1 display the results for the keiki group.

Table 5. Keiki Survey Averages

Keiki participants (<i>n</i> = 143)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Steward- ship	Q6. New skills	AVG
Response averages	2.88	2.66	2.67	2.82	2.81	2.85	2.88

Graphically, the results are as follows:

Figure 1. Keiki Survey Results, Questions 1–6*



*All keiki survey results are based on the following scale: 1 = *No*; 2 = *Don't Know/Not Sure*; 3 = *Yes*

It is important to note that, as this is the youngest group of survey participants, an effort was made to ensure that keiki understood the questions being asked. Survey administrators (e.g., evaluators, program staff, and teachers) were encouraged to read the survey questions aloud to keiki participants and provide further explanation of the question's intent, if necessary.

‘Ōpio Survey Results

A total of 68 ‘ōpio completed the survey form. The results for these ‘ōpio respondents are as follows.

Table 6. ‘Ōpio Survey Averages

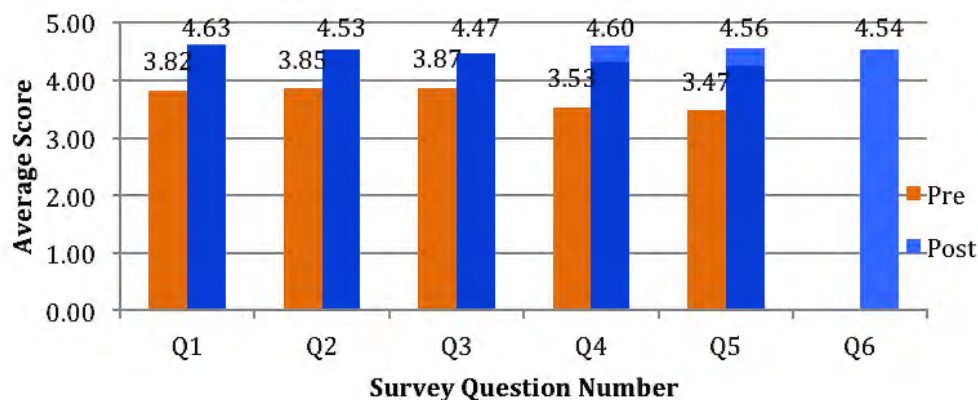
‘Ōpio participants (n = 68)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.82	3.85	3.87	3.53	3.47		3.71
Post	4.63	4.53	4.47	4.60	4.56	4.54	4.56
Difference	0.81	0.68	0.60	1.07	1.09		0.85

For Outcomes 1–5, a total of 58 ‘ōpio students showed average increases in scores ranging from 0.60 to 1.09 on a five-point scale, where 5 = *Strongly Agree* and 1 = *Strongly Disagree*. This indicates agreement among the ‘ōpio students that they benefitted in these areas.

Outcome 6 did not have pre and post questions. The single question showed that the ‘ōpio strongly agreed (4.54 on a five-point scale) that they had learned new skills in the program.

Graphically, the results are as follows:

Figure 2. 'Ōpio Survey Results, Questions 1–6



The results show a consistent pattern of increasing scores on the five-point scale.

Staff Survey Results

A total of 79 staff members completed the survey form.

Table 7. Staff Survey Averages

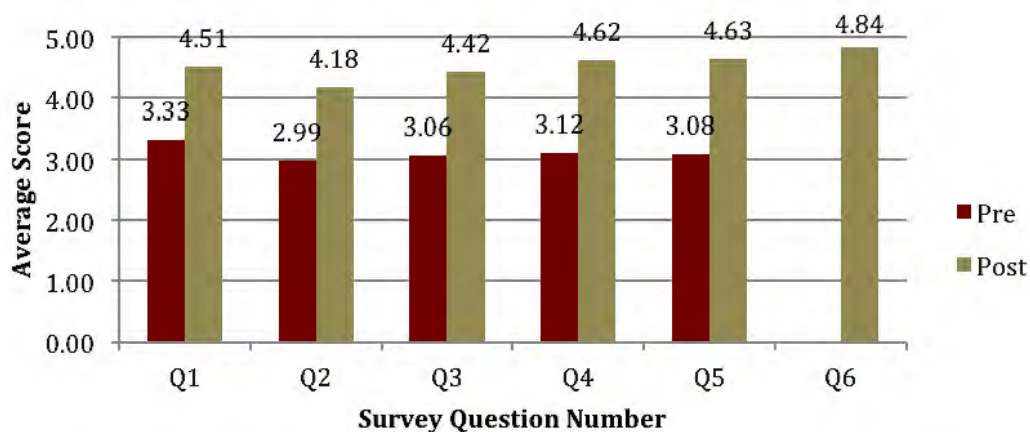
Staff participants (n = 79)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.33	2.99	3.06	3.12	3.08		3.12
Post	4.51	4.18	4.42	4.62	4.63	4.84	4.47
Difference	1.18	1.19	1.36	1.50	1.55		1.36

For Outcomes 1–5, a total of 79 staff members showed an average increase in agreement of 1.36, ranging from 1.18 to 1.55 on a five-point scale, where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. This indicates consistent score increases, or agreement among the staff that students showed growth in these areas after having been in the program.

Outcome 6 did not have pre and post questions. The single question showed that the 79 staff members strongly agreed (4.84 on a five-point scale) that their students had learned new skills in the program.

Graphically, the results are as follows:

Figure 3. Staff Survey Results, Questions 1–6



The results show a consistent pattern of increased scores from *Pre* (prior to participation in the program) to *Post* (after having been in the program).

'Ohana Survey Results

A total of 87 'ohana members completed the survey form.

The results across all 'ohana respondents are shown in Table 8.

Table 8. 'Ohana Survey Averages

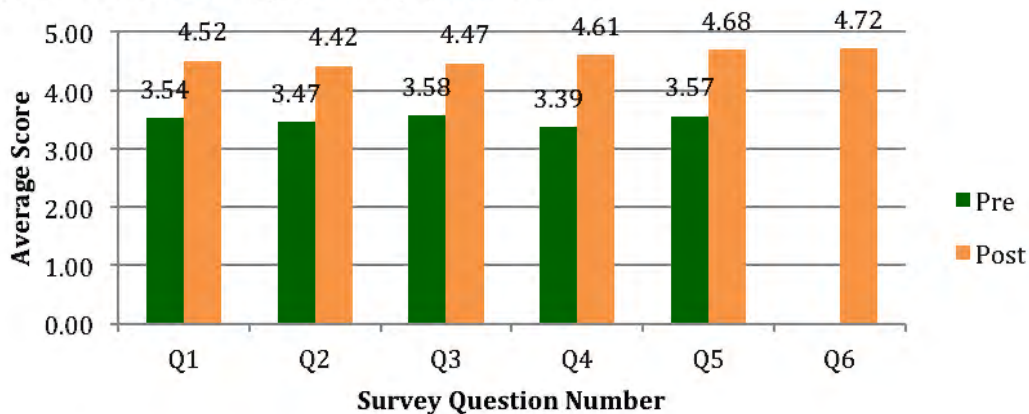
'Ohana participants (n = 87)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.54	3.47	3.58	3.39	3.57		3.51
Post	4.52	4.42	4.47	4.61	4.68	4.72	4.54
Difference	0.98	0.95	0.89	1.22	1.11		1.03

For outcomes 1–5, a total of 87 'ohana members showed an average increase in agreement of 1.03, ranging from 0.89 to 1.22 on a five-point scale, where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. This indicates that these 'ohana members perceive that their students showed growth in these areas after having been in the program.

Outcome 6 did not have pre and post questions. The single question showed that the 'ohana members strongly agreed (4.72 on a five-point scale) that their children had learned new skills in the program.

Graphically, the results are as follows:

Figure 4. 'Ohana Survey Results, Questions 1–6



The results show a consistent pattern of increasing scores from *Pre* (prior to participation in the program) to *Post* (after having been in the program).

Results by Outcome

Outcome 1. Knowledge of and Appreciation for Community

Survey Results

The following table displays scores for Outcome 1, across the four groups surveyed.

Table 9. Knowledge of and Appreciation for Community

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.88 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
‘Ōpio	68	3.82	4.63	0.81
Staff	79	3.33	4.51	1.18
‘Ohana	87	3.54	4.52	0.98

For Outcome 1, Knowledge of and Appreciation for Community, the keiki score was high: 2.88 on a three-point scale. All three pre and post responding groups showed patterns of increasing agreement with the statement about caring for the community in spring 2014. The strongest increase was among the staff group.

Open-Ended Questions and Interviews Related to Knowledge of and Appreciation for Community

Questions for keiki/‘ōpio:

- What have you learned about your community?
- What does community mean to you?

- Do you feel a sense of belonging to your community (or to your program)? Can you describe?

Questions for staff/‘ohana:

- Did your haumana/child seem to develop a sense of community (i.e., a sense of belonging to the group)? To which community? In what way?

Table 10. Knowledge of and Appreciation for Community (Selected Responses)

Knowledge of and Appreciation for Community
<p>Keiki:</p> <ul style="list-style-type: none"> • (For the keiki, the survey was translated into Hawaiian by the staff. The question was: “Ma muli o ka hana ‘ana ma ka māla, aloha a mālama au i ko’u kaiāulu.” Roughly translated, this means, “After working in the garden, I feel aloha and caring for my community.”) Twenty-four of 32 responded, “Ae” (Yes). • All of us help out at the Kalo festival. Everyone comes together. • It’s like one big happy family even if we don’t all get along sometimes. We work together and stay together. • I feel like everybody here cares about one another.
<p>‘Ōpio:</p> <ul style="list-style-type: none"> • If people see us helping them, they feel that we are <i>their</i> kids. We bump into people and they know us. It makes everyone happy. We get noticed. A lot of people wouldn’t know kids like us. This is our community and we have our own place. This is a self-sufficient community. • We see different places and meet people and get to know that area. A lot of kids have a sense of belonging, and we want to contribute to take care of the land. • We help the community; we provide mulch for school gardens (gorilla ogo) and we clean up at other places. We also help with kids that come here. My little brother is so excited to come here and learn!
<p>Staff:</p> <ul style="list-style-type: none"> • We grow as much as we can organically (to benefit the community). • Problem students say this gives them a sense of purpose. Belonging. They work with each other and develop a unity, a brotherhood. We work with the community so kūpuna who might (previously) think of them as naughty kids now know this is the kid who helped them to fix something. • We’ve hosted large groups on community work day—sometimes 200 people. We also went to Hāna and worked with their fishpond. We worked with community members and also outsiders; all different kinds of people. (Note: Even if a tourist stops by, we talk to them if we have time, but we’d like to have signage to explain.)
<p>‘Ohana:</p> <ul style="list-style-type: none"> • The entire staff and families create, maintain, and grow a sense of community. • Helping others in the community gives more ownership in community. They have built so many homes for kūpuna here, and if he (our son) ever becomes a person who needs help,

Knowledge of and Appreciation for Community
<p>he will get the help.</p> <ul style="list-style-type: none"> As a single mother, I dote on him. But when he's out there with the community, he learns about another part of community life that he doesn't get at home. Being in this little group that is so tight-knit, I feel confident as a parent to send him out and have him learn and be with all kinds of different kids and families.

Outcome 2. Positive Feelings about Self

Survey Results

The following table displays scores for Outcome 2, across the four groups surveyed.

Table 11. Positive Feelings about Self

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.66 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
‘Ōpio	68	3.85	4.53	0.68
Staff	79	2.99	4.18	1.19
‘Ohana	87	3.47	4.42	0.95

For Outcome 2, Positive Feelings about Self, the keiki score was somewhat high, averaging 2.66 on a three-point scale. All pre and post responding groups showed increasing patterns of agreement with the statement about positive feelings about self in spring 2014. The strongest increase was among the staff group.

Open-Ended Questions and Interviews Related to Positive Feelings about Self

Questions for keiki/‘ōpio:

- Has your staff/kumu/teacher told you that you did a good job or did something well? Example?
- Do you have an adult in your life who cares about you and what happens to you? Can you tell me why you think so?

Questions for staff/‘ohana:

- Did your haumana/child develop a more positive self-esteem because of the program? Can you tell me how or provide a few examples?

Table 12. Positive Feelings about Self (Selected Responses)

Positive Feelings About Self
<p>Keiki:</p> <ul style="list-style-type: none"> • Mentions of nā ‘anake, ‘anakala, kūmu as adults who care. • They care because they help us, teach us, and treat us really good. _____ is strict on the rules and doesn’t want us to get hurt. She has the patience to help us learn. Sometimes we have to redo something. An older person is there to tell us right from wrong like a second parent. • A few days ago, our friend was crying because he got bullied. Our teachers were helping him.
<p>‘Ōpio:</p> <ul style="list-style-type: none"> • In so many ways, I mālama and kōkua the ‘āina that I have never done before. I have learned how to be sustainable and it helped me to be a better and more confident person. I love _____. • It helps you have confidence in yourself. It’s a different kind experience, this type of hands-on thing, and when you do something, you think, “Wow I MADE this?—It’s so awesome!” • I still confide in _____. His phone number is #3 on my speed dial! Here, we are always welcome.
<p>Staff:</p> <ul style="list-style-type: none"> • Instead of being sent to the (school) office because something is wrong, you get a pat on the back from the aunties and uncles in the store! You get a sense of accomplishment when you make something. You created it, you DID IT! One time our failing students built something and they said, “Let’s bring in the ‘A’ students and see if they can do this!” They had something to brag about. • What we found through our discussions and hanging out with them is that even though they’re in 5th and 6th grade, they’re still trying to figure things out. Sometimes, they’ll tell us, “I’m not sure if this where I’m supposed to be, or who the people I’m supposed to be around.” But I think the kids kind of figure out slowly that [the program] is a place where they can come and be who they are and be in a safe space and share about whatever they want to share about. • You may have kids who are not as successful in a classroom setting, so it’s good for them to come here to the program where they can find out things they might be good at outside of the classroom setting. So that helps to build their self-esteem.
<p>‘Ohana:</p> <ul style="list-style-type: none"> • This is his favorite subject in school; he can do projects in school that tie in to his skills. They are FUNCTIONAL projects, like he made a cabinet for our church, and when people compliment him he just lights up. Our daughter made things for our home that we use, and she feels good about herself. • My son, since preschool, has had a speech problem. At home, his cousins would kind of tease him and he’d get really upset. But he comes to this program where nobody puts him down. So he’s really happy, more comfortable, and talks more! • Ever since he started, he feels good about what he does. He’s proud of his work and does it VERY well. He shows me what they do in that program; and we like it!

Outcome 3. Sense of Achievement - Hiki - Increased Self-Confidence

Survey Results

The following table displays scores for outcome 3, across the four groups surveyed.

Table 13. Sense of Achievement - Hiki - Increased Self-Confidence

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.67 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
‘Ōpio	68	3.87	4.47	0.60
Staff	79	3.06	4.42	1.36
‘Ohana	87	3.58	4.47	0.89

For Outcome 3, Sense of Achievement – Hiki – Increased Self-Confidence, the keiki group scored relatively high, 2.67 on a three-point scale. All three pre and post responding groups showed increasing patterns of agreement with the statement about sense of achievement in spring 2014. The strongest increase was among the staff group.

Open-Ended Questions and Interviews Related to Sense of Achievement – Hiki - Increased Self-Confidence

Questions for keiki/‘ōpio:

- Do you know what kinds of things you are good at? What are some examples?
- Were you able to accomplish things you didn’t think you could?

Questions for staff/‘ohana:

- Did the learning environment provide a sense of high expectations and inspire your haumana/child to persist in solving problems?

Table 14. Sense of Achievement - Hiki - Increased Self-Confidence (Selected Responses)

Sense of Achievement – Hiki – Increased Self-Confidence	
Keiki:	<ul style="list-style-type: none">• I learned how to pick kalo right, how to throw net, and how to chant.• I accomplished more of my goals (which was to learn about my culture).• I learned to be responsible, and before I would never finish my work.
‘Ōpio:	<ul style="list-style-type: none">• This program makes you feel accomplished and you love what you’ve done. It’s not only a job, it means helping others in the community.• For me (former student, now mentor), I just wanted to skate and mess around, but this gave me a sense of purpose and direction.• It helped me to be more confident on how I converse, gave me a better outlook in life and

Sense of Achievement – Hiki – Increased Self-Confidence	
	<p>showed me the impact I can do to the community and the world around me.</p> <ul style="list-style-type: none"> It was challenging being a leader—makes me nervous to stand in front of a group. We have to do oli and that alone was hard for me but I'm getting used to it.
Staff:	<ul style="list-style-type: none"> Their self-confidence comes alive. Maybe you're not an A student, or a sports guy, may not be a lot of areas to get a pat on the back. But here they gain a skill set and confidence gets their minds working to get ideas: how to handle the next obstacle? If a child finds value in the joy of learning, then the world becomes less of a challenge. They understand how to connect all the dots for themselves. Everything becomes a possibility. They realize "I can do that" because they know how to learn. We teach them in roundabout ways that there's always a choice. We do a good job giving them tools to solve the problems. So it's not about setting the bar to where it's unattainable, but we guide them towards the right direction and give them a chance to be accountable for their own choices.
'Ohana:	<ul style="list-style-type: none"> They did little things to start, and then they acquired bigger skills like using the tractor. They push them as far as they can go. He has confidence in his ability to lead the younger children, which gives him a sense of purpose and responsibility. They (the kids) are not scared of who they are here. They are able to explore and build confidence because there is support and acceptance of who they are. The only expectation that we push at home is academics. At times, it might be overwhelming but thanks to the program, he gets the additional support he needs to meet our expectations. We want him to be a free thinker and the program encourages him in that area, so I can see his personality being developed right in front of me.

Outcome 4. Cultural Connection

Survey Results

Table 15 displays scores for Outcome 4, across the four groups surveyed.

Table 15. Cultural Connection

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.82 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
‘Ōpio	68	3.53	4.60	1.07
Staff	79	3.12	4.62	1.50
‘Ohana	87	3.39	4.61	1.22

For Outcome 4, Cultural Connection, the keiki group scored very high, 2.82 on a three-point scale. The other three responding groups showed increasing patterns of agreement with the statement about culture in spring 2014.

Open-Ended Questions and Interviews Related to Cultural Connection

Questions for keiki/‘ōpio:

- Have you learned things about your own culture and other people’s cultures?

Questions for staff/‘ohana:

- Did your haumana/child develop a sense of cultural identity by participating in the program?

Table 16. Cultural Connection (Selected Responses)

Cultural Connection
<p>Keiki:</p> <ul style="list-style-type: none"> • ‘Olelo no‘eau (wise sayings or stories). • We learned how to pule. To do the protocol. • We learned to respect other cultures; don’t tease anyone about what they are even though everyone is different. • We learned about the Hokule‘a and the challenges they had. Like storms and being at sea for a long time.
<p>‘Ōpio:</p> <ul style="list-style-type: none"> • Building for kūpuna is culture; putting kūpuna first. • We learned more about culture than I thought I already knew; like about the way a fishpond works, how the fish come inside and get trapped; and that there is mana in the rocks. I’m still learning. • We learned certain stories, and about ‘aumakua. We learned that there are heiau for certain purposes and ladies who get their ma‘i cannot go. • At Kamehameha Schools I took Hawaiian, but I never <i>felt</i> Hawaiian until I came here to work in the fishpond alongside fellow Hawaiians, and building a hale together.
<p>Staff:</p> <ul style="list-style-type: none"> • History of the area, of the ahupua‘a. • Learning cultural things that are like the way of life—beyond the names of plants. • It’s everywhere in what they do. In hale building, and the cultural products; (poi boards, bamboo), but it goes further than that. To mālama your community is the Hawaiian way. Relating to each other. Teaching them where food comes from, and to grow their own food. • They learn a wealth of cultures. If you look around the farm, there are things set up for Japanese culture, Filipino culture, Polynesian cultures, and Hawaiian cultures. There are a whole lot of things that we teach here that cover a plethora of cultures.
<p>‘Ohana:</p> <ul style="list-style-type: none"> • I liked the fact that they see the true ahupua‘a—a real living system. This is the closest thing to a modern day lo‘i hāloa. They start with the kalo and then they go to the ocean. They’ve grown up here and it’s the cultural aspect of community. • Culture, that’s not just ethnic but also religious, spiritual, sense of belonging, and this ties it all together. They are proud of who they are whether they are Hawaiian or Samoan or whatever, they are part of a family. • When my husband was younger, you were considered successful if you DROPPED your Hawaiian culture. Here, the program gives us an opportunity to connect with our children in a more guided way so we can all learn together.

Outcome 5. Connection to the 'Āina

Survey Results

The following table displays scores for Outcome 5, across the four groups surveyed.

Table 17. Connection to the 'Āina

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.81 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
'Ōpio	68	3.47	4.56	1.09
Staff	79	3.08	4.63	1.55
'Ohana	87	3.57	4.68	1.11

For Outcome 5, Connection to the 'Āina, keiki agreed strongly, 2.81 on a three-point scale. The other three responding groups showed increasing patterns of agreement with the statement about caring for the land in spring 2014.

Open-Ended Questions and Interviews Related to Connection to the 'Āina

Questions for keiki/'ōpio:

- What do you feel about the 'āina?
- In what ways do you take care of the 'āina?

Questions for staff/'ohana:

- Did your haumana/child develop a respect for or kinship with the 'āina?

Table 18. Connection to the 'Āina (Selected Responses)

Connection to the 'Āina	
Keiki: <ul style="list-style-type: none">• Plant the taro and care for it.• How to take care of something, like conserve resources, and being grateful for what you have; and not to over-fish.• Don't take too much—only what's necessary; and take care for future generations.• Pick up trash. Don't leave rubbish in the ocean; it can hurt the seals, birds, turtles.	
'Ōpio: <ul style="list-style-type: none">• We respect the plants/nature. You respect the land; it provides for you.• Not only have I learned various ways to take care of our environment. I have learned to love it, care for it, give my aloha. _____ has helped me to be more mindful with what I do with the trash I throw away. The amount of carbon footprint I create. The program also helped me to give back to the environment with beach clean ups, reforestation, and community education.	

Connection to the 'Āina
<ul style="list-style-type: none"> I can enjoy working in the garden and I know it's important to recycle and to use less plastic!
<p>Staff:</p> <ul style="list-style-type: none"> The whole vision for this program is about that. We foster a deep appreciation for and connection to the earth. It's not in an intellectual way; it's hands-on, digging in the soil, harvesting beans, and our food is our nourishment. Mālama 'āina is one of the things that's high on the hierarchy of values at _____. The kuleana to take care of a place like this is huge. Our partnerships with _____, our semi-weekly beach cleanups, and planting events all teach them to aloha the 'āina. Within each rotation we had at the farm, we always gave a chance for reflection and the question was always, "How did what you did today take care of the land?" So you can pretty much connect anything you do here with how you take care of self, others, and the land.
<p>'Ohana:</p> <ul style="list-style-type: none"> They learn respect for everything, not just trees and plants, but everything on this āina; the people, plants, ocean, and buildings, all of it. They learn about listening and feeling. They learn to ask permission to enter an area and they wait for some sign that it's OK to enter. What thrills me the most is when my daughter points to the mountains and tells me how they hiked there, and where the bamboo is, and what they experienced. They know the names of things. It's a personal thing—the reverence from living off the land—when you realize the land is your life. You get grounded it becomes a part of you. They have planted their seeds. This is critical for happiness in life. From what I see they are bringing the life back to the land, but also bringing life back to the individual.

Outcome 6. Developing New Skills

Survey Results

The following table displays scores for Outcome 6, across the four groups surveyed.

Table 19. Developing New Skills

Group	Spring 2014 <i>n</i>	Spring 2014 Average Score		
Keiki	143	2.85 (3-point scale)		
Group	Spring 2014 <i>n</i>	Spring 2014 Pre	Spring 2014 Post	Mean Difference (Post–Pre)
‘Ōpio	68	N/A	4.54	N/A
Staff	79	N/A	4.84	N/A
‘Ohana	87	N/A	4.72	N/A

Outcome 6 did not have pre and post questions. All four groups showed strong agreement with the statement about developing new skills in spring 2014. Keiki were at 2.85 on a three-point scale, while the others were all above 4.50 on a five-point scale.

Open-Ended Questions and Interviews Related to Developing New Skills

Questions for keiki/‘ōpio:

- What were the most important skills that you learned in this program?
- Is there something you learned here at the program that you didn’t know how to do before?
- Did you learn how to (name skill/program specific)? Example?

Questions for staff/‘ohana:

- The most important skills that participants learned in this program are:
- Did your haumana/child develop new skills that will help them later in life?

Table 20. Developing New Skills (Selected Responses)

Developing New Skills
Keiki: <ul style="list-style-type: none"> • We learn responsibility, respect, and Hawaiian culture. • Help the land, be nice and kind, help people learn how to read better, learn how to pull taro. • How to work with others and to not argue about small things. • To be a better Hawaiian.
‘Ōpio: <ul style="list-style-type: none"> • When I went to middle school I sucked at math. Within 2 weeks of _____’s program I got it down good, and could do fractions. Like if you cut a piece of wood you need to know this, or you will cut the wrong size and waste wood! • Here, you got your foot in the door, most job sites (if you’re new) would give you a shovel and pick-axe and tell you to start digging; but you go here and you know what you’re doing already and employers know that. • The most important skills that I have learned while in the _____ program were the skills of farming fish, kalo, and vegetables using aquaponics systems. I also learned how to work in a team environment while doing all of these tasks.

Developing New Skills
<ul style="list-style-type: none"> • The most important thing I learned is how to stand up for others (people, 'āina, kai) when they do not know how to stand up for themselves. • I learned how to use a chain saw, a grinder . . . but most of all, I learned how to learn.
<p>Staff:</p> <ul style="list-style-type: none"> • Cultural skills like fishpond mo'olelo, protocol: oli kāhea/komo, etc. <u>Stewardship</u>—invasive species removal, safety, chainsaw operation, water quality testing, rock wall restoration, gardening, etc. <u>Health</u>—cooking, 'ai pono, healthy diet. <u>Leadership</u>—college and career prep, etc. • This group has developed a lot of communication and problem-solving skills. One of the things that stand out about this particular group is that they're very sensitive. They bring a lot of their issues here. In the beginning they weren't sure how to manage all of that. We have kids who were bullied, and it takes its toll on them. But they have a place that's safe and adults who support them and help to support what most benefits them. • Learning how to make healthy food choices. Sometimes, we prepare food from the garden that they eat and obviously go back and talk about to their families. Because we'll get teachers come and ask us later for the recipes to those dishes that were made here. So healthy eating is something they're taking from the farm and sharing with their families.
<p>'Ohana:</p> <ul style="list-style-type: none"> • They learn how to live off the land—how to be self-sustaining. • My child learned more about his Hawaiian culture, and how to mālama his community, culture, and resources. He has confidence in his ability to lead the younger children, which gives him a sense of purpose and responsibility. • I think they learned life skills, like how to lead others, and do things as a team.

Other Open-Ended Questions and Interview Results

Difference This Program Made/Sense of Future

Questions for keiki/'ōpio:

- Do you feel more positive about your future because of attending this program?
- What difference has this program made in your life?

Questions for staff/'ohana:

- Did the participant/your child develop an optimistic outlook on the future because of this program? Why or why not?
- What difference has this program made in the life of the participant/your child?

Table 21. Difference This Program Made/Sense of Future (Selected Responses)

Difference This Program Made/Sense of Future
<p>Keiki:</p> <ul style="list-style-type: none"> • My future? Well, before, I used to want a big fancy house, but now I'm interested in other things and I want to teach my kids my culture. • It makes me realize that life is more than electronics and makeup. Better to have fun than to sit on your bed. • I want to do one of the voyages on the Hokule'a. • When I grow up, I want to get a job and work as a teacher. • I want to fight for justice!
<p>'Ōpio:</p> <ul style="list-style-type: none"> • Before I was a punk, not caring about anything, but here you work with kūpuna every week, it opens you up more. You look forward to coming to school every day. • I'm now helping to teach younger people. I teach them to be a good worker, a good person. We mentor to show _____ that we know what we are doing. If you can show someone else how to do something, then you really know what you are doing. A great leader learns to work with everyone and anyone. You are equal to the next guy; not better than. • I never knew I could still live on Moloka'i, but I found my roots when I came back home. I learned a lot about myself. I was going to school on the Mainland but I came here for a year and they (program) totally changed my trajectory—which I am really happy about. • It made me realize what I want to do in life.
<p>Staff:</p> <ul style="list-style-type: none"> • I recall seeing students from 12–14 years ago; whether they stay here, or leave and come back to Hāna—they all tell me it (this program) made a difference! If they had a defeated face (in other classes, in school)—here they experience success—and their eyes sparkle! • It opens their eyes to looking beyond the visitor industry. We teach them they don't have to be dependent on the visitor industry. Skills like fishing, farming, working on the land, they know there is work. Many want to work at _____. It's a feel-good job. All are possibilities even if you don't go to college. They can make a living as a farmer, landscaper, and cook. Here we also teach entrepreneurial skills. They made crafts and food products and we made \$5K at the taro festival. They made beanies, pesto, jewelry, etc. • Helped to build confidence so that they can navigate their future with greater clarity and skill.
<p>'Ohana:</p> <ul style="list-style-type: none"> • My son now says he wants to become a politician because he wants to be able to implement conservation, as it can be so frustrating. He wants to get action and have an impact on the future. • When thinking about the future, I noticed in my kids that their answers have changed. Their eyes are open to so many more options, not just the traditional kine. Especially with regards to working in the land. Now they think more about, "What do you enjoy doing?"

Difference This Program Made/Sense of Future

- The funny thing is that they find out what they're good at. There are certain things that for us Hawaiians, it's innate. So they go out and find out that, "Wow, I'm really good at planting taro, or fishing, or gardening." Just the fact that he could touch the 'āina and get dirty and it's ok. When he comes back from the lo'i, he is the happiest. He's got a big smile on his face, covered head-to-toe in mud, two big sticks in his hand, and so happy to get hosed down right outside the house. He goes, "I'm so good at this!"

Best Thing about the Program

Questions for keiki/'ōpio:

- The best thing about this program is:

Questions for staff/'ohana:

- The best part/thing about this program is:

Table 22. Best Thing About the Program (Selected Responses)

Best Thing About the Program	
Keiki:	<ul style="list-style-type: none"> • It's happy, and fun. You learn new things. • They love kids. And they love me!! • Mālama your 'ohana and 'āina. You make friends. • It helped me understand more about the 'āina. Hawai'i is so beautiful, and we have to keep it beautiful.
'Ōpio:	<ul style="list-style-type: none"> • The best thing about this program was the sense of family. When coming to "work," there always was a sense and a belief in bringing a family feel to the work environment. Although that could be complicated, we always were able to come back and put things together as a family with a work mindset. • Exposure to the culture, both native and foreign. • We learn how to work hard and we get paid and we get to see big smiles on people's faces. • It's a hands-on, learning environment that allows me to give back to my 'āina and its people. • Not only have I learned various ways to take care of our environment, I have learned to love it, care for it, give it my aloha.
Staff:	<ul style="list-style-type: none"> • That the children and families feel safe here. They can talk to the teachers about anything. All families feel like they are a part of this program. • The children develop a sense of pride in doing what our ancestors did by growing their own food and taking care of the land which in turn takes care of them. • All our 'ōpio are from Moloka'i. It's exciting and challenging, learning their mo'okū'auhau,

Best Thing About the Program
skills, strengths, and finding areas in which we can kōkua in their growth of becoming mākua and leaders in our community.
‘Ohana: <ul style="list-style-type: none"> • When in the program, she looked forward to going and participating excitingly. It builds her self-confidence and self-esteem and shared positive experience even though her understanding, concepts of learning are sometimes challenging. • My children are better equipped for their adult lives, whatever their path and they have a much more positive attitude and the confidence to go with it. • Children see the "fruits" of their labor and learn about healthy eating habits, as well as maintaining a garden they (the children) get hands-on experience. • Helping the youth who are our future and guiding them to do what is right for the land, the state, the country, and the people around them.

Recommendations for Improvement

Questions for keiki/‘ōpio:

- Something that would make this program even better is:

Questions for staff/‘ohana:

- Something that would make this program even better is:

Table 23. Recommendations for Improvement (Selected Responses)

Recommendations for Improvement
Keiki: <ul style="list-style-type: none"> • Feeding animals. • Having more groups. • Doing more activities with the community. • More days in the week. • To be with my family. • Nothing, because it is perfect.
‘Ōpio: <ul style="list-style-type: none"> • Something that would make this program better would be more "alumni" to come back and give out skills back to the new generation. This would be great because it gives us a chance to learn as well as teach in this program. • Nothing. It was awesome!! • Expansion! Let's go to other communities. • Join the kids with other cultural programs. Maybe off-island once a year.

Recommendations for Improvement

Staff:

- More opportunities to work with students throughout the year and if we had the capacity to recruit more participants.
- Everything was perfect, maybe more field trips or more funding. Everything else was good that's why.
- Internally we could do periodic evaluations, reflection. It's like that poem about the fire; it's the spaces in between the logs that keep this fire going.
- Finding ways to make it sustainable to keep this Intern program going. It's a great program for our community.

'Ohana:

- Would like to see more community participation in the project. Thinks there are more who could be good career role models.
- Having more children in the program. Open more openings so everyone who wants to attend can join.
- This program is a very successful one. There's nothing better than a loving and safe environment where children learn their Hawaiian culture.
- I'd like to see more training for our kumu; we are short staffed and need more investment in our teachers.
- More programs that would allow or provide more opportunities for our children/'ohana to learn and share so it becomes a lifestyle.

Recommend Program to Others?

Questions for keiki/'ōpio:

- Would you tell your friends to come to this program? Yes or no? Why?

Questions for staff/'ohana:

- Would you recommend this program to a friend? Why or why not?

Table 24. Recommend Program to Others? (Selected Responses)

Recommend Program to Others?
<p>Keiki:</p> <ul style="list-style-type: none"> • Yes, because I would want my friends to experience what I am doing and I would want them to have fun like I do. • Yes, because it's very fun to be outdoors and to do something new every day. I also LOVED it! • Yes because I learn to read and maybe my friends can learn to help the community.
<p>'Ōpio:</p> <ul style="list-style-type: none"> • Yes. I would and do tell a lot of my friends to look into this program. I know that I learned a lot about community and life being here and I would love for my friends and family to be able to experience this as well. • Of course I would! For the simple fact that this is our home we need to mālama, so we can find our true selves. • Yes, because this program gives the kids a lot of opportunities to get out in the community and make a change. • Yes, because this program helps us to stay positive, to stay on track, and keep busy.
<p>Staff:</p> <ul style="list-style-type: none"> • Yes! This program teaches our youths to be proud of where they came from and it will help them to know the true value of the land and the Hawaiian culture. • Yes, I would recommend it to every friend of mine because this is the best internship ever. You learn all different things that deal with culture. You also grow a little more appreciation for the land. • Yes! Because we empower youth while welcoming strong parental involvement.
<p>'Ohana:</p> <ul style="list-style-type: none"> • Absolutely! This program has changed lives, built our community with support and responsibility. I know elementary students just waiting to go to high school to join the program. • Yes, because this program does make a big impact on each student personally in their own lives. • Yes. I have been recommending it. It's an awesome program. The kids learned to be self-sufficient and to appreciate the land and sea. • Yes, because it gets you in touch with your culture. It is very relaxing for the mind and spirit and body and promotes appreciation of our land.

DISCUSSION AND CONCLUSIONS

The data in this report include all 10 Hope for Kids Partner programs and all four target groups—keiki, 'ōpio, staff, and 'ohana. The surveys and interviews were conducted in spring 2014. This was the best time of the year for some of the programs whose efforts follow the school-year calendar, but not ideal for others who have a different annual schedule. All participants, however, were able to find respondents for the interviews and surveys.

As mentioned at the outset, the program sites and participants in this evaluation were chosen by the Partners because, by virtue of their maturation and amount of time they had spent in the program, they were felt to be best able to demonstrate any program outcomes. Thus, respondents were not randomly selected; nor can they be considered broadly representative of all sites or participants in the programs. We were looking not for causal proof of effectiveness, but for patterns of evidence that show how the 10 programs collectively are doing relative to the desired outcomes.

A pattern that emerges strongly from the results presented here is consistency across all desired outcomes and among all respondent groups. On all of the survey and interview questions that ask about the desired objectives of Hau'oli Mau Loa's Hope for Kids initiative, all four respondent groups agreed that positive changes have taken place among the students as a result of their participation in the programs. This is a strong endorsement of the overall approach taken by the Foundation to achieve its desired outcomes.

While the individual tables and comments provide some suggestion of which outcomes are seen as showing the most improvement by which groups, it is not possible to say these differences are statistically significant; in particular, some cases represent small numerical differences.

Some patterns do emerge from the quantitative survey results.

1. For keiki and 'ōpio, *Knowledge of and Appreciation for Community* scored highest. For Staff and 'Ohana, *Developing New Skills* scored highest.
2. For all four groups, *Positive Feelings about Self and Sense of Achievement – Hiki – Increased Self-Confidence* scored lowest.
3. For all three groups that answered pre and post questions, *Connection to the 'Āina and Cultural Connection* had the largest increases in scores.

These patterns suggest that a follow-up discussion of how the programs address issues of self-esteem and self-confidence might be beneficial to the Foundation and its Partners. A follow-up discussion might also address the fact that these two desired outcome concepts seem to overlap considerably in respondents' minds. They also were more difficult for the students to talk about; particularly, for the keiki. On the other hand, students seemed eager to talk about things such as new skills learned and cultural connections.

While no attempt was made here to prioritize the open-ended comments that addressed recommendations for program improvement, this question did elicit many responses that may prove

valuable for the Foundation and Partners to review. There were several mentions of the need for increased funding or resources. Here are just a few examples:

- More resources available to help the program grow.
- Money for more staffing.
- More resources, more people and alumni to come back and help and learn more.

Some recommendations were specific to particular programs or sites:

- Maybe field trips to farms or orchids so that the keiki may see what they are doing on a larger scale.
- Having more children in the program. Open more openings so everyone that wants to attend can join.
- Having a luau at the end.

Since each Partner is receiving a report containing its own data and results, it is recommended that Partners review their own program data in comparison with the collective results, to identify their own areas of strength and areas for improvement within the scope of the Hau'oli Mau Loa objectives.

Finally, it should be noted that another iteration of this evaluation will take place in spring 2015. That will provide an opportunity to revise and improve the methodology and procedures, as well as to compare results across two program years.

This report presents quantitative and qualitative evidence of the Hope for Kids initiative making positive progress toward its desired outcomes. There are many illustrative comments like this one from an 'ohana member:

This program is a very successful one. There's nothing better than a loving and safe environment where children learn their Hawaiian culture.

APPENDIX I. Hope for Kids Partner Programs

(Source: <http://hauolimauloa.org/ourpartners/hope-for-kids/>)

‘Aha Pūnana Leo

The ‘Aha Pūnana Leo, best known for the Language Nest Preschools, is the leading entity in Hawai‘i and the United States for indigenous language revitalization. In the past 20 years, the ‘Aha Pūnana Leo has moved the Hawaiian language from fewer than 40 children speakers to over 2,000 children speakers. ‘Aha Pūnana Leo is committed to use of the Hawaiian language at all times—in ‘Aha Pūnana Leo programs, from preschools to graduate school, and from canoe sailing lessons to contemporary computerized offices.

Friends of the Future, Nā Kahumoku

An environmental youth leadership program at Kealakehe Intermediate School on Hawai‘i Island, Nā Kahumoku strives to instill environmental awareness, leadership skills, and cultural education to students through the use of community service projects and visits to historic sites.

The program is a collaborative effort between Nā Kahumoku, the Department of Education, and the numerous nonprofit entities that host students as they perform service, such as invasive species eradication, reforestation, and site cleanups.

Friends of the Future has served Hawai‘i Island for 20 years, offering a variety of programs including Tutu’s House, a community health and wellness resource center; Earl’s Garage, an after school hands-on exploration center for kids ages 7 and up; and Baby Steps to Stronger Big Island Families, an initiative to ensure our children have the best possible start in life.

Hoa ‘Āina O Makaha

Hoa ‘Āina O Makaha, located on property adjacent to Makaha Elementary School in Leeward O‘ahu, delivers five different but interrelated programs that engage students, families, and teachers in a lifetime of learning. The programs are: Nā Keiki O Ka ‘Āina; Ke Ala, or the Learning Center; Mālama Makaha Credit Work Program; the Container Garden Program; and the Peace Center.

Hui Mālama O Ke Kai Foundation

The mission of Hui Mālama O Ke Kai is to develop community pride and foster leadership among Waimānalo’s youth and families through the teaching of Native Hawaiian culture and values. Through their Keiki and ‘Ōpio programs, Hui Mālama O Ke Kai offers weekly after school services five days a week to Waimānalo youth in grades 5–12. Their program curriculum is place-based, experiential, multiyear and steeped in Native Hawaiian values and culture in order to foster cultural identity and a strong sense of self.

Ka Honua Momona International

Ka Honua Momona is based on the island of Moloka‘i. The mission of the organization is to be a model of sustainability mauka a makai (from the mountains to the sea), reflecting the organization’s belief that Moloka‘i can again return to abundance. They accomplish their mission by developing indigenous education systems, revitalizing natural and cultural resources, perpetuating traditional

knowledge and stewardship, and evolving with modern technology, which will result in a self-sufficient model for all nations.

Ka Honua Momona is currently leading a community-based effort to restore and manage two ancient loko i'a (fishponds) on Moloka'i. The names of the fishponds are Ali'i and Kalokoeli.

Ka'ala Farm, Inc.

"To reclaim and preserve the living culture of the Po'e Kahiko (people of old) in order to strengthen the kinship relationships between the 'āina (land, that which nourishes) and all forms of life necessary to sustain the balance of life on these vulnerable islands"; this is the mission of Ka'ala Farm, Inc., located on the Wai'anae Coast of O'ahu. The strategies to achieve the mission are three interrelated strands: transmission of cultural knowledge from kūpuna to 'ōpio; protection and restoration of the ahupua'a with an emphasis on attendant rights and responsibilities; and integration of cultural knowledge, wisdom, and practices into educational institutions that serve children.

The Kohala Center

The Kohala Center is a fully independent, community-based, not-for-profit center for research and education. Through the respectful engagement of the Island of Hawai'i as an extraordinary and vibrant learning laboratory for humanity, The Kohala Center builds educational and research programs that help communities on Hawai'i Island, in the Pacific, and around the world thrive—ecologically, economically, culturally, and socially.

As the Kohala Center has grown, its work has become focused on the very basics of life: food, energy, water, and ecosystem health. The Hawai'i Island School Garden Network (HISGN), which now involves 50 school gardens on Hawai'i Island alone, is a direct outgrowth of local and global interest in agriculture, food self-reliance, and community food production. HISGN's work is supported, in part, through the Hope for Kids initiative.

Kōkua Kalihi Valley Comprehensive Family Services – Ho'oulu Āina

Kōkua Kalihi Valley (KKV) Comprehensive Family Services is a community-organized and community-operated nonprofit corporation dedicated to health and reconciliation in the Kalihi Valley community. It was formed in 1972 by community leaders in response to an absence of accessible and appropriate health services for the valley's large Asian and Pacific Island immigrant population.

In 2005, KKV entered into a 20-year lease with the State of Hawai'i Department of Land and Natural Resources to steward 100-acres in the back of Kalihi valley. With the support of Robert Wood Johnson Foundation's Active Living by design funding, the Ho'oulu 'Āina Nature Preserve was developed as a KKV program with the mission of being: a welcoming place of refuge where people of all cultures can sustain and propagate the connections between the health of the land and the health of the people.

There are four interwoven program areas at Ho'oulu 'Āina: Koa 'Āina (native reforestation), Mahi 'Āina (gardening and local food production), Lohe 'Āina (listening to the land and cultural preservation), and Hoa 'Āina (providing safe and meaningful access for the community).

Through these programs, the community participates in the revitalization of this 100-acre upland resource offering healthy and therapeutic activity, native reforestation and stewardship projects, local

food production and food sovereignty endeavors, and a wide diversity of hands-on educational opportunities. As the land is restored to health and productivity, the healing is reciprocal and a healthy, resilient community develops.

Ma Ka Hana Ka 'Ike

As a construction and building skills training program in Hāna, Maui, the mission of Ma Ka Hana Ka 'Ike is to provide youth with a way to learn that makes sense to them, that builds their self-esteem and shows them they have the power to change their own futures. "To watch kids who have had a record of failing classes, poor attendance, and disruptive behavior suddenly take an interest in academia and take pride in their abilities and accomplishments, tells us we are reaching them in a way they've never encountered in school before." – Rick Rutiz, Executive Director of Ma Ka Hana Ka 'Ike.

Waipā Foundation

Waipā Foundation, through a lease and partnership with Kamehameha Schools, manages the 1,600-acre ahupua'a of Waipā on Kaua'i's north shore as a Hawaiian cultural center and ahupua'a learning center. While Waipā welcomes over 2,000 learners a year from all over Hawai'i and the continent, on field trips and visits for experiential learning throughout the watershed, some of Waipā's special programming focuses on children and families, especially Hawaiian, with long-term ties to the geographic communities surrounding Waipā. Such programs for youth and children focus on teaching mālama 'āina and aloha 'āina (to love, care for, and preserve the land) and incorporate education, enrichment, and leadership, as well as training in life, work, and cultural skills.

Waipā Foundation is partnering with Hau'oli Mau Loa Foundation in the Hope for Kids initiative to engage more "older" youth in their programs, as well as to provide more intensive mentoring and educational support to children and youth from kindergarten through high school age in its target communities.

APPENDIX II. Evaluation Survey Instruments

Keiki Survey

Hope for Kids Survey

1. Date: _____
2. Name of program/place: _____
3. How old are you? _____
4. What grade are you in? ☐ 3rd ☐ 4th ☐ 5th ☐ 6th
5. Are you: ☐ Male ☐ Female
6. When did you start the program? (Month, Year) _____

(A staff member will complete this section in advance for every individual.)

This student participated in ____ days of program this year.

This student participated in ____ sessions (a complete round of the program) altogether.

Instructions

Please circle the number that best describes how you feel.

	No	Don't Know/Not Sure	Yes
1. After going through this program, I care about my community.	1	2	3

	No	Don't Know/Not Sure	Yes
2. This program helps me feel good about myself.	1	2	3

	No	Don't Know/Not Sure	Yes
3. After going through this program, I know I can do what I set my mind			

8. The best thing about this program is:

9. Something that would make this program even better is:

10. Would you tell your friends to come to this program? Yes or no?
Why?

Mahalo nui loa!

Opio Survey

Hope for Kids Survey

4. Date: _____
5. Name of program/place: _____
6. How old are you? _____
7. What grade are you in? ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th ☐ HS Graduate
8. Are you: ☐ Male ☐ Female
9. When did you start the program? (Month, Year) _____

(Staff to fill out in advance)

This student participated in ____ days of program this year.

This student participated in ____ sessions (a complete round of the program) altogether.

Instructions

Please circle the number that best describes your response. Please think back to what you felt about each statement BEFORE you attended this program; then, rate it alongside what you feel about each statement BECAUSE YOU ATTENDED THIS PROGRAM.

1a. Before attending this program, I appreciated my community.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
1b. Now that I have attended this program, I appreciate my community.	1	2	3	4	5

2a. Before attending this program, I felt good about who I am.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
2b. Now that I have attended					

this program, I feel good about who I am.	1	2	3	4	5
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3a. Before attending this program, I felt that if I work hard, I can do what I set my mind to.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
3b. After attending this program, I feel that if I work hard, I can do what I set my mind to.	1	2	3	4	5

4a. Before attending this program, I felt connected to my own culture* or other cultures. <i>*Culture is a word for people's 'way of life,' meaning the way they do things.</i>	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
4b. After attending this program, I feel even more connected to my own culture or other cultures.	1	2	3	4	5

5a. Before attending this program, I did things to take care of our 'āina/kai (land/sea).	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Disagree 5
5b. After attending this program, I do things to take care of our 'āina/kai (land/sea).	1	2	3	4	5

6. I have learned new skills* (e.g., name program specific	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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examples) in this program. *Skill means the ability to do something that comes from training, experience, or practice.	1	2	3	4	5
---------------------------------------------------------------------------------------------------------------------------	---	---	---	---	---

7.	What were the most important skills that you learned in this program?
8.	The best thing about this program is:
9.	Something that would make this program even better is:
10.	Would you tell your friends to come to this program? Yes or No? Why?

11.	<p>How has this program made a difference in your life?</p>
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Mahalo nui loa!

Staff Survey**Hope for Kids Survey**

10. Date: _____

11. Name of program/place: _____

Instructions

Please circle the answer that best describes your response. Please think back to what the majority of the participants were like BEFORE they attended this program; then, rate it alongside what you know or think they are like BECAUSE THEY ATTENDED THIS PROGRAM.

1a. Before attending this program, most of the participants appreciated our community.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1b. Now that they have attended the program, most of the participants appreciate our community.	1	2	3	4	5

2a. Before attending this program, the majority of participants had a high level of self-esteem.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
2b. Now that they have attended the program, the majority of participants have a high level of self-esteem	1	2	3	4	5

3a. Before attending this program, the majority of participants felt they could do (hiki) what they set their minds to do.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
3b. Now that they have attended the program, the majority of participants feel they can do (hiki)	1	2	3	4	5

what they set their minds to do.					
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4a. Before attending this program, the majority of participants felt connected to their own culture or other cultures.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
4b. Now that they have attended the program, the majority of participants feel even more connected to his/her own culture or other cultures.	1	2	3	4	5

5a. Before attending this program, the majority of participants did things to take care of our 'āina/kai (land/sea).	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Disagree 5
5b. Now that they have attended the program, the majority of participants do things to take care of our 'āina/kai (land/sea).	1	2	3	4	5

6. The majority of participants learned new skills (e.g., program specific -enter here) in the program.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
---------------------------------------------------------------------------------------------------------	------------------------	---------------	--------------	------------	---------------------

7.	The most important skills that participants learned in this program are:
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8.	<p>The best part about this program is:</p>
9.	<p>Something that would make this program even better is:</p>
10.	<p>Would you recommend this program to a friend? Why or why not?</p>
11.	<p>What difference has this program made in the lives of your participants?</p>

Mahalo nui loa!

'Ohana Survey

Hope for Kids Survey

12. Date: _____

13. Name of program/place: _____

Instructions

Please circle the answer that best describes your response. Please think back to what you knew about your child BEFORE he/she attended this program; then, rate it alongside what your child may know or think BECAUSE HE/SHE ATTENDED THIS PROGRAM.

1a. Before attending this program, my child appreciated our community.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1b. Now that he/she has attended the program, my child appreciated our community.	1	2	3	4	5

2a. Before attending this program, my child had a high level of self-esteem.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
2b. Now that he/she has attended the program, my child has a high level of self-esteem.	1	2	3	4	5

3a. Before attending this program, my child could do what he/she set his/her mind to do.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
3b. Now that he/she has attended the program, my child can do what he/she sets his/her mind to do.	1	2	3	4	5

4a. Before attending this program, my child felt connected to his/her own culture or other cultures.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
4b. Now that he/she has attended the program, my child feels even more connected to his/her own culture or other cultures.	1	2	3	4	5

5a. Before attending this program, my child did things to take care of our 'āina/kai (land/sea).	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Disagree 5
5b. Now that he/she has attended the program, my child does things to take care of our 'āina/kai (land/sea).	1	2	3	4	5

6. My child learned new skills (e.g., program specific -enter here) in the program.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
-------------------------------------------------------------------------------------	------------------------	---------------	--------------	------------	---------------------

7.	The most important skill that my child learned in this program is:
----	--------------------------------------------------------------------

8.	The best thing about this program is:
9.	Something that would make this program even better is:
10.	Would you recommend this program to a friend? Why or why not?
11.	What difference has this program made in the life of your child?
12.	As a parent in the program, my expectations for what I hoped my child would learn were:

Mahalo nui loa!

APPENDIX III. All Quantitative Survey Data Results: Tables and Figures

Table 5. Keiki Survey Averages (Single Questions; 3-Point Scale)

Keiki participants (<i>n</i> = 143)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG
Response averages	2.88	2.66	2.67	2.82	2.81	2.85	2.88

Tables 6–8. ‘Ōpio, Staff, and ‘Ohana Survey Averages (Retrospective Questions 1–5; 5-Point Scale)

‘Ōpio participants (<i>n</i> = 68)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.82	3.85	3.87	3.53	3.47		3.71
Post	4.63	4.53	4.47	4.60	4.56	4.54	4.56
Difference	0.81	0.68	0.60	1.07	1.09		0.85
Staff participants (<i>n</i> = 79)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.33	2.99	3.06	3.12	3.08		3.12
Post	4.51	4.18	4.42	4.62	4.63	4.84	4.47
Difference	1.18	1.19	1.36	1.50	1.55		1.36
‘Ohana participants (<i>n</i> = 87)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Stewardship	Q6. New skills	AVG (Q1–Q5)
Pre	3.54	3.47	3.58	3.39	3.57		3.51
Post	4.52	4.42	4.47	4.61	4.68	4.72	4.54
Difference	0.98	0.95	0.89	1.22	1.11		1.03

Figure 1. Kelki Survey Results, Questions 1–6

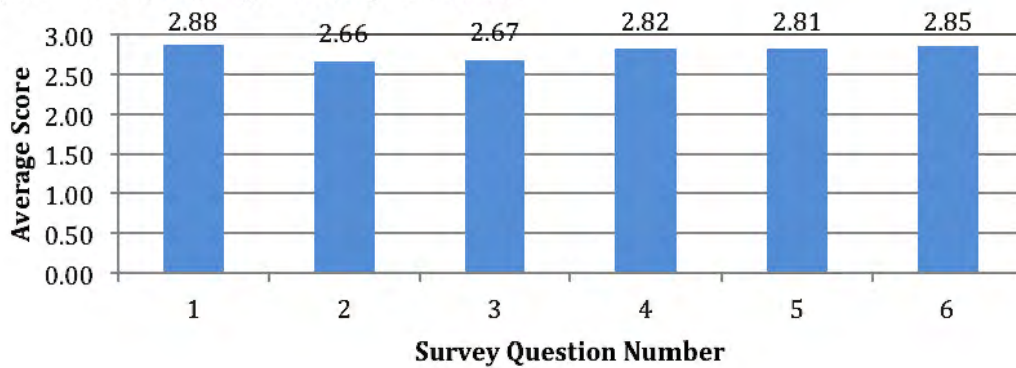


Figure 2. 'Ōpio Survey Results, Questions 1–6

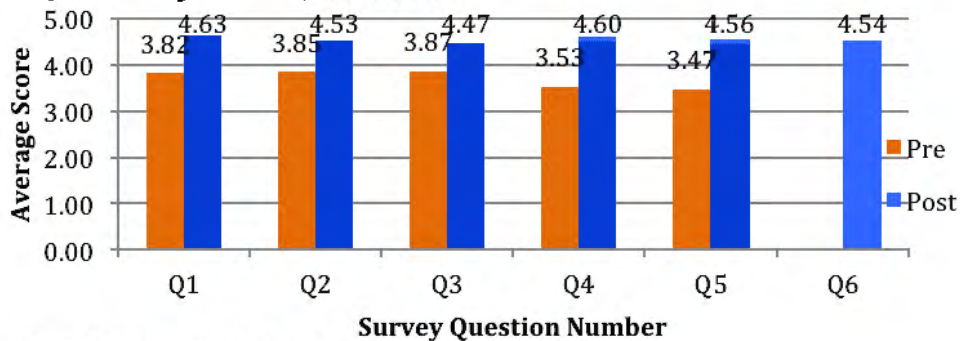


Figure 3. Staff Survey Results, Questions 1–6

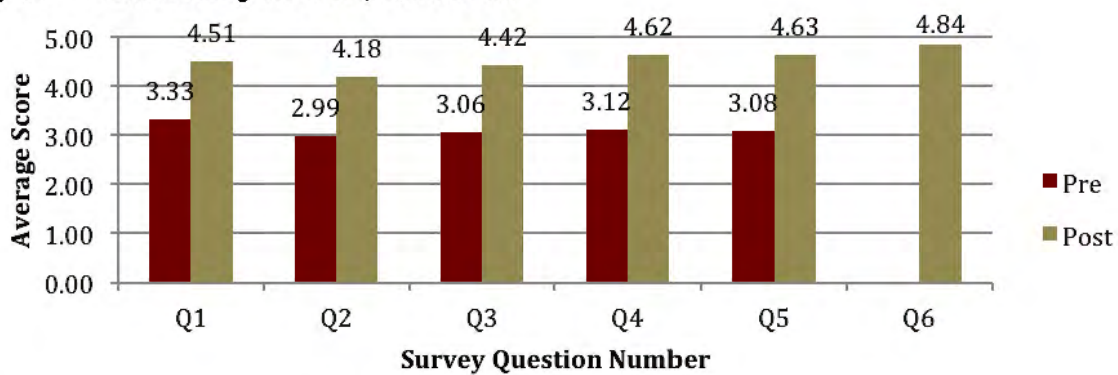
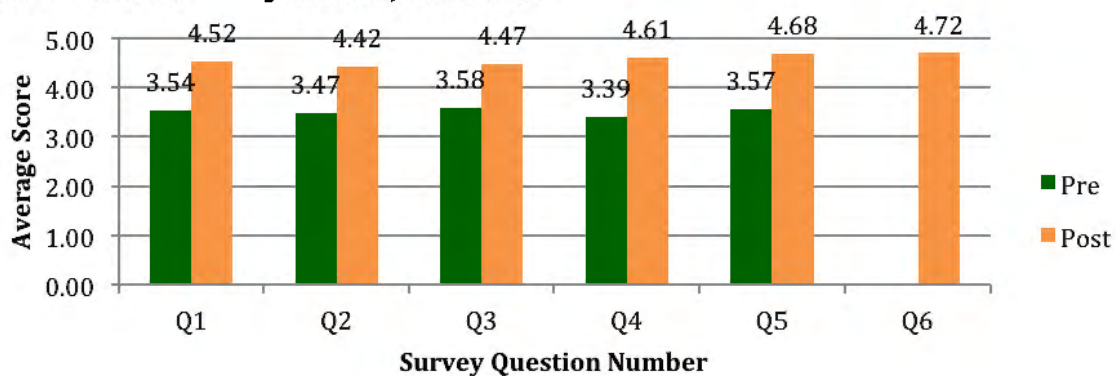


Figure 4. 'Ōhana Survey Results, Questions 1–6



APPENDIX IV. Open-Ended Question and Interview Response Tables

Desired Outcome Questions and Interview Responses

Outcome 1. Knowledge of and Appreciation for Community

Knowledge of and Appreciation for Community
<p>Keiki:</p> <ul style="list-style-type: none">• (The best thing was) learning how to take care of the community.• For the keiki the survey was translated into Hawaiian by the staff. The question was: “Ma muli o ka hana ‘ana ma ka māla, aloha a mālama au i ko’u kaiāulu.” (Roughly, “After working in the garden, I feel aloha and caring for my community.) Twenty-four of 32 responded “‘Ae” (Yes).• All of us help out at the Kalo festival. Everyone comes together.• It’s like one big happy family even if we don’t all get along sometimes. We work together and stay together.• We help out people in our community.• I feel like everybody here cares about one another.• I feel welcome because we get to learn new things.• We need to respect each other.
<p>‘Ōpio:</p> <ul style="list-style-type: none">• Being able to work outdoors, and in my community.• I know that I learned a lot about community and life being here and I would love for my friends and family to be able to experience this as well.• This place is like family. Everyone knows each other within this program. We can help people like Uncle John whose house burned down. We are blessed to have this program. We are looking out for our kūpuna. My “baba” wanted a house. You feel good when you see what you’ve done around here, we built that, it’s cherry.• If people see us helping them they feel that we are <i>their</i> kids. We bump into people and they know us. It makes everyone happy. We get noticed. A lot of people wouldn’t know kids like us. This is our community and we have our own place. This is a self-sufficient community.• We see different places and meet people and get to know that area. A lot of kids have a sense of belonging and we want to contribute to take care of the land.• Helped me think about the community more.• We help the community; we provide mulch for school gardens (gorilla ogo) and we clean up at other places. We also help with kids that come here. My little brother is so excited to come here and learn!• The folks at Kalaupapa requested our help to restore a stone wall, and we helped in Hana to restore a fishpond there.• We are setting things up for our future grandkids.• We do things in the community like at the Saturday market; we pass out flyers. We have a community workday here, every third Saturday. I suppose a lot more could be known (within

Knowledge of and Appreciation for Community

the community) about this place. I think people know about it but maybe don't have time.

Staff:

- Taking care of their land and how to use it to serve their family and community.
- Kids helping other kids.
- Kuleana – group responsibility.
- Others from the outside community also come to help out: _____ does training, parents also come and help in the māla. Some have brought plants (kalo) to share.
- We grow as much as we can organically (to benefit the community).
- Was especially meaningful when the kids came from different high schools.
- That it is hands on and to be in a natural environment and help restore and be a part of a growing community.
- By helping, they are a part of community. When they build a cottage, solar shower, handicap access for their aunties and uncles they are introduced to the great word called kōkua. They understand what that means. They are on the road to the great addiction to kōkua! In the future they might want to get high on fixing auntie's roof. When you can be helping, meaningful, and a part of community.
- Problem students say this gives them a sense of purpose. Belonging. They work with each other and develop a unity; a brotherhood. We work with the community so kūpuna who might (previously) think of them as naughty kids, now know this is the kid who helped them to fix something.
- There is a constant flow of giving and receiving among staff, workers, students and community. It's not just the tangible evidence, like the buildings, but it's how the staff feels, how the kids feel and how the community feels about the program. That's the REAL purpose
- Yes, they experienced togetherness.
- _____ has given participants a sense of place in the larger community and equips them with skills/knowledge to care for the natural world.
- A lot of our programs focus on community outreach. We have Kilauea to Ha'ena and get them involved to be productive members of their community. We have projects like cleaning people's yards or they might do neighborhood surveys. We have the Ka Hua No'eau program that focuses on 'ohana/community/broader community. They survey families to find out who needs fresh produce. They choose one family to mālama; and have their garden plot. We teach them in layers, from school/church to Kaua'i state. They prepare for the Keiki Kalo festival.
- Yes it seems that kids who come here all the time, it's their _____ 'ohana—it's their community.
- This is one of my biggest goals –that day recognize _____ as a place they can come. We love them and it's a safe haven. They can come to get poi, if they are hungry. If they need something kids should see us a resource even to get a job if they need to go fishing, crabbing or for this and that.
- We've hosted large groups on community work day—sometimes 200 people. We also went

Knowledge of and Appreciation for Community

to Hana and worked with their fishpond. We worked with community members and also outsiders; all different kinds of people (Note; even if a tourist stops by, we talk to them if we have time, but we'd like to have signage to explain).

- In the beginning we had a bit of a hard time with the community – they thought that we were only trying to get grant money, but now they really support us.
- I'd say by them coming up here and being a part of the community and using this place, they're almost an example for any keiki/families. They grow more kuleana when they come here. I feel like amongst themselves, when they come here, it's time to 'hana' - they develop their own sense of community and responsibility.
- One of the most rewarding things to see with the keiki program is the connections they make with each other throughout the year. Obviously they know each other from being in school and being in _____, but they don't really get to know one another and where they come from until they come here. Because we do so many things together and spend so much time together. So it's nice to see their relationships change over time from just being acquaintances to becoming friends to considering each other as family. So it starts here and as they go through 'ōpio and they participate in 'ohana programming, all of that gets more pa'a, more strong.
- I think we do a lot of hands-on group activities. When they are working in their groups, they are forming a sense of community amongst each other. We also bring in other groups and community partners here to help, so they do get the broader sense of their community as well.

'Ohana:

- (What difference has the program made...?) Awareness of his/her contribution to the larger community.
- As an only child, he has plenty friends and is learning how to be part of our community at school.
- (The best thing about the program is...) The community that supports and encourages the practice of the Hawaiian language, culture.
- The entire staff and families create, maintain and grow a sense of community.
- Yes, but that is not just the māla – it is the essence of _____.
- Māla days are separated, so they are learning the value of working in a coordinated way with others – sharing the time.
- Community of school and the broader community: parents and others come into the school and work in the garden.
- She (daughter) knows now she has a role to play – a place - in the community.
- Wants to be able to make changes for the better in the community.
- Other community members come and help out at the site.
- Every student in this program has touched a kupuna in some way. They get to see what they can do to help the less fortunate.
- Being born here in _____ we are already a part of the community, but this is enhanced by connecting community to kids and kids to community; no other program can do this!

Knowledge of and Appreciation for Community

- Helping others in the community gives more ownership in community. They have built so many homes for kūpuna here, and if he (our son) ever becomes a person who needs help he will get the help.
- They really come out of their shell here and relate to each other. Maybe it's a little challenging in the beginning of the program but later they open up. Also get to know the wider community doing conservation work
- It offers the kids so much positive things to do to help out the community.
- _____ makes this our community. We have the farmers market. It makes our community go round and it's year-round. It's a home away from home!
- Some of these kids have been years since pre-kindergarten --it gives them a sense of pride to be a part of _____.
- I love to see the _____ shirt around town-it makes me want to run up to them and give them a hug!
- One of the activities the kids have done is to conduct surveys in our community to find out whether their neighbors (especially elderly) needed more fresh vegetables to eat. Each kid had to interview five people in their neighborhood (that were considered safe neighbors).
- They get called upon to do things (in the community) and the word gets around; like they get phone calls from people you don't even know.
- They get to play, but they're learning about the community at the same time without knowing it. They are actually teaching each other.
- As a single mother, I dote on him. But when he's out there with the community, he learns about another part of community life that he doesn't get at home. Being in this little group that is so tight-knit, I feel confident as a parent to send him out and have him learn and be with all kinds of different kids and families.

Outcome 2. Positive Feelings about Self

Positive Feelings About Self

Keiki

- Mentions of nā 'anake, 'anakala, kūmu as adults who care.
- (Kumu: do you trust us?) Nooo (joking).... Aloha is a better word. ...Yesss...
- They care because they help us, teach us, and treat us really good. _____ is strict on the rules and doesn't want us to get hurt. She has the patience to help us learn. Sometimes we have to re-do something. An older person is there to tell us right from wrong like a second parent.
- When I come in, I talk to staff and they give me good advice.
- [Staff] listen to us when we feel sad.
- They let us take some of the lettuce and if we get hurt, they take care of us.
- A few days ago, our friend was crying because he got bullied. Our teachers were helping

Positive Feelings About Self

him.

‘Ōpio

- In so many ways, I mālama and kōkua the ‘āina that I have never done before. I have learned how to be sustainable and it helped me to be a better and more confident person. I love ____.
- ‘Onipa'a - be steadfast and ready...
- Feel fortunate to know the staff here.
- Being the new guy, I started 2 weeks ago—it means a lot that I did something right. Like cutting a piece of wood, and I do it right, it makes me feel good. If I do something wrong, they tell me its ok, try again. If you are a new kid, or maybe even an outcast, that just moved here, you get to know a lot of people. You get to know adults in the community; and at such a young age.
- It helps you have confidence in yourself. It's a different kind experience, this type of hands-on thing, and when you do something, you think, "Wow I MADE this? - It's so awesome!"
- ____ will tell you when you're doing a good job or when you are screwing up. In the end (when we finish a job) they always tell us that they are proud of us.
- I wouldn't have had the experience of actually working with different people. It gave me confidence around people --before I was not as open.
- I'm good at helping other people.
- I'm a good leader.
- They care like mothers. They are great mother hens. We are like one big family.
- I still confide in _____. His phone number is #3 on my speed dial! Here, we are always welcome.
- _____ is like our older brother/young father. He has good pono vibes and leads by example. He has a sense of humor in a good way.
- _____ was my mentor. She shaped me to the person I am today. She took me out of my shell.

Staff

- Working at the farm site is like a comfort zone for the kids.
- No one is going to laugh at you. Staff and students all show respect to each other.
- Lots of (positive) reinforcement.
- It (working outside) does translate into self-confidence.
- Positive energy found in giving back to the land. Example: one (hyperactive) boy became calmer and quieter through working with and handling plants.
- Instead of being sent to the (school) office because something is wrong, you get a pat on the back from the aunties and uncles in the store! You get a sense of accomplishment when you make something. You created it, you DID IT! One time our failing students built something and they said, "Let's bring in the "A" students and see if they can do this!" They had something to brag about.
- This program blesses the lives of its participants; helping them to recognize themselves as a

Positive Feelings About Self

valuable person. You learn from experience, and the staffs are right there doing it with the students, helping them to understand and then they feel validated.

- Kōkua means to “have someone’s back”- if teachers are really supporting students then the student feels special, supported, validated, and it gives them confidence. Everyone’s knowledge is valuable and is heard.
- Many become more confident in themselves. They leave with greater self-esteem and the ability to create positive change.
- They work in the banana patch and see what they are able to do together. You should see the “high fives” they give each other and their own gardens take on personality.
- They seem to be more open, and there is more communication. They discuss family and relationships. It sort of turned into a Dr. Phil kind of thing!
- We’ve seen them go through phases. When something happens in their lives they are more able to call and let us know what’s up. Being an intern here prepares them well for other jobs.
- What we found through our discussions and hanging out with them is that even though they’re in 5th and 6th grade, they’re still trying to figure things out. Sometimes, they’ll tell us that “I’m not sure if this where I’m supposed to be, or who the people I’m supposed to be around.” But I think the kids kind of figure out slowly that [the program] is a place where they can come and be who they are and be in a safe space and share about whatever they want to share about.
- The dynamics and issues are always different. So this year, in the beginning, there was a lot of bullying and emotions going on. I think that kind of dampened certain individuals’ self esteem. By providing a safe space, it allowed them to connect to each other again. For us as staff, it was a teachable moment and allowed us to teach them about accepting differences.
- You may have kids who are as successful in a classroom setting, so it’s good for them to come here to the program where they can find out things they might be good at outside of the classroom setting. So that helps to build their self-esteem.
- Our kids generally have a difficult time getting up in front and talking to the class. But in the farm, whenever they’re out here and they have to share something they learn, they don’t feel so intimidated. They’re much more comfortable out here than they are in the classroom.
- It’s a place that really levels the playing field, especially for the students in special education. But when you bring them out to the farm and they learn in this collaborative hands-on way, they engage in a way that better suits their learning style and so they emerge as leaders. My Special-Ed kids did the best when they came out on the farm, and they grasped the concepts that we were teaching as well as anyone when they were out here.

‘Ohana

- Public speaking skills.
- Daughter was a summer intern for two years (son will be starting this coming summer) and is now in college – first in the family. She had first wanted to be a doctor, a pediatrician. Now she is interested in forensic science.
- “Mom, you’re eating my things (the plants I grew)!”

Positive Feelings About Self

- She has grown a lot of confidence in herself and speaking her native language. She has matured a lot this school year.
- Both our son and now grandson, we saw great changes in them. Our grandson was such a shy person. Everyone in the program is on the same page and all help each other.
- He is talking more, getting more out into the community.
- This is our weakness in _____, we doubt ourselves, but this helps them to build their self-esteem.
- This is his favorite subject in school; he can do projects in school that tie in to his skills. They are FUNCTIONAL projects, like he made a cabinet for our church, and when people compliment him he just lights up. Our daughter made things for our home that we use and she feels good about herself.
- We have 2 boys and one of them has ADHD. Here he is not judged, more free, and not intimidated.
- Ever since he started he feels good about what he does. He's proud of his work and does it VERY well. He shows me what they do in that program; and we like it!
- (My child learned) self-respect for herself and others.
- This program helped my child to step out from being quiet and shy and that speaking up is okay.
- Yes, they have developed better communication with adults and their peers and now able to express themselves.
- Yes, it's great to be around positive role models. This program makes her feel like she's not a bad person. Here, they don't judge, they accept you as you are. They have _____ and _____ to go to for help. They are there for them no matter what.
- My daughter could use a little less self-esteem!! Actually, she doesn't read very well, but they didn't make fun of her because she couldn't read as well as everyone else— she's well accepted here.
- I've seen my daughter grow —we've had to move several times and attend several schools but here we are always a part of the program. She's always had good self-esteem. Self-esteem is a hard one. _____ teaches them to perform. They represent _____ on trips, like when they welcome stranger with oli, also hula. I think that performing that reinforces their self-esteem. Also its important being accepted within a group of girls— they get a lot of support with things that they need to learn—how to deal with everything.
- I had a son who was rebellious and didn't listen. He has improved here, and has become more responsible and accountable. Those are the two main ingredients for maturity. I can tell the difference in his conversation, tone of voice. He's not a bookworm but he works well with his hands, so this was perfect for him. Since he was here he got to go off island to the Hana taro festival. He got certified to use the chain saw and it's those little accomplishments that help make bigger ones.
- My oldest son was more mature, but the second one was a little on the shy side. Because of this work environment, he came out of his shell—people have noticed that.
- My child loves that they can teach ME something.
- My older daughter learned that she could do things that are different from the group...and

Positive Feelings About Self

that's ok. That was a big learning moment for her. It's nice to see her take that path where she's being a good friend to her friends, but it's ok to say, "No I'm sorry, this is what I'd like to do".

- My son, since preschool, has had a speech problem. At home, his cousins would kind of tease him and he'd get really upset. But he comes to this program where nobody puts him down. So he's really happy, more comfortable, and talks more!
- My son's confidence level this year has boosted a lot. He's been in the program for two years now. He's more confident in singing, performing. Before he was very shy but now he has a group of friends that want to sing with him. For my husband and me, we want to encourage him in that way. We're proud that he's found something that he really, really likes. Our son has his mind made up and it's that love of music that drives him...and he gets that here.

Outcome 3. Sense of Achievement – Hiki – Increased Self-Confidence

Sense of Achievement – Hiki – Increased Self-Confidence

Keiki

- I learned Hawaiian words for things that I can use at home.
- Try new kinds of food.
- I learned how to pick kalo right, how to throw net, and how to chant.
- I accomplished more of my goals (which was to learn about my culture).
- I learned to be responsible, and before I would never finish my work.
- I learned how to respect the land.
- Learned Hawaiian values.
- I didn't know how to make compost until now or make worm tea.

‘Ōpio

- Yes, everybody is working together.
- Kumu demonstrate how to be confident and speak out about things you care about.
- This program makes you feel accomplished and you love what you've done. It's not only a job, it means helping others in the community.
- At first I didn't think I could build a house. Now I know how to build my own!
- For me, (former student, now mentor) I just wanted to skate and mess around, but this gave me a sense of purpose and direction.
- I'm not too good at many things. I didn't think I could put up a wall by myself. They left me alone to do it and 20-30 minutes later they came back to check. They said I did good!
- Knowing you can build something, whether you are a girl or a boy. Working in the shop like making little things like shelves, spoons. I like sanding things and making things beautiful—we built the bathroom (at _____ gardens)—at first it was all rocks, and when we finished it—how did we do that so fast?

Sense of Achievement – Hiki – Increased Self-Confidence

- We had to do a hula performance; the boys had to drum and the girls danced; I didn't think we could pull that off.
- It helped me to be more confident on how I converse, gave me a better outlook in life and showed me the impact I can do to the community and the world around me.
- Sometimes _____ explains what I have to do, but I don't really know, but I will try to figure it out; like how to make a brochure. I've never done that before. But I did it!
- It was challenging being a leader—makes me nervous to stand in front of a group. We have to do oli and that alone was hard for me but I'm getting used to it.

Staff

- Self-confidence.
- Overcome being shy – able to speak up, speak to groups.
- Took pride in teaching little kids.
- Their self-confidence comes alive. Maybe you're not an A student, or a sports guy, may not be a lot of areas to get a pat on the back. But here they gain a skill set and confidence gets their minds working to get ideas: how to handle the next obstacle?
- If a child finds value in the joy of learning then the world becomes less of a challenge. They understand how to connect all the dots for themselves. Everything becomes a possibility. They realize "I can do that" because they know how to learn.
- We believe they are capable of doing anything, make it the best you can. You are set free, but given support to do what you want, and they give you the materials.
- I have very high expectations and so do all my other guys (mentors). That's part of it. If you have the expectations then they will meet those. I'm convinced they can do it. You just have to make it clear that's what they will do—or I will break their arm! In the beginning it's not so demanding, for the young kids, but by the time they leave, the older kids must be able to teach others how we taught them, and bring the younger kids under their wing.
- All they (the students) really need is for someone to believe in them. If you want to be believed in-- we (the program) will give you what your heart desires! We believe they are capable of doing anything whether it's jewelry, coffins or chessboards!
- These children have learned so many things. From moon phases and caring for the land to pulling weeds and taking care of animals and insects. Caring for the plants from when it's a seed to in growing is probably one of the important things. Just being a part of the plant's life is a sense of accomplishment to them.
- See something to completion. The ability to speak up with respect and humility.
- Participation is expected and they are also supposed to act as mentors to be a role model for the others.
- Kids know they are expected to be on their best behavior and they don't act up. They know how they have to act. For example, among the girls this year, one was away for a few years and when she came back she behaved badly but all the other girls corrected her.
- On field trips, you can tell who the _____ kids are, they act as alaka'i for the DOE kids. We do a camp once a month and the kids are responsible to wash and clean up. In the beginning they would walk away and maybe hide in the library. Now they are doing their

Sense of Achievement – Hiki – Increased Self-Confidence

work without reminders.

- We set the expectations and try to follow through. _____ has a lot of expectations like respect for aunties and uncles, plants and people. They oli when they arrive or visit other places. They wash dishes and wipe the tables.
- (Student) is quiet sometimes, but she has presented for over 100 people. It's a big expectation but they do perform. It may be an uncomfortable situation but they are safe. Others are not as comfortable sharing, but some venture outside their bubble.
- I've worked with kids a lot, and have seen challenges with young adults that are raised in different backgrounds. Some are stable, and some are not. We find ways to bring out their talents.
- At the beginning of the year, we do recruitment. We talk to all the prospective keiki about what to expect - especially the difference between school and _____. So we set their expectations at an early stage. But we also provide them room for mistakes, because that does provide that learning opportunity for them.
- One of our three main values is pa'a hana. So they understand that even though what we do might be hard and challenging, the "reward" is going to be more meaningful. So when we go to the beach, we'll do beach cleanup. But that's not a punishment, it's just part of the pa'a hana in order to enjoy the beach.
- We teach them in roundabout ways that there's always a choice. We do a good job giving them tools to solve the problems. So it's not about setting the bar to where it's unattainable, but we guide them towards the right direction and give them a chance to be accountable for their own choices.
- A lot of what we do out here also carries over into the classroom. One of the teachers did a vermacast lesson with us. When we went back to the classroom after they compiled all the data, they did all sorts of activities with that data. So they're having to connect all the things they learned out here with what's going on back in the classroom. So a lot of what we do out here carries over into the classroom.

'Ohana

- More confident in science.
- There is very little room for mistakes, no room for being immature. My son has taken the woods class and was able to do things like make a pa'i'ai board.
- They did little things to start, and then they acquired bigger skills like using the tractor. They push them as far as they can go.
- Will try new things.
- My children are well-rounded. They love school and love to learn. They excel in class and participate in native practices of self-sustenance through their outdoor classes. Learning to plant, care for, and harvest mea kanu from what they planted.
- He is more talkative and confident about meeting new people. He is not as shy as he was prior to attending _____.
- He's always asking questions and wants to know how things work.
- _____ is a fun program, but they give grades, so when a teacher asks you to do something

Sense of Achievement – Hiki – Increased Self-Confidence

you need to do it. It's good because they keep my daughter accountable. In the beginning the staff share what they expect of students. Kids tend to forget but still need to be reminded. They bring the expectations to their level. What do you need to do to be a better person?

- He has confidence in his ability to lead the younger children, which gives him a sense of purpose and responsibility.
- She is much more confident in what she does and in reading. Her _____ school teacher has seen improvement as well.
- They (the kids) are not scared of who they are here they are able to explore and build confidence because there is support and acceptance of who they are.
- My sons are raised old school; they could swing an axe or dig a hole, and hunt at an early age. But here they learned about working with other kinds of people—some who didn't have a strong work ethic, so it exposed them to different kinds of people and makes them more resourceful.
- They (the program) want you to take it to the next level. They even flew him to Washington to accept recognition awards for the work on removing invasive species. It's on Facebook!
- I think my expectations change as they develop. I know that I'm changing the view from what I want for them and it's an ongoing process. I'm really glad for this program because it's helped our own family in our interactions. It has brought us closer.
- The only expectation that we push at home is academics. At times, it might be overwhelming but thanks to the program, he gets the additional support he needs to meet our expectations. We want him to be a free thinker and the program encourages him in that area so I can see his personality being developed right in front of me.

Outcome 4. Cultural Connection

Cultural Connection

Keiki:

- Mālama 'Āina.
- Take care of our bodies and our families.
- 'Olelo No'eau (wise sayings or stories).
- Show our aloha.
- Pua = children.
- We learned how to pule. To do the protocol.
- We are _____.
- I learned how to pule at the right time.
- We learned to respect other cultures; don't tease anyone about what they are even though everyone is different.
- We learned about Hawaiian history and when Hawai'i became a state.
- We learned about ahupua'a.

Cultural Connection

- Speaking Hawaiian.
- Taking care of the lo'i.
- Calling places by their Hawaiian names
- Knowing the rituals to honor our ancestors.
- Learning to swim and paddle.
- We learned about the Hokule'a and the challenges they had. Like storms and being at sea for a long time.
- We learned to harvest crops.
- We learned to take care of our community.

‘Ōpio

- Learning the value of the way Hawaiians took care of the 'āina and grew things.
- Learning the history and stories of Wai'anae Valley.
- Plant and care for kalo, the lo'i.
- Care for other people – be a family.
- Building for kūpuna is culture; putting kūpuna first.
- We always do a Hawaiian blessing, for a new house.
- We made the papa ku'i'ai, the board for pounding poi.
- We have a better understanding of Hawaiian culture. It showed me the similarity of my own culture; I'm Chinese and it was trippy that so many things are the same; we all think alike!
- It taught me how to chart and Hawaiian language.
- We learned more about culture than I thought I already knew; like about the way a fishpond works how the fish come inside and get trapped; and that there is mana in the rocks. I'm still learning.
- We learned about 'ai pono, different ways of food preparation.
- We do the hā. In our generation we don't normally do the hā (honi), and here we learn that sharing your hā is sharing part of yourself.
- We learn more language here. It's in the way we talk story here. It makes me feel that I'm in my comfort zone to be with my Hawaiian culture and not be judged.
- We learned certain stories, and about 'aumakua. We learned that there are heiau for certain purposes and ladies who get their ma'i cannot go.
- At Kamehameha Schools I took Hawaiian, but I never *felt* Hawaiian until I came here to work in the fishpond alongside fellow Hawaiians, and building a hale together.

Staff:

- History of the area, of the ahupua'a.
- Lots of archeological sites (lo'i) discovered after the big fire burned away the bushes.
- In pre-contact days, Wai'anae was the main source of food for the Leeward Coast.
- Hawaiians knew how to take care of the lo'i, the 'āina. We are trying to pass on what we can to the students of today.
- Learning the many uses of plants – like kukui.

Cultural Connection

- Learning cultural things that are like the way of life – beyond the names of plants.
- Learning cultural things that are subtle – they may not remember learning them, but they are there.
- The children develop a sense of pride in doing what our ancestors did by growing their own food and taking care of the land which in turn takes care of them.
- Everything is culture here, to learn from experience is such a native idea. We don't learn from papers and books, we learn by doing. 'Ike-- meaning knowledge, deep knowledge-- diving deeper into other learning pathways, this is very Hawaiian. That's why this program is so effective for our Hawaiian students. They are actually LEARNING for the first time. It opens their hearts and minds to learning, and community, and laulima.
- It's everywhere in what they do. In hale building, and the cultural products; (poi boards, bamboo) but it goes further than that. To mālama your community is the Hawaiian way. Relating to each other. Teaching them where food comes from, and to grow their own food.
- It's in everything we do from plants to protocol, to language.
- I come at it from an ecological point of view; I'm not koko, but we have a lot of partners that teach from a cultural angle.
- That is a big part of our program. We do pule, 'oli, we do a lot to guide them. They are learning their genealogy here (mo'okuauhau), they learn some 'olelo Hawaii.
- They are at an age where they are proud to be Hawaiian. About 95% of our kids are NH and they talk about it on the bus, overheard "we do so much cool Hawaiian stuff at ____" They connect to and are proud of their Hawaiian heritage.
- The younger kids connect with the 'oli. Even the non-Hawaiian kids are stoked to learn this.
- We teach about la'au lapa'au and traditional food ('ai pono). We also teach about the moon phases and how they relate to fishing. We do pule, oli and we teach the little ones the parts of the kalo.
- Every day is culture day, culture is connected to everything. Being with ____; he talks about how things were, and that's part of our culture; being with kūpuna.
- Pule and oli are second nature, though most were not raised in that environment. This is your "pu'uhonua" where you can be Hawaiian.
- They learned about the 'āina, mo'olelo, and stories of other communities. They know where they come from and Moloka'i history.
- A lot of times they come to us with little to no cultural understanding. I think there are always pieces of understanding in there, and ____ connects those pieces. Not all of our kids are Hawaiian, but they come here and get the Hawaiian culture as a foundation for what they learn here.
- This year we started with a big bang by welcoming Hokule'a to Waimanalo. So that set up a foundation for our curriculum this year which is focused around navigation and voyaging. So going to Pacific Hall at Bishop Museum and seeing other Polynesian cultures helps us to understand all the things that connect us rather than separate us.
- People come here, by word of mouth, from all over the world. People come here from Czechoslovakia! I don't know how they find out about us. But they come...against all odds,

Cultural Connection

they still make it up here. The cultural identity is the universe, I don't think it's unique to Hawai'i. We just offer a place to say "here's us, here's how it looks" and people find themselves in that.

- I feel like the different types of kids that come here, just the culture of this place is something that they learn. Even just making a circle and talking about what aloha really is. We all need a reminder of how to live aloha.
- They learn a wealth of cultures. If you look around the farm, there are things set up for Japanese culture, Filipino culture, Polynesian cultures, and Hawaiian cultures. There are a whole lot of things that we teach here cover a plethora of cultures.
- The project that we did about early Polynesians and the way we live stood out to me as a way we learn not only about our present-day cultures, but also our past cultures. And then we look to the Hokule'a and what they'll be doing for the next four years is a good way to connect with the future of all these cultures.
- It's not just about the isolated aspects of the cultures that we look at, but the overall themes that these cultures embody. With Hokule'a it's not just about the stars and navigation, but what it says to the idea of sustainability. So we always try to tie what we do here on the farm back to the Hawaiian culture and philosophies.

'Ohana:

- Learned a lot about Hawaiian culture – and language.
- Brings it home. That benefits the whole family.
- Learning the many uses of plants – like 'olena for dye and to treat earache.
- They make ukulele, poi boards, and use tribal designs.
- Culture is important to our kids; that's what they take with them. Helping kūpuna to be at home where they were born and raised—to have access to a safe home—that is our culture.
- There are many different ethnicities in Hāna now. They learn to be pono and pololei, how to do things the right way. _____'s program wakes up the pono we were born with. They do things with love, care, aloha. This is core to our culture.
- We have cultural exposure in other areas of life. This is a family oriented community. To know our kūpuna, and to help our kūpuna, to build relationships and connections, and to know your kuleana. Our identity is our community. They are a steward of all those who need kōkua.
- Culture, that's not just ethnic but also religious, spiritual, sense of belonging and this ties it all together. They are proud of who they are whether they are Hawaiian or Samoan or whatever, they are part of a family.
- The program so involved with culture and perpetuating culture.
- Yes, they learn a lot about Hawaiian culture. They learn about protocol, respect, relationships, being responsible.
- Big time-- this is their number one! Part of that self-esteem building is that you know who you are! _____ offers that common space to learn Hawaiian values. They have gained pride in being Hawaiian. They learn about the ingenuity of Hawaiian ways—how to be on the land - and they are part of this bigger picture.

Cultural Connection

- I liked the fact that they see the true ahupua'a-- a real living system. This is the closest thing to a modern day lo'i hāloa. They start with the kalo and then they go to the ocean. They've grown up here and it's the cultural aspect of community.
- Everything here is based on culture. They are learning about their ancestors, the place and the language.
- Here there is no putting down of any culture-- and there is an especially high value on Hawaiian culture because that's what is being lost-- they can't learn this in public school!
- I think they learn to notice when the winds are blowing differently—they become more connected. When I brought my daughter to the beach, she told me that we had to ask permission to enter the water and I said now we don't – but she did it anyway!
- In my family we don't have a specific culture, but because of this program they got more influence on the Hawaiian side.
- This is the kind of stuff you don't learn in Hawaiiana elsewhere. The DOE does their best, but this hands-on approach is the best. Our kids see through people's stuff; like with other programs might have some uncle that memorized a legend and tells them, but that's just BS; it's not really teaching culture.
- In this day in age, it's like a lost culture. So with him coming to this program, it's like he's more interested and involved in the culture. And it's helping us to relearn everything that was important to us. I love it!
- I think that's too easy for my son. He's developed into this young man that I thought I could take credit for but we can't. He's very culturally diverse, now more than ever...and so is our family because we have no choice BUT to take part in his learning. Now we make it a point to be at program because it's that important.
- When my husband was younger, you were considered successful if you DROPPED your Hawaiian culture. Here, the program gives us an opportunity to connect with our children in a more guided way so we can all learn together.

Outcome 5. Connection to the 'Āina

Connection to the 'Āina

Keiki:

- Plant the taro and care for it.
- Water the plants.
- Plant seedlings.
- Clean around the plants.
- How to take care of something, like conserve resources, and being grateful for what you have; and not to over-fish.
- Don't take too much –only what's necessary; and take care for future generations.
- Pick up trash. Don't leave rubbish in the ocean; it can hurt the seals, birds, turtles.

Connection to the 'Āina

- Rebuilding kalo patches.
- Learning the old ways.
- Not building on the sacred lands we have.
- We learned how to kill the insects that are hurting the plants.

'Ōpio:

- Loves the mountains and the land.
- Learning how to take care of the land so the land can take care of us!
- We respect the plants/nature. You respect the land; it provides for you.
- When we finish a job we clean up everything, leaving no nails, not to leave on a bad note. If we have fruit peels we give it to the 'āina
- At Mahele, we help by cleaning out everything. We are building a greenhouse. Practicing good sustainability.
- My job is to take care of the kalo, and we have 35 varieties of fruit
- We use scrap wood—not to waste.
- Not only have I learned various ways to take care of our environment. I have learned to love it, care for it, give my aloha. _____ has helped me to be more mindful with what I do with the trash I throw away. The amount of carbon footprint I create. The program also helped me to give back to the environment with beach clean ups, reforestation, and community education.
- It taught me to appreciate the land that we live on because the land is our survival.
- I can enjoy working in the garden and I know it's important to recycle and to use less plastic!
- I use less water. I recycle. I make sure to use less energy (like turning off lights)
- It made a difference by showing me how it is important to keep the ocean clean.
- I learned how to restore a fishpond, fix a makaha (gate), restore fishpond, plant vegetables and be sustainable, caring for the āina around us.
- I didn't realize that 90% of our produce comes from off-island. So now we know how to do it for ourselves. I'm thinking of a career in environmental management. Or maybe marine biology. Our turtles are sick and getting cancerous tumors. They find them with bloated necks. We called the DLNR. We buried him here.
- Here we have learned about different species of fish. We do water testing.
- KHM provided a platform for learning about the environment but they accelerated that process for me to know about conservation: mālama āina.

Staff:

- Hawaiians knew how to take care of the lo'i, the 'āina. We are trying to pass on what we can to the students of today.
- Caring for the 'āina is such an old idea. Mālama means to give back but also power, where you get your power source from. We are preserving energy, building out of bamboo, bathrooms that are compostable, waste can be used in the garden—we are 100% sustainable. We are not part of the problem but part of the solution.
- Our farm (Mahele) teaches from the ground up. We also are taking a new direction—Ma Ka

Connection to the 'Āina

Hana I ke Kai, taking to the ocean. There are no more 'opihi or fish in Honolulu because of the way resources were used. You have to know when to take. The wood we work with, like koa, is a nice, elegant wood, and we try to teach them appreciation for the plants.

- Watering and caring for plants.
- Learning how to handle getting dirty: putting on boots and gloves, etc.
- Positive energy found in giving back to the land.
- The whole vision for this program is about that. We foster a deep appreciation for and connection to the earth. It's not in an intellectual way, it's hands-on, digging in the soil, harvesting beans, and our food is our nourishment.
- They understand the fragility of the ecosystem and the need to take action. They also educate their parents about how to conserve resources.
- Without the 'āina we are nothing.
- Here we respect everything, from people to plants, land and animals. We are big advocates for the 'āina and our kids know what is acceptable.
- We don't even have to say words; we just feel it, how much we love the 'āina.
- They learn how to make nets, what fish to catch and what to let go; the Hawaiians had a system, had rules for everything. If you teach the young ones, then they go home and teach their parents; I see a lot of that happening.
- A lot of our young ones know to fish and hunt, but the best part is that I am teaching them what I know, since my uncle and my dad taught me—then they learn what they have to do (to preserve the environment). It's important to educate the youth; how important this ocean is to us; what you can and cannot do.
- Last week we had the opportunity to go to a lo'i and got to see a place that had been there for 1200 years. They got to hear the history and stories of this place, and connected it through their kūpuna. In essence, they are developing a connection with their ancestors and history, and in a lot of ways, it was a deeper appreciation of the land because it wasn't just something they could see...but something they could get their hands on.
- Mālama 'āina is one of the things that's high on the hierarchy of values at _____. The kuleana to take care of a place like this is huge. Our partnerships with _____, our semi-weekly beach cleanups, and planting events all teach them to aloha the 'āina.
- What we strive for is that the lessons in the program align closely to what teachers are teaching in their classroom...but it is all rooted in the foundation of taking care of the 'āina and connecting back to it. At the farm, it's naturally embedded into everything we do.
- Within each rotation we had at the farm, we always gave a chance for reflection and the question was always: "How did what you did today take care of the land?" So you can pretty much connect anything you do here with how you take care of self, others, and the land.

'Ohana:

- (My child) loves the mountains and the land.
- Well, before I used to have to tell him to clean the yard—now he does it without being told.
- Respect for the grounds. At _____ they know a lot, how to grow in the proper way.

Connection to the 'Āina

- That is a priority; it's the first thing we do, through taking care of each other. Respect.
- This is a way of life here in Hana. It's how we are raised.
- We learn through _____ farm, Wednesday is open harvest. I even started my own garden because of _____.
- The Hawaiian woods, and how beautiful they are, we are blessed with resources. When a tree falls down its not wasted. _____ and his boys harvest it and keep it here. That's one way of being self-sustainable.
- They learn respect for everything, not just trees and plants but everything on this āina, the people, plants, ocean, and buildings, all of it.
- Knows how to take care, mālama, and the 'āina.
- Asks permission before picking anything.
- Appreciation for the land. Working in the garden is fun!
- My child learns about how to take care of different Hawaiian plants, how to care for them and how she can use it to feed her family.
- It's a huge focus of this program. They learn about plants, invasive and native. They learn to understand preservation and what could be lost without conservation.
- My son got four kukui trees for his birthday. He knows what they mean and he's very attached to them.
- They cleaned the lo'i at Waipi'o. They learn a lot about respect. I like that my daughter learns about the environment and how things impact the environment.
- They know more about the 'āina, like the dry land forest. Once we were driving through Waimea and our daughter pointed out the dry land forest.
- They were cleaning up the plastics; I was blown away how much they found at South Point.
- Now that's an excellent question! Before this, my kids had a very good relationship to the TV!
- They learn about limu and catching fish and crabs. They learn to watch the water and look at currents.
- They learn about listening and feeling. They learn to ask permission to enter an area and they wait for some sign that it's OK to enter.
- What thrills me the most it is when my daughter points to the mountains and tells me how they hiked there, and where the bamboo is, and what they experienced. They know the names of things. It's a personal thing--the reverence from living off the land--when you realize the land is your life. You get grounded it becomes a part of you. They have planted their seeds. This is critical for happiness in life.
- Here they are exposed to the 21st century and have the best of both worlds. They have compost toilets, photovoltaic and it teaches you to save the environment while you can still feed people. Young minds might absorb that a bit more. This younger generation is actually thinking about the earth. It also influences us, us old folks.
- From what I see they are bringing the life back to the land, but also bringing life back to the individual.
- It's almost a point of pride for him now!

Outcome 6. Developing New Skills

Developing New Skills

Keiki:

- Plant the taro and care for it.
- Plant seedlings.
- To make things from the land like lauhala and flutes and all kinds of stuff.
- Learned to be safe in the ocean...well, we got sucked out one time.
- I learned about new plants hiking up mauka.
- We learn responsibility, respect and Hawaiian culture.
- Learn how to take care of community.
- Help the land, be nice and kind, help people learn how to read better, learn how to pull taro.
- Work together.
- How to work with others and to not argue about small things.
- Have a positive attitude.
- To have respect.
- To speak Hawaiian.
- To be a better Hawaiian.
- To identify different kinds of limu.
- Surfing.
- Making compost tea.

'Ōpio:

- Before this, I didn't know how to do any other things but now there are a variety of things I can do.
- We can make forms and build houses. Here they take you through it one step at a time. You put the cement in, make it flat. Make sure it's perfectly square.
- When I went to middle school I sucked at math. Within 2 weeks of _____'s program I got it down good, and could do fractions. Like if you cut a piece of wood you need to know this, or you will cut the wrong size and waste wood!
- Tiling is fun. I would put together different pieces on someone's bathroom, or do walls, roofing or foundation—I could make it level. We are actually pretty well rounded.
- We learn a little bit of everything. I've learned about equipment like using a backhoe. This gives a good foundation.
- This is a pathway for making a living. I want to do construction, it's what I love doing.
- Here, you got your foot in the door, most job sites (if you're new) would give you a shovel and pick-axe and tell you to start digging; but you go here and you know what you're doing already and employers know that.
- I enjoy working here. If we go to college, we have the basics to do farming and construction. We know a bit of plumbing or electric.
- Teamwork.

Developing New Skills

- The most important skills that I have learned while in the _____ program were the skills of farming fish, kalo, and vegetables using aquaponics systems. I also learned how to work in a team environment while doing all of these tasks.
- The most important skill that I learned is mālama 'āina. I didn't really do anything for the land, but now I do. I also learned the skill of presentation. Before this program, I was quiet and shy. Now, I can somewhat speak in front of crowds.
- The most important thing I learned is how to stand up for others (people, 'āina, kai) when they do not know how to stand up for themselves.
- It helped me to be more confident on how I converse, gave me a better outlook in life and showed me the impact I can do to the community and the world around me.
- The most important skills I have learned within the four years of being in this program are having a better understanding of our environment, having learned leadership/mentoring, and a repertoire of methods to protect our 'āina.
- It helps me notice how much the island means so much to me.
- We learned:
 - Aquaponics;
 - Composting;
 - How to clear mangrove;
 - How to use a chain saw;
 - Reduce, reuse and recycle;
 - Made a poi board, --we shaped, grinded, and sanded it;
 - Made lomi sticks and coconut bowls and a kōnane board; and
 - To make different styles of lei, like lei hala, different techniques with ti leaves.
- I learned how to use a chain saw, a grinder...but most of all I learned how to learn.

Staff:

- Some of the important skills that I see participants gain are leadership skills. They learn new things and skills that build their confidence. They learn how to get up in front of people and share and teach things which they have learned.
- Speaking to a large group with confidence, learning how to farm and take care of our lands using natural resources.
- Public speaking, patience, food preparation, working with people, planting and growing kalo, basic Hawaiian language, basic teaching skills.
- Every single thing! Malama 'āina.
- They have learned to care for the land and have respect for the culture and land. To be able to use and fend for the land and be able to use their resources around them. Also to plant, harvest and restore.
- Self-esteem.
- Overcome being shy – speak to groups.
- They took pride in teaching little kids.
- They learned how to work together as one/'ohana style. They learned to take care of each

Developing New Skills

other.

- Building a relationship with the 'āina, cultural significance of plants and hana mahi'ai (farming), knowing where food comes from, and that we have the ability to grow it.
- Sustainability.
- To take care of the land, to be responsible and patient, and they strengthened their fine motor skills.
- We leave the "how" and details up to them and give them room to be creative. Think on your feet; make a call. You have a choice of how to do it. Is there a better way to do it? Look at it each step of the way; and who's got an idea? There is also the social aspect, the group dynamics where we trust each other and let our defenses down. Feel that we're not alone going against life.
- They learn manners and it's in how they carry themselves. What is appropriate to wear, they learn to use positive words, and also to be humble. One guy was so arrogant, but he really changed his attitude.
- (They learn) hard work, learn how to settle into a task and see it to completion. They learn how to care for the environment and community through service projects and a garden they have started at _____.
- Every kid learns to grow vegetables, kalo, ku'i kalo, throw net, crab trapping.
- Reading skills, confidence, connection with a mentor/positive role model.
- Some of the skills these participants learned were how to care for the land and use its different resources. They also learned many cultural values and lessons that are significant to the Hawaiian culture and our everyday lives.
- Cooperation, team building, environmental awareness, good decision making.
- Cultural skills, observational skills, protocol, self-help skills, taking care of kuleana.
- Entrepreneurial skills, money management, cooking, kuleana, teamwork, hana no'eau.
- Gardening skills, ocean safety and awareness.
- Cultural skills like fishpond mo'olelo, protocol: oli kāhea/komo, etc. Stewardship - invasive species removal, safety, chainsaw operation, water quality testing, rock wall restoration, gardening, etc. Health - cooking, 'ai pono, healthy diet Leadership. - college and career prep, etc.
- Kōkua, kuleana, communication.
- They are more able to speak in front of groups. Actually some of them spoke in front of our congresswoman about our hale building project and they did a great job.
- They have learned farming, fishing all in an outdoor setting which is more motivating. You can see their interest. They remember the stories.
- They learn our protocol.
- Part of the program is leadership. It's embedded into everything we do, but isn't necessarily as spelled out.
- This group has developed a lot of communication and problem solving skills. One of the things that stand out about this particular group is that they're very sensitive. They bring a lot of their issues here. In the beginning they weren't sure how to manage all of that. We have

Developing New Skills

kids who were bullied, and it takes its toll on them. But they have a place that's safe and adults who support them and help to support what most benefits them.

- One thing that the kids learn in my program above all is protocol. Having a keiki get up and stand in front of 70 people and be confident enough to protocol in front of everybody is just amazing. It's hard for me in my 30's to do it. So seeing that 12-year old kid do that voluntarily is amazing. We're teaching them habits about how to build relationships, how to maintain relationships, and Hawaiian values. I definitely believe it's a place they will come back to and say that _____ taught them this.
- Learning how to make healthy food choices. Sometimes, we prepare food from the garden that they eat and obviously go back and talk about to their families. Because we'll get teachers come and ask us later for the recipes to those dishes that were made here. So healthy eating is something they're taking from the farm and sharing with their families.
- Everything that is done here is about working together. Everything is about group work and sharing. They're constantly having to communicate with one another and share things to accomplish a task. So one skill they acquire is the ability to cooperate and work in groups.

'Ohana:

- How important the relationship between humans and our land is and how we can use its resources for everyone's benefit.
- My child learns about how to take care of different Hawaiian plants, how to care for them and how she can use it to feed her family.
- My child learned to kōkua each other to respect our 'āina.
- Cultural identity as a keiki o ka 'āina.
- Oral communication. Before this program the doctors thought he may have speech development problems. But after attending this program, he is constantly talking! He's always asking questions and wants to know how things work.
- In dealing with everyday work, he understands what it's like to go to work every day. When things don't happen the way you planned—it gives him a picture of what life is. How to survive in the world.
- They learn about what the land provides whether food or medicine and my son comes home and wants to share what he learned.
- He respects others, and they learn respect, responsibility, relationships.
- They learn how to live off the land —how to be self-sustaining.
- They learn about nutrition and cooking and they know how to make a wonderful kale salad. _____ is famous for that.
- To work together and to appreciate the environment.
- Learning to take care of the 'āina and its people.
- Work ethic. Getting along with others.
- They learn about time management and tasks.
- They learn about water safety.
- They learn communication skills, public speaking and they don't talk badly with each other.

Developing New Skills

- My child learned more about his Hawaiian culture, and how to mālama his community, culture and resources. He has confidence in his ability to lead the younger children which gives him a sense of purpose and responsibility.
- To work alongside his peers in harmony and be teachable.
- Teamwork has its rewards. Don't be afraid to try something new.
- Teamwork. Finished project was seen. Brought their cultivation skills home and implemented sustainable values.
- I think they learned life skills, like how to lead others, and do things as a team.
- We live on an island. They need to learn how to swim! I cannot teach my kids all the important things that are needed. They need to know currents; they need to know riptides and how to get back to shore. We're thankful that program teaches them that.
- Now my son actually goes in the backyard with his grandpa. I was blown away. Sustainability is such a big element of this program and I'm so glad the kids are finally getting back to that, because we can't teach it well at home.
- Social skills are so important and kids these days with their video games have lost a lot of that. Like me, I have no problem-talking story with everybody. We didn't have all that stuff growing up so what were we doing? We were at the beach, we were going over each other's houses, we were falling out of mango trees trying to get them all.
- My son loves food. Program has implemented healthy eating, which is a survival skill. My son typically hates to eat vegetables but because of program, we instill that at home - we eat pa'i'ai, we eat fish - and now it is second nature to him. That's a great skill that my husband and I would hope can be passed on to our grandchildren someday.

Other Open-Ended Questions and Interview Results

Difference This Program Made/Sense of Future

Difference This Program Made/Sense of Future

Kelki:

- _____ wants me to go to Kamehameha Schools.
- They inspire me to do different things. I can change something that's not good into something better.
- My future? Well, before, I used to want a big fancy house, but now I'm interested in other things and I want to teach my kids my culture.
- I can try to change something like GMO.
- I want to have a good job. I could help old people.
- Makes me realize that you need to work for something.
- It makes me realize that life is more than electronics and makeup. Better to have fun than to sit on your bed.
- The more back you go, the more forward you go.
- I feel good about my future. If I'm successful with what I want to be, then I can get paid a lot. I want to be a zoologist.
- I've learned to create a safe environment for myself and others.
- I need to continue the Hawaiian ways.
- I want to do one of the voyages on the Hokule'a.
- When I grow up, I want to get a job and work as a teacher.
- I want to fight for justice!
- I feel like I'm going to have a good life.

'Ōpio:

- Made me respect everything, more responsible to take care of my tools, work together, be on time for work, and it made me grow up more; be a man.
- Before I was a punk, not caring about anything, but here you work with kupuna every week, it opens you up more. You look forward to coming to school every day.
- This year I moved from South Carolina so it was a way to get to know people; lots of people in the community. We learned about wood; and even made all our Christmas gifts for our families. I've never had a job before so this got me into the work vibe. And we are getting paid to learn! Working with _____, we can joke around and he will take care of us. Never a dull moment!
- I am more focused and aware of what I am doing.
- It really changes a lot of kids' lives. They'd be getting into trouble and not getting good grades. _____ tells them to get in the program. Everyone looks up to the older guys. Now we can work, not just be lazy. People can rely on you.
- I came from O'ahu and when I started working here I met all these great people, almost the

Difference This Program Made/Sense of Future

whole town! This program is not just for me; it inspires the next generation to be a good role model. We look up to someone that is successful. We are inspired to work.

- I'm now helping to teach younger people. I teach them to be a good worker, a good person. We mentor to show _____ that we know what we are doing. If you can show someone else how to do something, then you really know what you are doing. A great leader learns to work with everyone and anyone. You are equal to the next guy; not better than.
- After we finish a job, I can't wait to go to the next job, and I want to do it on my own!
- Love the mountains and the land.
- The program does a good job it helps us to take care of the land for the next generation.
- (This program) helps with college scholarship because we have done community service and we've taken a leadership role
- It helps me figure out that helping family and friends is better than not helping.
- Took a lot of time off of my hands. Time that I once used to get into trouble.
- Helped me think about the community more.
- Being sustainable. I'm starting my own garden. We try to grow our own vegetables.
- Being here, it made me want to go back to school so I'm starting in August.
- I never knew I could still live on Moloka'i but I found my roots when I came back home. I learned a lot about myself. I was going to school on the Mainland but I came here for a year and they (program) totally changed my trajectory—which I am really happy about.
- Made me realize that I do want to stay in the field of conservation and protecting the land and sea.
- It has taught me to humble myself and appreciate my culture even more. Things weren't just given to us, we had to work and learn for it.
- It made me realize what I want to do in life.

Staff:

- Positive outlook – Kids encouraged to follow their own paths - no one model of success.
- Understanding and respect.
- Looking for ways to be sustainable.
- Some of the current staff are themselves former summer interns in the program.
- Rick always says this: you need to learn HOW to learn. It's not about memorizing; it's about how to find information. How to be confident, and know their own learning process, they you can be whatever you want to be!
- I recall seeing students from 12-14 years ago; whether they stay here, or leave and come back to Hāna—they all tell me it (this program) made a difference! If they had a defeated face (in other classes, in school) -here they experience success-- and their eyes sparkle!
- It's amazing to hear the constant feedback we get from parents who tell us how their kids' attitudes changed. Also the mana'o from those we have helped. It's a great privilege to give back to them. Usually they don't take and it's nice to be able to give to a giver.
- They understand the fragility of the ecosystem and the need to take action. They also educate their parents about how to conserve resources.

Difference This Program Made/Sense of Future

- Awareness of the environment that one day all it could be gone if they (we) don't care for our āina.
- It opens their eyes to looking beyond the visitor industry. We teach them they don't have to be dependent on the visitor industry. Skills like fishing, farming, working on the land, they know there is work. Many want to work at _____. It's a feel-good job. All are possibilities even if you don't go to college. They can make a living as a farmer, landscaper, and cook. Here we also teach entrepreneurial skills. They made crafts and food products and we made \$5K at the taro festival. They made beanies, pesto, jewelry, etc.
- I believe this will impact all kids here. It's important that they know that _____ is here for them. They have a special relationship with the staff; they can tell us anything, especially if they have a bad home life. I love them; they are not just random kids. I've been with some of them for eight years!
- They will always have the Hawaiian cultural connection, learning things like their genealogy.
- Interns here gain a sense of responsibility, and connection to community. I can think of this one boy who "stumbled into this job" as an intern and now he is feeling pride in what they are doing.
- It gives them confidence, self-esteem, they develop friendships and interpersonal skills; all of this makes a difference.
- They know we are watching them in the community. They don't want to disappoint us or do naughty things.
- I have noticed a continued interest and involvement with community and cultural things that multiple participants have engaged in.
- Some of the kids were not trying to get ahead in life, but now they are working. I think they finally realized that they need to do something. They understand more now.
- Helped to build confidence so that they can navigate their future with greater clarity and skill.
- Kuleana.
- We just wrapped up 3 weeks of our career development programming. It was an intense three weeks but it was good fun. A lot of them, on the way back from the college fair, told us that before going they didn't think they would go to college. It blew me away to see that impact in an hour and a half at the Convention Center. Also, for everybody that we visit, we always ask "how did you get to where you are now?" so as to open up their eyes to see how they can get there.
- When you think back to the _____ founders and what their intentions were in creating a program like this, I think those reasons still stand strong today. It gives them a place where they can positively interact with other kids, and gets them off the streets. A place that teaches them all kinds of skills, and gives them the hope that there's more than just what you see now.
- I definitely feel like their outlook has changed - their perspective. As I said earlier, kids come from their outside circle into ours and completely change.
- We have high school interns that come out here and connect with our kids here. I think for a lot of our kids, their self-esteem isn't really that high. But when they come out here, they start to gain a different set of knowledge and skills that they can utilize and share. That gives them

Difference This Program Made/Sense of Future

hope, I think, that "I am good at something. I can be productive and part of society. At the very least, I can feed my family."

- They see that there is a value in even going on into higher education. For many of our kids, 12th grade is it if they make it that far. But for our kids, they can see that it's possible to get a degree and get a better life. Even to realize there are green jobs and they can stay in Hawai'i to make a living.
- There are two factors that contribute to the aspect of hope for the future. One is the love and family that we provide. The kids are so eager to come here and get hugs and love. Not all the kids have that in their household. Second, our youth staff is primarily men. The idea of male leadership in a child's life is very important for them to have hope for their future. That's something _____ provides.

'Ohana:

- Would like to see more community participation in the project. Thinks there are more who could be good career role models.
- As a first-year parent, definitely see the māla as an asset.
- Can see our pride in our _____ t-shirts! (Wearing one – shows confidence that the program will go on into the future.)
- It improved him as a person; he is concerned for the environment.
I do foresee him using what he learns here in the future.
It helps him identifying with the culture here. It gives him a better idea of the outside world, besides his school and sports.
- My son now says he wants to become a politician because he wants to be able to implement conservation, as it can be so frustrating. He wants to get action and have an impact on the future.
- It gives them a vision of what's out there. They don't have to work in the tourist industry -- there are other options. They might become entrepreneurs—they don't need to be a slave to the visitor industry.
- The kids learn to adapt --some core values that are being taught--those are going to stay with them.
- Because of the program, they develop self-esteem, have gained exposure in the community and they learn good values—but it's hard to predict.
- My daughter has started a garden on her own, and has learned the value of 'ohana.
- She has a sense of community, closeness with peers and a desire to perpetuate her culture, awareness of taking care of her 'āina and 'ohana.
- Improved her self-confidence.
- My children have gained knowledge and confidence. They feel connected to their Hawaiian heritage and respect the oli, hula and take pride in taking care (mālama) their community, ka 'āina and ke kai. Also, they have fun!
- My biggest hope is that they feel strongly enough about themselves that they don't put the pipe to their mouth and don't get strung out I've seen some of that around here. These kids are at risk because their families go down that path --it takes them down.

Difference This Program Made/Sense of Future

- He has more awareness relative to Hawaiiana and the challenges of restoring a fishpond. I am now taking care of a wiliwili and taro from my two boys; also sweet potatoes. Their interest in growing food was sparked because of the program.
- They had elaborate meals. _____ made an impressive spread and explained why they cooked it that way. That (mea 'ai) also influenced my son. How he's in culinary at Job Corps because of that. My oldest changed his major from civil engineering to more on the environmental side. He was inspired to be more off the grid.
- She loves it. She likes the people she works with. I see lots of changes. She gets up on time to go to work! She learned about how to preserve resources, like about fish net sizes. This program made her more responsible. She knows what she needs to do.
- It has made him responsible and added accountability in his life, which is what makes an individual mature.
- My son hated to do any type of performance, ever since he was born. But last year, to see him dance, and to 'oli, you would never expect that this child would have such a beautiful voice in him. All you usually hear from this boy is nagging and whining. So when you see him coming to program and see him dancing and smiling at the appropriate time, it's beautiful!
- When thinking about the future, I noticed in my kids that their answers have changed. Their eyes are open to so many more options, not just the traditional kine. Especially with regards to working in the land. Now they think more about "what do you enjoy doing?"
- The funny thing is that they find out what they're good at. There are certain things that for us Hawaiians, it's innate. So they go out and find out that "Wow, I'm really good at planting taro, or fishing, or gardening". Just the fact that he could touch the 'āina and get dirty and it's ok. When he comes back from the lo'i, he is the happiest. He's got a big smile on his face, covered head-to-toe in mud, two big sticks in his hand, and so happy to get hosed down right outside the house. He goes "I'm so good at this!"

Best Thing About the Program

Best Thing About the Program

Keiki:

- The Laukupu t-shirt.
- My kumu.
- Planting plants.
- Using water to feed the plants.
- The taro.
- It's happy, and fun. You learn new things.
- Being able to make new friends and doing very fun things while learning at the same time.
- They love kids. And they love me!!

Best Thing About the Program

- That we learn new things. Be kind, go on trips, and help our community.
- Mālama your 'ohana and 'āina. You make friends.
- Learning to care for the land.
- Being with friends.
- It helped me understand more about the 'āina. Hawai'i is so beautiful and we have to keep it beautiful.

‘Ōpio:

- The best thing about this program is having a chance to meet new people, learning about our 'āina, and ways to take care and better our culture and land.
- The best thing about this program was the sense of family. When coming to "work" there always was a sense and a belief in bringing a family feel to the work environment. Although that could be complicated we always were able to come back and put things together as a family with a work mindset.
- A lot of things. I love how everything is hands on. That is the best thing and way to learn. We learned by doing what our ancestors did.
- Being able to work outdoors, and in my community.
- Exposure to the culture, both native and foreign.
- What I expect from the program is to keep learning more. Hopefully this program can teach me a lot. I plan on opening up more to the 'āina and the people around me so not only I could learn but I could teach others too.
- Learning how to mālama the 'āina and have the cultural experience that I never had. Also, not only to work, but to bond with other interns.
- We learn how to work hard and we get paid and we get to see big smiles on people's faces.
- The people and the environment.
- The best thing is when working and helping the community get good shelter.
- The best thing about this program is that it gives you the experience in different trades of work. It also teaches us to work together which is another good thing.
- Helping out our community.
- Going to different places and learning about the land; connected with my Hawaiian culture; clean up the land.
- To help take care and mālama the world.
- Volunteer, community service, all the responsibility.
- The best thing about this program is leadership.
- Not only have I learned various ways to take care of our environment. I have learned to love it, care for it, give it my aloha.
- Everything. Good spirited co-workers, healthy environment. I especially like the hours of work in a day.
- Traveling, experience, kūpuna knowledge, learning.
- It's a hands-on, learning environment that allows me to give back to my āina and its people.
- They were like family and I got more involved with my community.

Best Thing About the Program

Staff:

- One of the best things about this program is that participants are able to learn of the land, of their culture, important values etc. through classes ('ōlelo, oli, mele), workshops, and working (doing hands on). Huaka'i (trips to different places and colleges to plan for their future.) and wide variety of learning new things.
- I liked seeing the kids showcase all the things that they learned. Examples: They learned new chants, they 'ōlelo Hawai'i, they did demonstrations ku'i kalo, weaving and they did an imu. Being able to provide the resources needed to build participants' cultural foundation.
- Watching each participant develop and grow.
- Learning new things every day, field trip, working with kids, being in the mountains.
- That it is hands on and to be in a natural environment and help restore and be a part of a growing community.
- That the children and families feel safe here. They can talk to the teachers about anything. All families feel like they are a part of this program.
- Everyone works together as a team. You learn all sorts of things w/ plants and gardening. It's really exciting for the keiki as well.
- The keiki get to eat what they grow.
- Having the ability to learn outdoors.
- The best part about it is that if we didn't have a good program like this we wouldn't be able to show our keiki how to start a plant and how to care for your (kuleana) responsibility and how you can turn people's rubbish into a planter.
- Being able to go outside of a building and classroom and learn outdoors.
- The students reap the fruits of their labor and are able to see how food is grown and how their hard work pays off.
- Hands-on activities. Classroom is held outside.
- Hands-on. It helps the keiki see the outcome of their hard work.
- That every lesson is created to fit the skill level of the classes. And everything taught is "Hands-on."
- The children develop a sense of pride in doing what our ancestors did by growing their own food and taking care of the land which in turn takes care of them.
- All the kids. Building a trusting relationship with no expectation.
- The experience-based educational approach.
- Watching the confidence and reading skills of the participants grow.
- The 'ōpio love camping and social environment, awesome activities and skills building, off-island trips.
- Growing food to help provide for family, surfing, and safe place for keiki afterschool.
- All our 'ōpio are from Moloka'i. It's exciting and challenging, learning their mo'okū'auhau, skills, strengths, and finding areas in which we can kōkua in their growth of becoming mākua and leaders in our community.
- Building knowledge, skills and passion in the next generation for fishpond restoration and

Best Thing About the Program

natural resource management.

- More often than not, when we get people that return to the farm, they don't remember what happened at school. But they remember what they did here at the farm. Whether it's projects, or philosophies, or little sayings, a lot of them have taken what they learn here at the farm and apply it at home.

‘Ohana:

- Leadership skills.
- Public speaking.
- Land management.
- When in the program, she looked forward to going and participating excitingly. It builds her self-confidence and self-esteem and shared positive experience even though her understanding, concepts of learning are sometimes challenging.
- He has realized what commitment is: being able to commit to something and focus on it to the bitter end.
- My children are better equipped for their adult lives, whatever their path and they have a much more positive attitude and the confidence to go with it.
- The best thing about this program is that it allows them to be a responsible member of our community. The saying goes, “Ka 'ike a ke kulanakauhale a pau he hei na ke keiki,” which means “The knowledge of the village is absorbed by the child.” I believe this to be true. Our community helps to empower our children to embrace lifelong learning and learn to be of service to other people. In this program they do just that, and it makes them feel good about themselves. They have more confidence in themselves and that in turn helps them to be more confident with other things on their lives.
- The things he learns at school he brings home and is more willing to do with me now. Parents are allowed to participate.
- Getting the kids involved in the garden so they can understand how things grow.
- The experience brings all the kids together for this. My daughter gardens at home with me, but this experience solidifies its importance.
- It teaches our children how to love and care for our land.
- The unique ability the children have to learn outdoors and hands on, about their Hawaiian culture.
- Children see the "fruits" of their labor and learn about healthy eating habits as well as maintaining a garden they (the children) get hands on experience.
- It is culturally based as well as being academic.
- My child is learning the Hawaiian language and teaching mom and dad, and hope they will pass it down to their children one day.
- Immersed in the language.
- There is so much aloha. All teachers communicate with family.
- Helping the youth who are our future and guiding them to do what is right for the land, the state, the country and the people around them.

Best Thing About the Program

- Cultural education for my daughter.
- It offers the kids so much positive things to do to help out the community.
- Having her being able to interact with positive peers and her getting her exercise.
- The time that they receive from staff.
- Child learns self-improvement.
- The things my children learn about the culture.
- Learning about respecting the 'āina, and culture, the history of where we live.
- That my child is able to go outdoors and learn other than what is taught in the class.
- It's hands-on. They cook, hike, surf, work in the lo'i, canoe paddle, and learn beautiful Hawaiian chants. Every child should be able to experience this.
- My child looks forward to this after school program and is excited and inspired by what he is learning and doing. It is also very helpful because both my husband and I work and we know that our children are not only safe but that they are in learning and nurturing environment! We are very grateful! Mahalo!
- Is not only bringing back life to the 'āina, but to help restore children that are troubled or have made their personal mistakes in life.
- User-friendly. My son learned to adapt and come out of his shell.
- Exposure to life lessons.
- He learns more about responsibility and how important it is to take care of ocean land and living things.
- My son gets to get dirty and get hands on (experiential) understanding of how things work. Plus it's healing to be connecting with the 'āina.
- It has broadened my son's knowledge of the land and wanting to take care of this surroundings.

Recommendations for Improvement

Recommendations for Improvement

Keiki:

- Feeding animals.
- Pigs and chickens.
- Plant papaya.
- Plant more sweet potatoes.
- Having more groups
- More fishing in ocean.
- Doing more activities with the community..
- More days in the week.
- To be with my family

Recommendations for Improvement

- Nothing, because it is perfect.
- The thing that will make this program better is that it will keep moving on!
- Have lunch offered every time.
- More days to spend in program.

‘Ōpio:

- More resources, more people and alumni to come back and help and learn more.
- Something that would make this program better would be more "alumni" to come back and give out skills back to the new generation. This would be great because it gives us a chance to learn as well as teach in this program.
- Nothing. It was awesome!!
- Expansion! Let's go to other communities.
- Provide snacks/food.
- Less work and more fun.
- Something that would make this program even better would be the amount of people attending.
- More student participation.
- More teaching about the Hawaiian history and culture.
- Creating a proper time schedule that would enable ALL members of the large roster of youths, to participate in activities.
- Travel around the island or the world.
- Join the kids with other cultural programs. Maybe off island once a year.
- Having more campouts.
- Nothing its perfect.
- It would be better if we could stick to a project and finish it.
- I suppose there is some last minute communication, but who doesn't have that?
- Doing more projects in different areas of the island.

Staff:

- It would be great to see more kids in the program and more volunteers. I think ____ is doing a great job with the amount of staff that they have.
- More opportunities to work with students throughout the year and if we had the capacity to recruit more participants.
- Everything was perfect, maybe more field trips or more funding. Everything else was good that's why.
- If more of the community get involved and help mālama 'āina together to expand and grow and take care.
- I believe that if we had more workers/teachers and more funds for teachers to go to school, this program would be able to educate the students well.
- There is nothing I would change about the program. I like everything about it and the keiki love ____.

Recommendations for Improvement

- More space to expand or ideas to utilize space more efficiently.
- Nothing.
- Field trips.
- More parental involvement.
- Field trips? How to prep crops to eat.
- More time. It's fun and keeps the mind and body active.
- Field trips would be great, so that they can learn more and see that not only over here at school. And to have more days for the parents to join in.
- Maybe field trips to farms or orchids so that the keiki may see what they are doing on a larger scale.
- More land to grow on.
- Having vehicle for sites we are not able to take the program kids to.
- A 4x4 van that would allow us to visit our more remote sites on a regular basis.
- The continuation of the program model with infusion of experts integrated in themes of the camps.
- Money for more staffing.
- Afterschool Program - more rainy day activities.
- Internally we could do periodic evaluations, reflection. It's like that poem about the fire; it's the spaces in between the logs that keep this fire going.
- Finding ways to make it sustainable to keep this Intern program going. It's a great program for our community.
- Maintaining a positive work environment at all times.

'Ohana:

- Would like to see more community participation in the project. Thinks there are more who could be good career role models.
- More resources available to help the program grow.
- Projects the students can take home and involve the family.
- To see it expand to all _____ sites.
- More opportunity to expand on everything they're already doing.
- Nothing.
- Additional storage space for materials.
- More experienced teachers.
- Possibility for more field trips for the keiki. Possibly to the zoo on to a farm perhaps.
- Having more children in the program. Open more openings so everyone that wants to attend can join.
- Promoting more activities that can be done at home to support the lesson currently being taught in _____.
- More activities throughout the week.
- This program is a very successful one. There's nothing better than a loving and safe environment where children learn their Hawaiian culture.

Recommendations for Improvement

- More garden space.
- Starting the program at around 4th grade. Formative years and programs for parents to be actively involve too after all 1st lessons and learning in life starts with the 'ohana.
- Nothing. All the field trips are great.
- Varieties of activities besides work.
- Teaching the kids more about the culture and the Hawaiian history.
- More areas to go to.
- Instead of many trips several different activities so the kids can participate in other programs.
- Consistency: fewer last minute changes.
- For more children to be able to attend and a program more than once a month.
- I'd like to see more training for our kumu; we are short staffed and need more investment in our teachers.
- More kane kumu, especially for boys.
- More field trips.
- Offering hands-on crafts.
- *(On setting the bar high; high expectations:)* There are things that could be set higher depending on the circumstance.
- I think there is a lot of improvement happening here, they are moving in the right direction.
- Funding, and involve more kids.
- They taught interns but we need to capitalize on the resources we have; what we have here. Our niu are beautiful; we could make coconut products. They could start small and explore different options.
- They could connect to other programs/enhance partnerships.
- More academic structure - focus on excelling. Standards - not achieving standards.
- Better communication.
- Having a luau at the end.
- More programs that would allow or provide more opportunities for our children/'ohana to learn and share so it becomes a lifestyle.
- If there were more people to help/participate. Getting people from the "outside" to join in.

Recommend Program to Others?

Recommend Program to Others?

Keiki:

- Yes, because it is fun and you can do many things that you didn't know how to do and after the program you can do it at home.
- Yes, because I would want my friends to experience what I am doing and I would want them to have fun like I do.
- Yes, because it's very fun to be outdoors and to do something new every day. I also LOVED

Recommend Program to Others?

it!

- Yes because it teaches you new things new cultures and how to take care of everything and everyone.
- Yes, because it's fun, you get to explore Kaua'i, and you get to learn and do things you've never done before.
- Yes because I learn to read and maybe my friends can learn to help the community.
- You should tell your family to come here because they teach you a lot about stuff I didn't know before. Every time I come here we learn something new.
- Once I told all my cousins that I go to this program for school, they want to come and join my school.

‘Ōpio:

- Yes I would, because my experience here was wonderful and I still come back when I can.
- Yes. I would and do tell a lot of my friends to look into this program. I know that I learned a lot about community and life being here and I would love for my friends and family to be able to experience this as well.
- Yes of course, because I feel that people should learn about the Hawaiian culture and can learn to be sustainable. This is a great way to preserve culture and also have fun!!
- Of course I would! For the simple fact that this is our home we need to mālama, so we can find our true selves.
- Yes - Because "Ma Ka Hana Ka 'Ike."
- Yes, because you get paid for your work and it's a fun job that will keep you out of trouble.
- Yes, because it gives you experience and it opens up options in life. Learning something new every day and it's hands on learning. Why wouldn't I tell my friends to check this program out?
- Yes. Because I think they would enjoy it if they like doing hands on activities.
- Yes, so that you can learn things and see what you did for your community.
- Yes because this program gives the kids a lot of opportunities to get out in the community and make a change.
- Yes, because it does a lot for people or student who enjoy hands on activities and the outdoors.
- Yes, only if they have heart for this kind of work.
- Yes, because more people need to get involved.
- Yes, because this program helps us to stay positive, to stay on track, and keep busy.
- Yes, because my friends are active and they don't like sitting and stuff like that.
- Yes, because they can learn a lot.
- Yes, because it is fun and interesting.
- Yes, because it's a cool class and it's chill.
- Yes, I can help you when you get older.
- Its fun, challenging, and they have an opportunity to experience new things, and learn a lot about our own island.

Recommend Program to Others?

- Participants gain new skills and deepen their awareness of our 'āina and kai.
- Because there's a lot of opportunities here, and a lot of connections with others.
- We learn new things every day about our culture.

Staff:

- Yes! This program teaches our youths to be proud of where they came from and it will help them to know the true value of the land and the Hawaiian culture.
- Yes, I promote this program to family, hānai nieces and nephews and I also look for organizations that match the program for participant exchanges or opportunities to further our goal.
- Yes, I would recommend it to every friend of mine because this is the best internship ever. You learn all different things that deal with culture, you also grow a little more appreciation for the land.
- Would definitely recommend this program because I loved it from day one and the staff is very helpful and cooperative. And it's just a great program.
- Yes, it's a good program and reliable staff.
- Yes! Because we empower youth while welcoming strong parental involvement.
- Yes, the program provided fun and safe experiences that were age group appropriate. The participants developed a wide range of social cultural and life skills.
- Yes! Because they are awesome, not to mention free programs for families and the keiki and 'ōpio get so many experiences out of them.
- Yes. Its fun, challenging, and they have an opportunity to experience new things, and learn a lot about our own island.
- Yes, because participants gain new skills and deepen their awareness of our 'āina and kai.

'Ohana:

- Absolutely, with no hesitation. It's great for the kids and great for the community.
- Yes, because of the intellectual and social achievements students are able to accomplish.
- Yes. It gives teenagers opportunities other than sports.
- Absolutely! This program has changed lives, built our community with support and responsibility. I know elementary students just waiting to go to high school to join the program.
- Yes...Definitely. It helps to teach skills to the students to become their own individuals and to respect at an early age.
- Yes! It's good for kids this age to learn about the environment.
- Yes because this program does make a big impact on each student personally in their own lives.
- Yes if my friend or her child needed a program to help them about the awareness of nature connection.
- Yes. I have been recommending it. It's an awesome program. The kids learned to be self-sufficient and to appreciate the land and sea.

Recommend Program to Others?

- Yes. It's a good way for children to learn about their heritage and how to take care of the land.
- Yes, it will change the way they think and live.
- Not just my kids, but other kids I know have shown signs of improvement.
- They learn values that we also try to instill.
- Yes, I would recommend friends to this program because my child learns a lot of different things.
- Yes, why not? People in this day and age do not respect others, property.
- Yes because you can learn about the 'āina.
- DEFINITELY!! We love the staff and everyone associated with _____. It's a beautiful place to be and to get grounded.
- Yes. Because it gets you in touch with your culture. It is very relaxing for the mind and spirit and body and promotes appreciation of our land.
- Yes, it would be a wonderful experience for anyone to learn local Hawaiian cultures, and ways of life.