



HAU'OLI MAU LOA  
FOUNDATION

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## HOPE FOR KIDS 'ELUA Evaluation Update (2020-2021)

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*Photo credit:* <https://www.waikoloadryforest.org/plants/aalii/>

February 3, 2022

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*For*

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## INTRODUCTION

He ‘a‘ali‘i kū makani mai au; ‘a‘ohe makani nāna e kula‘i

*I am a wind resisting ‘a‘ali‘i, no gale can push me over.*

(Mary Kawena Pukui, Ōlelo No‘eau #507)

The cover photo depicts the ‘a‘ali‘i bush, which is indigenous to Hawai‘i and which can withstand the worst of gales—twisting, bending, but seldom breaking off or falling over. It is a fitting metaphorical image for our ‘Elua partners who demonstrated their resilience by remaining steadfast in their missions and responsive to their respective communities throughout the course of the COVID-19 pandemic. For the majority of partners, the pandemic significantly impacted their programming and forced them to change, delay or reduce their activities. To a lesser extent, the pandemic affected their revenue streams and forced them to continue to meet community needs but with less resources. Yet despite the obstacles they faced, each of the nine partners readily identified silver linings associated with the pandemic.

This evaluation update represents a **past/present/future snapshot** of what the partners accomplished relative to the pandemic and intend to continue going forward. Specifically, it will briefly review evaluation efforts of the ‘Elua partners prior to the onset of the pandemic, summarize the pandemic-related adaptations undertaken when schools and businesses severely curtailed their operations, share the programmatic changes already implemented that will continue into the future, and highlight the silver linings that emerged in the last two years.

One of the most significant lessons learned during this period was the importance of our ‘Elua partners to the communities in which they serve. If anything, COVID-19 shone a light on how the partners demonstrated their unique and valuable abilities to meet the needs of their communities surrounding physical and mental health, education, the environment, social connection, and **hana pono** (righteous work). Now more than ever, there is a need for these connections and this work in order to instill hope for kids and preserve and sustain our natural world.



## RECAP OF INITIATIVE AND PARTNERS

### *Background of the Hope for Kids Initiative*

Hau‘oli Mau Loa Foundation established Hope for Kids to expand opportunities for children in Hawai‘i to build hope and a positive future. The initiative supports programs that promote resiliency, develop life skills, and instill a sense of environmental stewardship. The Hope for Kids Initiative began with the ‘Ekahi cohort in June 2009. The Initiative was extended to six years, being formally completed with ten Partners in May 2015. The ‘Elua cohort began in June 2016 with nine Partners and is now in its final year of funding, which was extended for an additional year due to the pandemic.

The Partners bring hope to children through delivering ‘āina-based education that address a number of the following core elements: **Aloha** (providing opportunities for meaningful engagement with an adult who shares their ‘ike and aloha), **Kuleana** (believing in the potential of children and setting high expectations for their performance), **Ho‘olako** (assisting children in the development of life skills), and **Mēheuheu** (providing ‘āina-based opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning).

### *‘Elua Partners (2016-2022)*

Organization	Location	Mission Focus
Ho‘okua‘āina*	Maunawili, O‘ahu	“Rebuilding lives from the ground up” by empowering youth to realize the meaning and purpose of their lives by helping them develop life strategies and skills through <u>the cultivation of kalo and Hawaiian cultural values-based coaching</u> .
Kahua Pa‘a Mua, Inc.	Kohala, Hawai‘i	Enhance communities through <u>economic, conservation/preservation, social &amp; educational programs</u> for youth and adults.
Kāko‘o ‘Ōiwi*♦	He‘eia, O‘ahu	Restore <u>agricultural and ecological productivity</u> to nearly 405-acres within the wetlands of He‘eia through cultural, educational and ecosystem restoration programs.

Kānehūnāmoku Voyaging Academy	Kāneʻohe, Oʻahu	Perpetuate the knowledge of <u>traditional Hawaiian navigation</u> and to provide opportunities to Native Hawaiian students to advance in contemporary ocean based careers through academic, college, and career support.
Mālaʻai – The Culinary Garden of Waimea Middle School*	Waimea, Hawaiʻi	Cultivate the relationship between students and the land through growing and sharing nourishing food in an <u>outdoor living classroom</u> and connecting land stewardship, culture, health and pleasure with lifelong learning.
MAʻO – Waiʻanae Community Re-Development Corporation	Waiʻanae, Oʻahu	Empower our youth, families and community to work toward a just, healthy, self-reliant, sustainable and resilient <u>food system</u> for Hawaiʻi.
Paepae o Heʻeia*♦	Heʻeia, Oʻahu	Implement values and concepts from the model of a <u>traditional fishpond</u> to provide intellectual, physical, and spiritual sustenance for our community.
Papahana Kuaola*♦	Heʻeia, Oʻahu	Create quality learning focused on <u>Hawaiʻi’s cultural and natural resources, environmental restoration, and economic sustainability</u> fully integrated with Hawaiian knowledge.
Keaukaha One Youth Development*	Keaukaha, Hawaiʻi	Aid Native Hawaiian youth in <u>revealing their individual strengths and passions</u> for future career and academic success.

\*Served as an evaluation pilot site in 2018-2019

♦Comprised the Huliāmahi Education Alliance



## ‘ELUA EVALUATION EFFORTS (PAST)

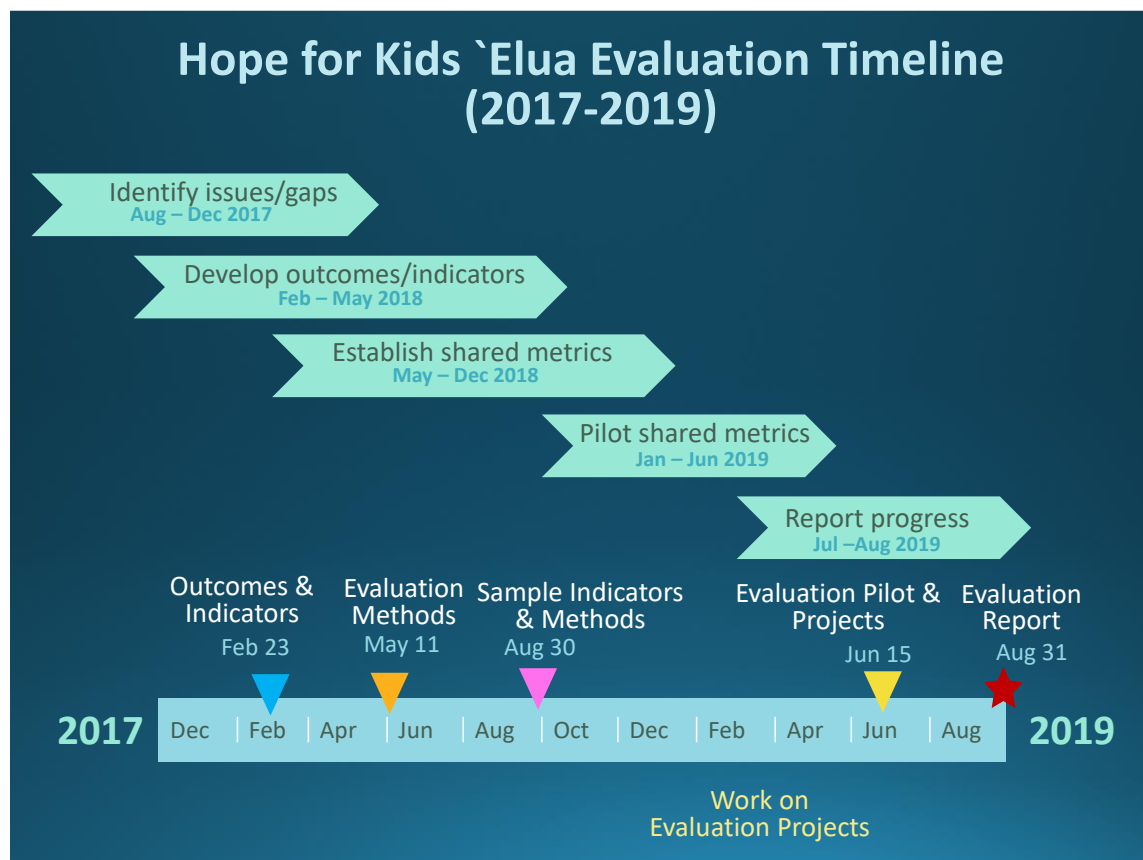
### *Overview of ‘Elua Evaluation Efforts (2017-2019)*

The evaluation work of the ‘Elua Cohort was guided by the Partners themselves, who formed an Evaluation Working Group (EWG) to focus on what they wanted to evaluate as an individual organization and what they wanted to collectively evaluate as members of the ‘Elua Cohort. They focused on strengthening their organizational capacity in evaluation and intentionally evaluating how they were addressing the four core elements of the Hope for Kids initiative within their missions. Six of the Partners volunteered to serve as pilot sites by working with the Evaluation Consultants in implementing the tasks associated with incorporating the Hope for Kids evaluation framework within their respective projects. Although the specific number and

type of indicators varied by the four pilot sites, it was clear that they all addressed to some extent *knowledge of and appreciation for community, positive feelings about self, a sense of belonging in a cultural continuum, a connection to ‘āina, and important life skills*. On average, about **8 out of 10 indicators** across all 5 outcomes received positive ratings by youth and adults.

Figure 3 below highlights the key phases and activities of the ‘Elua Evaluation initiative with work beginning in August 2017 and ending in December 2019. During this period, the EWG engaged in four different sessions addressing evaluation outcomes and indicators, evaluation methods, sample evaluation indicators and methods, and evaluation pilot projects. One of the highlights of the pilot Partners’ evaluation work was the opportunity for them to present at the annual conference of the Hawaii-Pacific Evaluation Association in September 2019. Their presentation—“*Finding the Story We Want to Tell Together: An ‘Āina-based Hui’s Journey Using Developmental Evaluation Tools*”—was well-attended and warmly received.

*Figure 3. Hope for Kids ‘Elua Evaluation Timeline (2017-2019)*



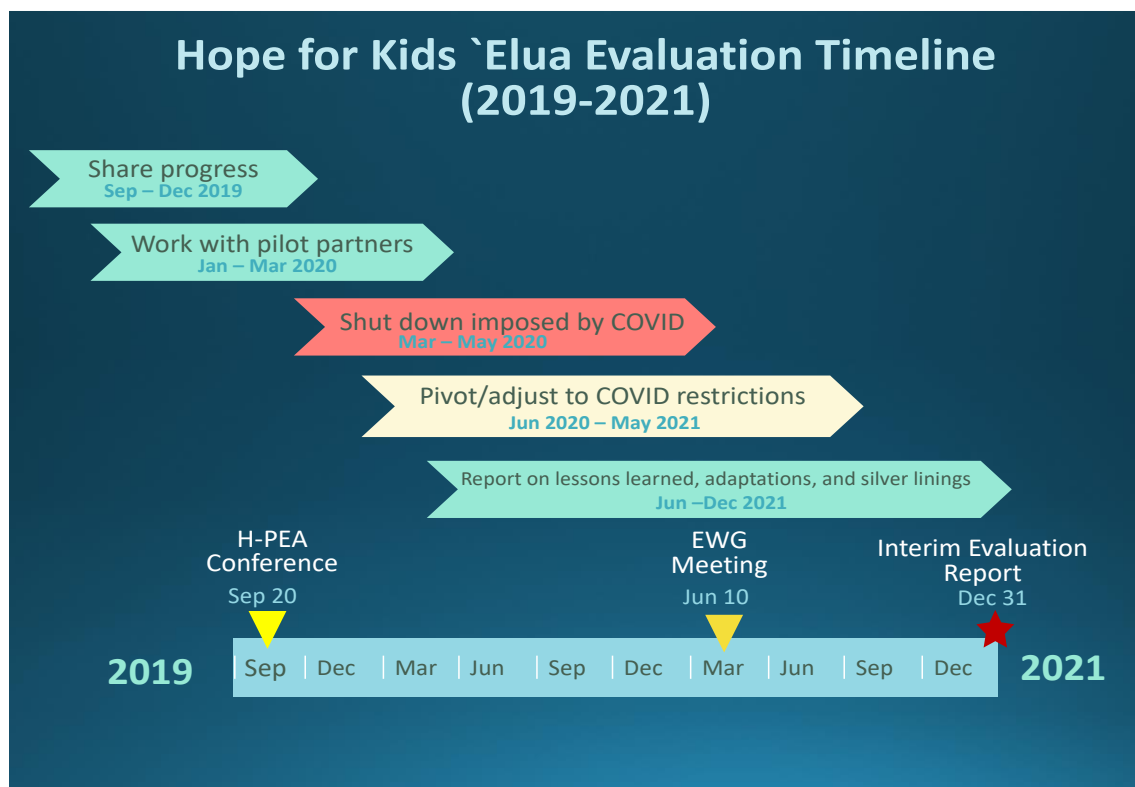


## ‘ELUA EVALUATION EFFORTS (PRESENT)

### *Focus of ‘Elua Evaluation Efforts (2019-2021)*

Prior to the onset of the pandemic, the intention of the EWG in Year 4 was to conduct further work on the Hope for Kids indicators, consider developing or refining new assessment tools (e.g., rubrics), recruit more Partners to serve as pilot sites, and continue to build evaluation capacity by receiving targeted technical assistance in specific areas. These plans quickly changed when COVID hit. Almost overnight, the focus of the Partners shifted from strengthening their evaluation capacity to figuring out how to pivot their programming to meet the needs of their communities. However, despite the unprecedented challenges—particularly for those who worked with students or large groups—Partners found creative and resourceful ways to offer their programs. Figure 4 below highlights the key phases and activities of the ‘Elua Evaluation initiative in the last two years. These are further detailed in the next section.

*Figure 4. Hope for Kids ‘Elua Evaluation Timeline (2019-2021)*




### *Pandemic-related Adaptations to Programs (Spring 2020 - Summer 2021)*

This section provides an overview of what Partners did, what was learned (by participants, parents, and program staff), and how learning was assessed. While the Partner sites differed in their organizational development, mission, scope, and the age of youth they served, they each found ways to not only continue but expand their mission. Program adaptations that cut across all nine partners were driven by the needs of the communities and focused on **Pilina** (*relationships*), **‘Ohana** (*family*), **Kaiāulu** (*community*) and **Kilo** (*to watch, observe, examine or forecast*). The table below highlights the most common activities that were carried out by the Partners. While many Partners implemented multiple activities under each category, only one is provided for illustration purposes.

What was done?	Illustrative Example
Developed <u>new digital resources</u> to substitute for in-person and on-site activities.	<b>Huliāmahi</b> converted their lessons into an online format and was able to pilot their entire 3 <sup>rd</sup> grade curriculum virtually. In addition, they updated their introductory videos in which they demonstrate the practice of kilo.
Created and implemented <u>food sustainability initiatives</u> to meet the food insecurity needs in the community.	<b>Kahua Pa’a Mua</b> collaborated with multiple partners in the Kohala kaiāulu by donating fresh produce and meat. As a result, they were able to distribute up to 500 meals quarterly.
Strengthened <u>social media presence</u> to further reach youth and family who were isolated by the pandemic.	<b>Māla’ai</b> created ‘āina-based content for sharing with students, families and the broader community via YouTube, re-launched their website, and increased their presence on Instagram and FaceBook.
Provided <u>more one-on-one activities</u> and/or worked with smaller groups of youth and families.	<b>RISE/KOYD</b> focused on coaching paddling to individual ‘ohana and small groups of students. As interest and enrollment grew, separate practices for small groups of girls, boys, and co-ed groups were introduced.



The pages that follow highlight what was learned across all of the sites. Again, while many Partners indicated similar learning outcomes, only one Partner example under each row is provided for illustration purposes.

What was learned?	Illustrative Example
<p>Learning <u>new technical skills and applications</u> increased the computer literacy and educational toolbox of both staff and participants.</p> 	<p>Huliāmahi staff used an all-in-one online tool called Genially to create digital content and to communicate visually with students and each other. The tool helped them create presentations, images, infographics, and quizzes with animated and interactive effects.</p>  <p>Third grade pre-huakaʻi materials on Genially.</p>

Huliāmahi = To join together in great numbers to cooperate. Here’s one way we do that: planting together so we can share with our kaiāulu (community).

*“Huliāmahi values reflection time together, experimentation with new technology, and building pilina as we navigate these ever-changing waters. We are adaptable and will continue to strive for creative, collective ways to educate our youth safely during this pandemic – and beyond.”*  
 – M. Kaleipumehana Cabral, Huliāmahi



## What was learned?

Partners greatly increased their comfort with and ability to adapt to change.

## Illustrative Example

Kānehūnāmoku quickly adapted to the needs of their school partners, launching into a fully virtual platform for students K-Post High. Although it was challenging to connect to the wa'a virtually, many positives were discovered. Guest speakers from Hawai'i and beyond were able to share directly with students on Zoom, which would not have been possible in the physical classroom. Partnerships with schools became even stronger with increased communication and reaffirmed commitment between schools and KVA. [Kanehunamoku Voyaging Academy Website](#)



Kumu Anna is wa'a ready in our virtual classroom!



Safety is our top priority. Face Masks and P.F.D.'s keep us all safe while on the canoe.

*"Passion drives everything we do and empowers us to overcome challenges. Students want to learn and we need to be there for them and for the schools - whether online, on the canoe, or in the classroom." – Bonnie Kahapea-Tanner, Kānehūnāmoku*

What was learned?	Illustrative Example
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Partners' validated their beliefs that strengthening social-emotional skills and building relationships are paramount to their work.

Kahua Pa'a Mua worked with fewer youth but more intensely over the course of the pandemic. They observed great improvement in kids' self-esteem and believe it was because kids found themselves more valued and appreciated by others. Kids worked on individual farm projects and were paired with mentors who checked-in regularly with them. During their HA summer internship, mentees learned basic facilitation and recording skills and how to develop their own plan for their summer projects.



Kahua Pa'a Mua participants cooking for the community, resulting in 500 dinner plates. Food was made from the youths' harvest: Kalua pork with cabbage, stir fried vegetables, and sweet potato.

*"Kaiāulu means collaborating with partners to help FEED our community."*  
– Uncle David Fuertes, Kahua Pa'a Mua



What was learned?	Illustrative Example
<p>Partners acquired a <u>deeper knowledge of their mission and their community.</u></p>	<p>Ho'okua'āina deepened relationships with several other community organizations including Hui Mālama o ke Kai ('Ekahi cohort) and Blanche Pope Elementary School in Waimānalo. They collaboratively created Kilo work books that included huli kalo and that were distributed to kids and their 'ohana from all three organizations. [<a href="#">Kilo and Kalo Journal and Activity Page on Website</a>; <a href="#">Kilo and Kalo Event Video</a>; <a href="#">Education and Outreach Update on Website Blog</a>]</p>



Ho'okua'āina staff help to distribute kalo, huli, and kilo journals to the Waimānalo community as part of the Kilo and Kalo event hosted at Hui Mālama o ke Kai.

*"Our experience pre-pandemic was that we were in a nice flow of sharpening and utilizing our evaluation tools with results that gave us confidence in the fact that they actually worked. Being a part of the evaluation hui strengthened that sense and provided the necessary feedback to refine our methods even more. Although there was a slight disruption when Covid arrived in Hawai'i, we were positioned as an organization with the tools and resources in place to quickly pivot and be effective in helping meet the needs of communities impacted the most. Technology helped us to create new ways to connect with families who were isolated and it also inadvertently spawned a new program with kūpuna. Today, we are moving forward with new resilience and hope for what lies ahead." - Michele Wilhelm, Ho'okua'āina*

## How was learning assessed?

## Illustrative Example

Partners focused more on assessing social-emotional skills and engagement and less on academic skills or knowledge.

At the beginning of the 2020 school year, Māla'ai created and distributed an online survey to incoming 6<sup>th</sup> graders at Waimea Middle School that asked how they were feeling about starting a new school, about learning in a cultural context, and about what they expect life to be like as a 6<sup>th</sup> grader. The focus was on getting kids to share their feelings rather than their knowledge. Māla'ai also updated their existing assessment instruments and created an observation checklist for garden teachers to complete for Waimea Middle School students participating in Māla'ai afterschool activities. (Please see appendix for examples)



Welcoming students back to Māla'ai after a year and a half. There was both excitement and nervousness at first but the joy in the students' faces was soon apparent. With hand washing, social distancing, and mask wearing, we are able to keep our students and staff safe and healthy, while still educating!

*"Māla'ai is my favorite place to escape school and other pressures."*  
– Waimea Middle School 6<sup>th</sup> Grader



What was learned?	Illustrative Example
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Partners relied less on surveys and more on conversations with and observations of youth.

Through daily interactions with youth, RISE/KOYD used direct observation to assess how youth were learning. In addition, personal interviews were conducted with youth to further identify and validate their growth. The pandemic provided an opportunity to think outside the box in terms of program design, implementation, and assessment. Small participant groupings created avenues for stronger mentoring and training where quality of service over quantity of service was evident.



Getting ready for the launch of ‘Iomākualani (Hōkūalaka‘i) in March of 2022.

*“RISE/KOYD aids Native Hawaiian youth in revealing their individual strengths for future careers and academic success.” – Dr. Keahi Warfield, RISE/Keaukaha One Youth Development*



What was learned?	Illustrative Example
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Partners used the time afforded by the pandemic to strengthen their evaluation efforts, including revising existing tools and developing new ones.

MA'O completed two major evaluation efforts: an alumni survey (Maoli Ola) that was sent to over 300 participants spanning a 20 year period and a study that examined the impacts of COVID on MA'O participants and other students from the community (Ka Leo O Ka Manu). Findings from both studies underscored the importance of pilina in contributing to the success of the program. MA'O is endeavoring to articulate a comprehensive organizational, operations, and program evaluation strategy. Mo'olelo

Sovereignty: [https://www.canva.com/design/DAEw8t0zr0c/350anpcWkjdyQMZjjdBmPA/view?utm\\_content=DAEw8t0zr0c&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publicsharelink](https://www.canva.com/design/DAEw8t0zr0c/350anpcWkjdyQMZjjdBmPA/view?utm_content=DAEw8t0zr0c&utm_campaign=designshare&utm_medium=link&utm_source=publicsharelink)



Tree planting at Palikea236 by youth and staff in August, October and November 2021. There are so many stories that are embedded within this picture but ultimately it is that the land loved us first.

*"We focus in real time, creating relationship to `āina again, defending and restoring `āina, empowering our youth and families, feeding and nourishing our youth in mind, body, and na`au—we are aspiring to the nu`u and fostering the excellence that we are ALREADY CAPABLE of and have self-determination to control and manage with aloha within the dailiness of our hana." – Kukui Maunakea-Forth, MA`O-Wai`anae Community Re-Development Corporation*



## ELUA EVALUATION EFFORTS (FUTURE)

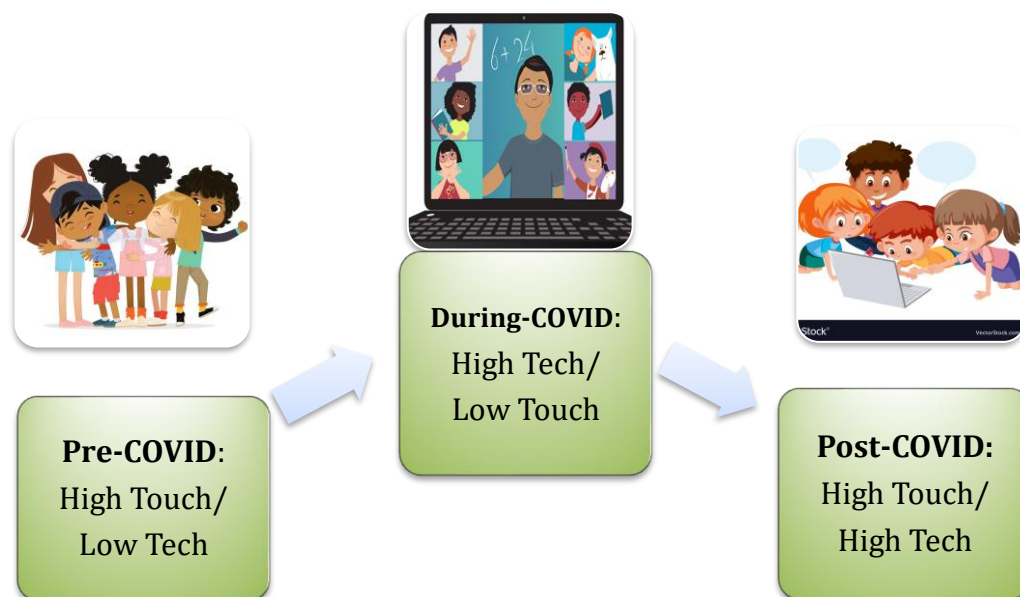
### *Future/Post-Pandemic Programmatic Changes (Fall 2021-Spring 2022)*

This section provides an overview of what changes will be sustained going forward. As Oliver Wendell Holmes, Jr. said, “A mind that is stretched by a new experience can never go back to its old dimensions.” Life before COVID-19 will likely not return exactly how it was before. Rather, the acquisition of new ways of learning, doing, and assessing brought on by the pandemic will likely continue to some extent. These new ways are summarized below.

Which adaptations will continue?	Illustrative Example
Utilize technology to <u>support (not supplant)</u> in-person and cultural learning outcomes	Huliāmahi intends to create more online/digital resources to demonstrate and teach students how to kilo. These resources will also translate easily to in-person lessons when necessary.
Continue to track active participation with <u>positive social emotional learning skills</u>	MA’O will continue to instill the practice of listening as a valuable evaluation method to inform program philosophy and activities.
Continue to collaborate with other organizations on <u>food insecurity and ‘ohana engagement initiatives</u>	Kahua Pa’a Mua will continue to collaborate with other Partners and schools in the community to support food sustainability and ‘ohana engagement initiatives. For example, they will partner with the Kohala Hub and Hip Ag in a new community program (“Seed to Market: Building Food Security in North Kohala”). The initiative will include ‘āina-based workshops, free food distributed weekly to kupuna, and multi-farms CSA.
Maintain a <u>social media presence</u> and continue to <u>offer afterschool and small group opportunities</u> for students to engage outside of the school day.	Māla’ai will continue to maintain their social media presence, given how families and students engaged with their website and content on YouTube during the pandemic. <a href="https://www.youtube.com/channel/UCkNIZh98RBBDtnp-R5rFF5Q">https://www.youtube.com/channel/UCkNIZh98RBBDtnp-R5rFF5Q</a>
Periodically spend time in <u>intentional reflection</u> .	Huliāmahi will plan an Educator Retreat so that staff have time to reflect on what has been accomplished, what they want to accomplish going forward, and on strengthening pilina with each other.

In general, Partners’ programming and evaluation efforts over these key transition points—pre-COVID, during COVID, and post-COVID—can be described as the degree to which in-person activities and strategies (“high touch”) and virtual activities and strategies (“high tech”) varied. Partners are taking the best of both “worlds” to incorporate in their programming and evaluation efforts going forward.

*Figure 5. Hope for Kids ‘Elua Approach to Programming (2021-2022)*



## SILVER LININGS

### *Silver Linings*

Despite the incredible challenges imposed by the pandemic, there were silver linings that emerged. The adaptations that Partners undertook out of necessity resulted in developing and strengthening relationships between and among Partners and within their communities and highlighting the importance of their ‘āina-based work. Specifically, the silver linings included:

1. Program staff developed new technological skills related to communicating and teaching as well as using social media to engage with participants;
2. New partnerships were developed and existing relationships strengthened within the community, and between and among youth, ‘ohana, school staff, Partners, and other organizations;
3. The slower pace imposed by pandemic restrictions allowed some Partners—for example, Māla‘ai, Huliāmahi, and Kānehūnāmoku—to focus on building capacity and pilina within their organizations;
4. Partners that were deemed essential businesses during the pandemic—for example, MA‘O, Ho‘okua‘āina, Kahua Pa‘a Mua, and Kāko‘o ‘Ōiwi—validated the importance of agriculture in Hawai‘i and production increased significantly; and,
5. Partners validated their beliefs that the social emotional learning and health of kids is paramount to their work, which helps to fulfill a significant need in youth that schools alone are unable to fully address.



## APPENDIX

### Māla‘ai Evaluation Tools

(Student Rubric, Student Survey, Student Survey Key)



## Mala`ai Student Rubric (completed by Adult/Teacher)

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Hope for Kids Key Element	Developing (limited extent)	Proficient (some extent)	Exemplary (great extent)	Comments
Knowledge and appreciation for community		Demonstrates knowledge of mo`olelo, or stories, about Waimea, Kohala, or Hawai'i Island.		
		On at least 1 occasion, has shared food or stories about what s/he has experienced in the garden with peers.		
		Has done something to make his/her school or home community better.		
Positive feelings about self		Knows how to cooperate and work well with others.		
		Appears willing to try new things or meet new people.		
		On at least 1 occasion, has helped peers in the garden.		
		Demonstrates pride in his/her work.		
Belonging in a cultural continuum		Demonstrates knowledge of Hawaiian names for more than one plant, wind, or other things in the environment.		
		Often participates in traditional Hawaiian greetings, such as a welcoming `oli.		
		Appears to enjoy eating what has been grown in the garden.		
		Seeks additional opportunities to learn more about the Hawaiian culture.		

Connection to `āina		Demonstrates knowledge of what foods are healthy and how to make healthy food choices.		
		Demonstrates joy or pleasure when in the garden.		
		Demonstrates how to mālama or protect the `āina while in the garden.		
Development of life skills		Appears interested in learning more about careers related to caring for the land or working with food.		
		Demonstrates knowledge about a scientific concept that is related to what is taught in the garden.		
		Is comfortable exploring and/or demonstrates creativity and imagination while in the garden.		
		Tends to work through challenges or knows when and who to ask for help.		
		Tends to make good choices about how to behave while in the garden.		

<b>Māla`ai Student Survey</b>
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Name of Student \_\_\_\_\_

Today's Date \_\_\_\_\_

*This is not a test. We just want to know about your experience in the garden. Please respond to the following questions and choose the answer that best fits you.*

<i><b>When I am in the garden...</b></i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I think I make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know people who I can trust and learn from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am willing to try new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am proud of the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel like I am an important part of the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to explore or be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I think about my actions and their consequences and how to make good choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to address challenges, including when to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It gives me pleasure or joy to take care of the land.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to cooperate and work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I learn about healthy foods and how to make healthy food choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I sometimes think about the kind of life I want when I'm older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you ever think about the garden when you are not working in the garden, like when you're in other classes at school or when you're eating at home or out at a restaurant? If so, can you give an example?

<i><b>As a result of my time in the garden...</b></i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
15. I am interested in learning more about careers related to caring for the land or working with food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The `āina or land is a sacred living being that I should mālama or protect. What I do now on the `āina matters to its future well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I believe I can do something to make my community better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know mo`olelo, or stories, about Waimea, Kohala, and Hawai`i Island.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I know Hawaiian names for some plants, winds, or other things in my environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I know and can participate in traditional Hawaiian greetings, such as a welcoming oli.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I know how to grow traditional foods, such as taro, `uala, bananas, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I like to eat what I've grown in the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel the garden is a good place for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have shared food or stories about what I have experienced in the garden with my friends or my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What are your favorite things about the garden? Please list at least 2 things.

26. Please share what your experience in the garden has meant to you.

<b>Mala`ai Student Survey Key</b>
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Alignment with Hau`oli Mau Loa Hope for Kids Outcomes, Nā Hopena A`o, SEL, Deeper Learning, and College/Career Readiness

Survey Statement	Aligned to Hope for Kids Outcomes	Aligned to Nā Hopena A`o Statements	Addresses Social/Emotional Learning	Addresses Deeper Learning (holistic, relevant, engaged)	Addresses College/Career Readiness
1) I believe I can do something to make my community better.	Knowledge and appreciation for community	<u>R</u> esponsibility	X	X	
2) I know mo`olelo, or stories, about Waimea, Kohala, or Hawai`i Island.		<u>H</u> awai`i		X	
3) I think I make a difference	Positive feelings about self, including a sense of achievement	<u>R</u> esponsibility	X		
4) I feel safe.		<u>B</u> elonging	X		
5) I am proud of the work I do.		<u>A</u> loha	X		
6) I know how to cooperate and work well with others.		<u>A</u> loha	X	X	X
7) I feel like I am an important part of the garden.		<u>B</u> elonging	X	X	
8) I am able to explore and be creative.		<u>E</u> xcellence	X	X	
9) I know Hawaiian names for some plants, winds, and other things in my environment.	Sense of belonging in a cultural continuum	<u>H</u> awai`i		X	
10) I know how to grow traditional foods, such as taro, `uala, bananas, etc.		<u>H</u> awai`i			X
11) I know and can participate in traditional Hawaiian greetings, such as welcoming oli.		<u>H</u> awai`i		X	
12) I have shared food or stories about what I've experienced in the garden with my friends or my family.		<u>B</u> elonging	X		
13) I believe that the `āina, or land, is a sacred living being that I should mālama, or protect. What I do now on the `āina matters to its future well-being.	Connection to `āina	<u>H</u> awai`i		X	X



Survey Statement	Aligned to Hope for Kids Outcomes	Aligned to Nā Hopena A`o Statements	Addresses Social/Emotional Learning	Addresses Deeper Learning (holistic, relevant, engaged)	Addresses College/Career Readiness
14) It gives me pleasure or joy to take care of the land.		<u>H</u> awai`i	X	X	
15) I like to eat what I've grown in the garden.		<u>T</u> otal Well-being	X		
16) I like to come to school on days that I have class in the garden.		<u>?</u>		X	
17) I know people who I can trust and learn from.	Life skills	<u>R</u> esponsibility	X		
18) I am willing to try new things.		<u>?</u>			X
19) I learn about healthy foods and how to make healthy food choices.		<u>T</u> otal Well-being		X	
20) I am able to address challenges, including when to get help.		<u>E</u> xcellence	X		X
21) I think about my actions and their consequences and how to make good choices.		<u>R</u> esponsibility	X		
22) I feel that the garden is a good place for me to learn.		<u>E</u> xcellence		X	
23) I am interested in learning more about careers related to caring for the land or working with food.		<u>E</u> xcellence		X	X
24) I sometimes think about the kind of life I want when I'm older.		<u>E</u> xcellence			X
25) I have learned something about science in the garden.		<u>E</u> xcellence			X

## Mala`ai Student Rubric (completed by Adult/Teacher)

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Hope for Kids Key Element	Developing (limited extent)	Proficient (some extent)	Exemplary (great extent)	Comments
Knowledge and appreciation for community		Demonstrates knowledge of mo`olelo, or stories, about Waimea, Kohala, or Hawai`i Island.		
		On at least 1 occasion, has shared food or stories about what s/he has experienced in the garden with peers.		
		Has done something to make his/her school or home community better.		
Positive feelings about self		Knows how to cooperate and work well with others.		
		Appears willing to try new things or meet new people.		
		On at least 1 occasion, has helped peers in the garden.		
		Demonstrates pride in his/her work.		
Belonging in a cultural continuum		Demonstrates knowledge of Hawaiian names for more than one plant, wind, or other things in the environment.		
		Often participates in traditional Hawaiian greetings, such as a welcoming `oli.		
		Appears to enjoy eating what has been grown in the garden.		
		Seeks additional opportunities to learn more about the Hawaiian culture.		

Connection to `āina		Demonstrates knowledge of what foods are healthy and how to make healthy food choices.		
		Demonstrates joy or pleasure when in the garden.		
		Demonstrates how to mālama or protect the `āina while in the garden.		
Development of life skills		Appears interested in learning more about careers related to caring for the land or working with food.		
		Demonstrates knowledge about a scientific concept that is related to what is taught in the garden.		
		Is comfortable exploring and/or demonstrates creativity and imagination while in the garden.		
		Tends to work through challenges or knows when and who to ask for help.		
		Tends to make good choices about how to behave while in the garden.		

<b>Māla`ai Student Survey</b>
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Name of Student \_\_\_\_\_

Today's Date \_\_\_\_\_

*This is not a test. We just want to know about your experience in the garden. Please respond to the following questions and choose the answer that best fits you.*

<b><i>When I am in the garden...</i></b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I think I make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know people who I can trust and learn from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am willing to try new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am proud of the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel like I am an important part of the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to explore or be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I think about my actions and their consequences and how to make good choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to address challenges, including when to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It gives me pleasure or joy to take care of the land.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to cooperate and work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I learn about healthy foods and how to make healthy food choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I sometimes think about the kind of life I want when I'm older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you ever think about the garden when you are not working in the garden, like when you're in other classes at school or when you're eating at home or out at a restaurant? If so, can you give an example?

<i><b>As a result of my time in the garden...</b></i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
15. I am interested in learning more about careers related to caring for the land or working with food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The `āina or land is a sacred living being that I should mālama or protect. What I do now on the `āina matters to its future well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I believe I can do something to make my community better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know mo`olelo, or stories, about Waimea, Kohala, and Hawai`i Island.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I know Hawaiian names for some plants, winds, or other things in my environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I know and can participate in traditional Hawaiian greetings, such as a welcoming oli.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I know how to grow traditional foods, such as taro, `uala, bananas, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I like to eat what I've grown in the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel the garden is a good place for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have shared food or stories about what I have experienced in the garden with my friends or my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What are your favorite things about the garden? Please list at least 2 things.

26. Please share what your experience in the garden has meant to you.



<b>Mala`ai Student Survey Key</b>
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Alignment with Hau`oli Mau Loa Hope for Kids Outcomes, Nā Hopena A`o, SEL, Deeper Learning, and College/Career Readiness

Survey Statement	Aligned to Hope for Kids Outcomes	Aligned to Nā Hopena A`o Statements	Addresses Social/Emotional Learning	Addresses Deeper Learning (holistic, relevant, engaged)	Addresses College/Career Readiness
1) I believe I can do something to make my community better.	Knowledge and appreciation for community	<u>R</u> esponsibility	X	X	
2) I know mo`olelo, or stories, about Waimea, Kohala, or Hawai`i Island.		<u>H</u> awai`i		X	
3) I think I make a difference	Positive feelings about self, including a sense of achievement	<u>R</u> esponsibility	X		
4) I feel safe.		<u>B</u> elonging	X		
5) I am proud of the work I do.		<u>A</u> loha	X		
6) I know how to cooperate and work well with others.		<u>A</u> loha	X	X	X
7) I feel like I am an important part of the garden.		<u>B</u> elonging	X	X	
8) I am able to explore and be creative.		<u>E</u> xcellence	X	X	
9) I know Hawaiian names for some plants, winds, and other things in my environment.	Sense of belonging in a cultural continuum	<u>H</u> awai`i		X	
10) I know how to grow traditional foods, such as taro, `uala, bananas, etc.		<u>H</u> awai`i			X
11) I know and can participate in traditional Hawaiian greetings, such as welcoming oli.		<u>H</u> awai`i		X	
12) I have shared food or stories about what I've experienced in the garden with my friends or my family.		<u>B</u> elonging	X		
13) I believe that the `āina, or land, is a sacred living being that I should mālama, or protect. What I do now on the `āina matters to its future well-being.	Connection to `āina	<u>H</u> awai`i		X	X

Survey Statement	Aligned to Hope for Kids Outcomes	Aligned to Nā Hopena A`o Statements	Addresses Social/Emotional Learning	Addresses Deeper Learning (holistic, relevant, engaged)	Addresses College/Career Readiness
14) It gives me pleasure or joy to take care of the land.		<u>H</u> awai`i	X	X	
15) I like to eat what I've grown in the garden.		<u>T</u> otal Well-being	X		
16) I like to come to school on days that I have class in the garden.		<u>?</u>		X	
17) I know people who I can trust and learn from.	Life skills	<u>R</u> esponsibility	X		
18) I am willing to try new things.		<u>?</u>			X
19) I learn about healthy foods and how to make healthy food choices.		<u>T</u> otal Well-being		X	
20) I am able to address challenges, including when to get help.		<u>E</u> xcellence	X		X
21) I think about my actions and their consequences and how to make good choices.		<u>R</u> esponsibility	X		
22) I feel that the garden is a good place for me to learn.		<u>E</u> xcellence		X	
23) I am interested in learning more about careers related to caring for the land or working with food.		<u>E</u> xcellence		X	X
24) I sometimes think about the kind of life I want when I'm older.		<u>E</u> xcellence			X
25) I have learned something about science in the garden.		<u>E</u> xcellence			X