



**HAU'OLI MAU LOA FOUNDATION HOPE FOR KIDS INITIATIVE
SPRING 2015 EVALUATION REPORT**

August 20, 2015

Submitted to:

Hau'oli Mau Loa Foundation

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HOPE FOR KIDS INITIATIVE

SPRING 2015 EVALUATION REPORT

August 2015

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

Hope for Kids Partners:

- ◆ *‘Aha Pinana Leo* ◆ *Friends of the Future: Nā Kabumoku* ◆ *Hoa ‘Āina O Makaha* ◆ *Hui Malama O Ke Kai Foundation*
- ◆ *Ka Honua Momona International* ◆ *Ka‘ala Farm, Inc.* ◆ *The Kohala Center* ◆ *Kokua Kalibi Valley: Ho‘oulu ‘Āina*
- ◆ *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):

- ❖ **Aloha** - provide opportunities for meaningful engagement with an adult who shares of their ‘ike and aloha;
- ❖ **Kuleana** - believe in the potential of children and set high expectations for their performance;
- ❖ **Mālama ‘Āina** - provide opportunities to learn outdoors;
- ❖ **Ho‘olako** - assist in the development of life skills; and
- ❖ **Mēheuheu** - provide opportunities to celebrate and find strength in one’s cultural identity and/or use culture for learning.



The Mabele Farm crew teaching Hana keiki how to plant edible food crops. (Ma Ka Hana Ka ‘Ike)

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 the 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 evaluation has been conducted in two operational phases. The first took place in Spring 2014. The results were presented in a report dated August 2014, available on the Foundation web site (<http://hauolimauloa.org/hope-for-kids-evaluation-report-executive-summary-prel-august-2014/>). The second phase took place in Spring 2015. The results of the second phase are presented in this report. This report also compares and contrasts the results from the first and second phases. The same basic methodology was used in both the first and second phases.

EXECUTIVE SUMMARY CONTINUED...



Kumu Pinobu Meade and baumāna Makoa Miguel working in the garden. Through the Laukupu program the baumāna learn important skills to care for the 'āina. ('Aha Punana Leo)

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). This required that they think back and answer questions about the desired outcomes before participation in the program. In pilot testing, this was found to be too difficult a task for the keiki students, who were thus only asked a single question about each desired outcome.

In addition to the surveys, PREL staff conducted group interviews (and one-on-one interviews as needed due to scheduling concerns) during visits to each program site. Interview questions were also based on the six desired outcomes.

The following graphic is called a Wordle. It is based on counting the words in the open-ended responses. The more times a term is used, the bigger the word appears in the graphic. It provides a summary conceptual overview of the project through the words of participants, staff, and 'ohana.

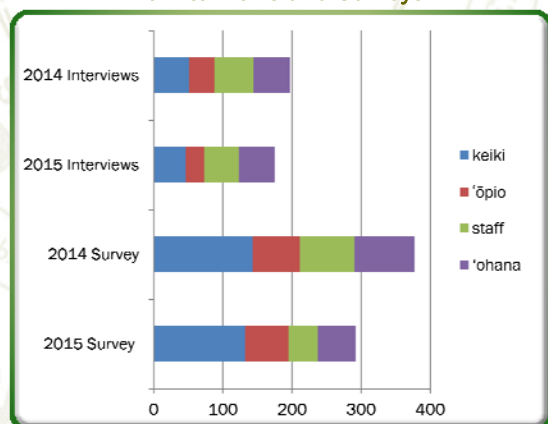


One can see at a glance that the most trenchant concepts that characterize the overall Hope for Kids initiative include:

“community,” “Hawaiian,” “culture,” and “learn.”

EXECUTIVE SUMMARY CONTINUED...

2014/2015 Comparison of Respondents To Interviews and Surveys



In the Spring 2015 phase of the evaluation, a total of 292 respondents, including 132 keiki, 63 'ōpio, 42 staff, and 55 'ohana members took the survey. In the interviews, a total of 175 persons, including 46 keiki, 27 'ōpio, 50 staff, and 52 'ohana members participated.

These figures are lower for all groups than Spring 2014 results, in which 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.

This report presents the survey data results in two formats, first by group, then by desired outcomes. For Spring 2015, the quantitative (survey) results indicated, in summary, across-the board positive support for the hypothesis that the students in the programs were achieving the six desired outcomes at high levels. Those who answered pre- and post-participation questions ('ōpio, staff, and 'ohana) also indicated consistent increases in scores on all the desired outcomes.

For Spring 2015, the quantitative (survey) results indicated, in summary, across-the board positive support for the hypothesis that the students in the programs were achieving the six desired outcomes at high levels.

A comparison of the quantitative results between Spring 2014 and Spring 2015 shows that in both years the overall patterns of desired outcome achievement and increases between before and after participating in the program were virtually identical. This provides strong evidence that the positive results seen in 2014 are being consistently achieved, over at least a two-year period.

This provides strong evidence that the positive results seen in 2014 are being consistently achieved, over at least a two-year period.

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 of these comments for each desired outcome from Spring 2015.

1. Knowledge of and Appreciation for Community

Keiki: I care about my community and help because I plant trees, pick up trash that I see and I help in the gardens.

2. Positive Feelings about Self

'Ōpio: I didn't talk as much, but now I'm actually able to connect and socialize. I am confident in knowing who I am as a Hawaiian.

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

Staff: Some of the Marshallese students are quite knowledgeable about growing food, pounding kapa, building simple things, and really beamed with pride to be able to share with fellow students - they often struggle in class.

4. Cultural Connection

Staff: One of the things we try to teach to our kids is respect for other cultures; that it's ok if you're not Hawaiian. It doesn't make you any more or less than someone who is Hawaiian. It's more about recognizing the things that we practice, which is respect, and learning different ways of life, and living those values.



At Ho'oulu 'Aina, keiki learn by doing. Here, Reggie and Kapoli work in the pallet garden. (Kokua Kalihī Valley)

EXECUTIVE SUMMARY CONTINUED...

5. Connection to the 'Āina

'Ohana: _____ ...will pick up trash when she sees it, throw back small fish when she catches them, and learned the importance of proper composting so that we can benefit from green waste rather than just leaving peels around.

6. Developing New Skills

'Ōpio: I learned to be a better leader. Over here we have leaders that are models for us. When groups come to visit us, then they (the leaders) expect us to do what they do.

Finally, open-ended comments from the survey and from interviews respond to general questions about the projects. Here are examples of those from Spring 2015.

1. How the Program is Making a Difference

Keiki: I've become nicer to people.

2. Best Thing about the Program

'Ohana: It's been really valuable to have the leaders that they have here. It's someone else our children can trust. For me, our family works until 5pm and our children get out at 1pm. So we know they are safe here. Here—it's extended family.

3. Recommendations for Improvement

'Ohana: I feel like the kids would benefit greatly from starting the program a year earlier, because they're so readily influenced at this age. If they have exposure to more role models and peers, it would go a long way for their development.



A first year haumana of the after-school program practices *wiwo'ole* (having the courage to do something you are not used to doing) by catching his first wave and riding it all the way to the shoreline of Kaupo. (Ihūi Malama O Ke Kai)

The Hope for Kids initiative is achieving its short-term desired outcomes, and it is doing it consistently over at least a two-year span. Based on the underlying logic model, it can be inferred that intermediate and long-term outcomes will also be positive.

In summary, across the entire evaluation, including Spring 2014 and Spring 2015, the following conclusions can be drawn.

Based on the simple finding that both quantitative and qualitative results from both phases were strikingly similar, it may be concluded that the results from the Spring 2014 phase were not a fluke or aberration. The Hope for Kids initiative is achieving its short-term desired outcomes, and it is doing it consistently over at least a two-year span. Based on the underlying logic model, it can be inferred that intermediate and long-term outcomes will also be positive.

It should be emphasized that this evaluation was not designed to randomly sample participants in all sites, do independent pre- and post-participation testing, or otherwise establish a causal relationship between participation and outcomes. The results are all based upon the self-reported opinions and observations of program participants. With this caveat, it may be concluded that, from the perspective of the respondents, the Core Elements of Hope for Kids do lead to the desired outcomes.

HAU'OLI MAU LOA
FOUNDATION



HAU'OLI MAU LOA FOUNDATION HOPE FOR KIDS INITIATIVE

SPRING 2015 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) *Aloha* - provide opportunities for meaningful engagement with an adult who shares of their 'ike and aloha; 2) *Kuleana* - believe in the potential of children and set high expectations for their performance; 3) *Mālama 'Āina* - provide opportunities to learn outdoors; 4) *Ho'olako* - assist in the development of life skills; and 5) *Mēheuheu* - 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 their 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 the full benefits of participation.

The evaluation has been conducted in two operational phases. The first took place in Spring 2014. The results were presented in a report dated August 2014, available on the Foundation web site. The second phase took place in Spring 2015. The results of the second phase are presented in this report. This report also compares and contrasts the results from the first and second phases.

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 Partner programs. In many cases the participants in this study represent sub-programs of the various partners. More detail about each program that is supported by Hope for Kids is in Appendix I.

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.	Pūnana Leo preschool sites statewide
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 aged students and their families.	Mākaha, O‘ahu
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 (land division) 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 Partner programs, were defined and agreed upon in what is called the Voyage of Hope Logic Model. The full Theory of Change and Voyage of Hope Model may be accessed at the Hau'oli Mau Loa web site:

<http://hauolimauloa.org/hope-for-kids-evaluation-report-executive-summary-prel-august-2014/>

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
Developing skills	Increasing mastery of skills	Applying skills
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

The desired early outcomes provided the basis for the questions in survey instruments developed for the four groups of respondents: keiki (Pre-kindergarten through Grade 6), ‘ōpio (Grade 7 and up), program staff, and ‘ohana (family).

This is an evaluation at the initiative level, NOT the individual program level. It should be noted that the 10 programs 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 two weeks to several years), and program activities. Some have developed curriculum and others don't 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

The same basic methodology was used in both the first (Spring 2014) and second (Spring 2015) phases of the evaluation.

Surveys

As noted, the six outcomes in the Voyage of Hope 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) comprised of representatives of the 10 Partner organizations. They were also pilot tested by volunteer Partner organizations in the Fall of 2013. The results are in the Pilot Test Report (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 and made available for the first actual administration in the Spring of 2014. The instruments were slightly revised for the Spring 2015 administration based on feedback collected during the Spring 2014 administration (Appendix II). 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 rate their status prior to attending the program and after attending the program (called Pre and Post in responses). This requires that they think back and answer questions about the desired outcomes before participation in the program. In pilot testing, this 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:

- 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; and
- A subset of 'ohana (target number of eight, but the actual numbers varied from one to ten).

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

Interviews

In addition to the surveys, 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 six to eight participants and 'ohana, and with as many program staff members as possible. Group interviews

(and one-on-one interviews as needed due to scheduling concerns) for the Spring 2015 phase took place during site visits between September 2014 and May 2015.

RESULTS

In the following results section there are three subsections. In Subsection A, we present the number of respondents to each survey form and the number of participants in interviews. In Subsection B, we present the quantitative survey results for each group in a table, followed by a figure showing the quantitative results graphically. In Subsection C, 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 the perspectives that explain the quantitative results. At the end of Subsection C are similar exemplars of comments from survey and interview questions that were not specifically related to one of the six desired outcomes. Once again, more complete tables of these comments may be found in Appendix IV.

In each results subsection, following the presentation of results for Spring 2015, the quantitative results from Spring 2015 are compared and contrasted with the results from Spring 2014. The complete data tables for both evaluation phases are contained in Appendix III.

Participation

Table 3 gives the numbers of respondents for each survey form. Some organizations/programs serve only keiki or 'ōpio. Those that serve both groups decided for this evaluation to focus on one or the other.

Table 3. Number of Spring 2015 Survey Respondents by Organization

Organization	Keiki	'Ōpio	Staff	'Ohana	Totals
'Aha Pūnana Leo	24		3	0	27
Nā Kahumoku		25	2	10	37
Hoa 'Āina O Mākaha	22		5	4	31
Hui Mālama O Ke Kai Foundation	25		5	5	35
Ka Honua Momona International		7	3	4	14
Ka'ala Farm, Inc.		11	1	3	15
The Kohala Center	33		7	5	45
Kōkua Kalihi Valley Comprehensive Family Services	8		5	5	18
Ma Ka Hana Ka 'Ike		20	7	4	31
Waipā Foundation	20		4	15	39

TOTAL	132	63	42	55	292
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Table 4 gives the summary of interview participation.

Table 4. Spring 2015 Interview Participation

Organization	Keiki	‘Ōpio	Staff	‘Ohana	Totals
‘Aha Pūnana Leo	6		7	1	14
Nā Kahumoku		5	2	10	17
Hoa ‘Āina O Mākaha	8		5	4	17
Hui Mālama O Ke Kai Foundation	8		4	5	17
Ka Honua Momona International		6	4	4	14
Ka‘ala Farm, Inc.		10	6	6	22
The Kohala Center	10		9	5	24
Kōkua Kalihi Valley Comprehensive Family Services	8		5	5	18
Ma Ka Hana Ka ‘Ike		6	5	6	17
Waipā Foundation	6		3	6	15
TOTAL	46	27	50	52	175

Comparison of Participation Rates between Spring 2015 and Spring 2014

Participation numbers were lower in 2015 than in 2104, across the board. A total of 292 surveys were received in 2015, compared with 377 in 2014. Numbers were down for all four groups. For example, 132 keiki surveys were received in 2015, compared with 143 in 2014. The biggest drop was for staff, down from 79 in 2014 to 42 this year.

Interview numbers were similarly lower in 2015. A total of 175 interviews were conducted in 2015, compared with 197 in 2014. Again, all four groups were lower, although not by large numbers. The biggest drop was for the ‘ōpio, from 37 to 27.

Survey Results by Group

In this section the data represented are the survey results from each group. They are presented as averages, first in a table and then in a graph. The first group, in Table 5 and Figure 1, is the keiki group.

Keiki Survey Results

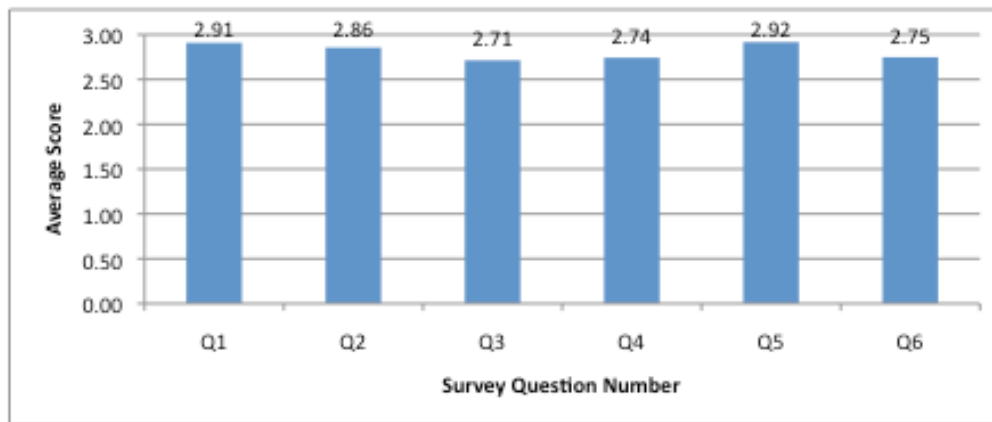
A total of 132 keiki took the survey. The scale for this particular survey was 1 = *No*, 2 = *Don’t Know/Not Sure*, and 3 = *Yes*. The complete keiki survey instrument may be found in Appendix II. The following table shows the results for the keiki survey.

Table 5. Spring 2015 Keiki Survey Averages

Keiki participants (n = 132)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1– Q5)
Response averages, where "Yes" = 3, "No" = 1	2.91	2.86	2.71	2.74	2.92	2.75	2.91

Keiki had high average scores on these outcome questions, ranging from a high of 2.92 on Connection to the 'āina to a low of 2.71 on Hiki (can do). Graphically, the results look like this:

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



*All keiki survey results are based on the scale 1 = No, 2 = Don't Know/Not Sure, and 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.

Comparison of Keiki Survey Results between Spring 2015 and Spring 2014

Half of the keiki average scores in Spring 2015 were higher than the scores in Spring 2014, and half were lower. For Questions 1 – 5, the overall keiki average in Spring 2015 was 2.91, compared with 2.88 for Spring 2014. On the other hand, the average score for Question 6 was 2.75 in Spring 2015 versus 2.85 in Spring 2014. The biggest change from 2014 to 2015 was a .20 increase on the self-esteem question (from 2.66 to 2.86).

Overall the results show similarly high scores for the keiki in both years.

‘Ōpio Survey Results

A total of 63 ‘ōpio completed the survey form. The results for these ‘ōpio respondents are as follows:

Table 6. Spring 2015 ‘Ōpio Survey Averages

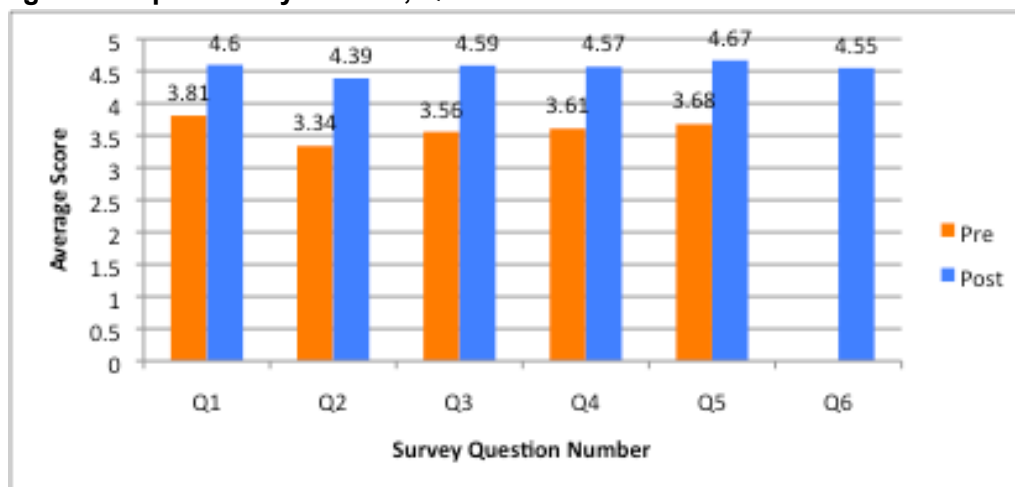
‘Ōpio Participants (n = 63)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the ‘āina	Q6. New skills	AVG (Q1-Q5)
Pre	3.81	3.34	3.56	3.61	3.68		3.6
Post	4.60	4.39	4.59	4.57	4.67	4.55	4.56
Difference	0.79	1.05	1.03	0.96	0.99		0.96

For outcomes 1–5, a total of 63 ‘ōpio students showed average increases in scores on all pre and post questions, 1 – 5, ranging from .79 to 1.05 on a five-point scale, where 5 = *Strongly Agree* and 1 = *Strongly Disagree*. This indicates agreement that the scores were higher on these outcomes after having participated in the program.

Outcome 6 did not have pre and post questions. The single question showed that the ‘ōpio agreed (4.55 out of 5) 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.

Comparison of ‘Ōpio Survey Results between Spring 2015 and Spring 2014

The survey results for ‘ōpio students were extremely close and similar between Spring 2014 and Spring 2015. There was a slight increase in the average score difference on questions 1 – 5, .96 in

2015 versus .85 in 2014. In both years all of the post-test averages were above 4.5 on the 5-point scale except for one. Hiki (can do) had the lowest post-test score in 2014, self-esteem in 2015.

On question 6, the numerical average was almost identical (4.54; 4.55) in the two years.

Staff Survey Results

A total of 42 staff members completed the survey form.

Table 7. Spring 2015 Staff Survey Averages

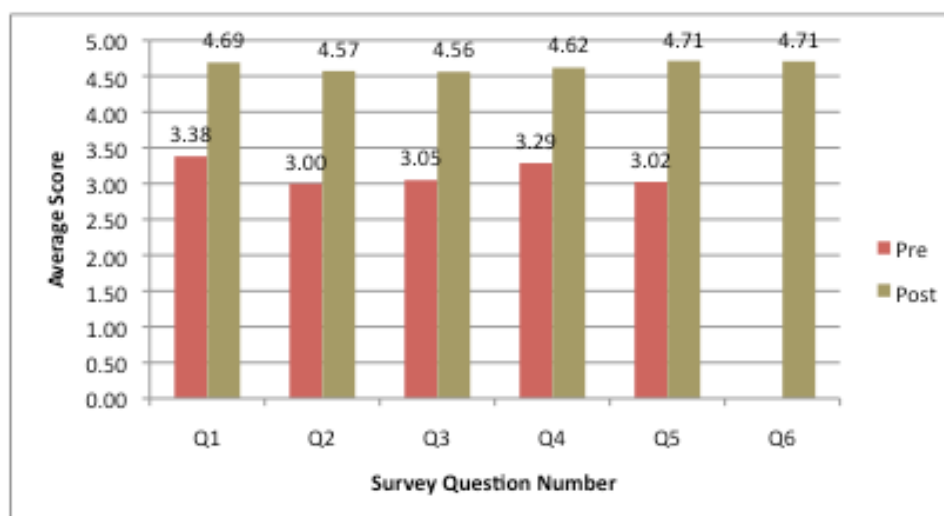
Staff Participants (n = 42)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1–Q5)
Pre	3.38	3.00	3.05	3.29	3.02		3.15
Post	4.69	4.57	4.56	4.62	4.71	4.71	4.63
Difference	1.31	1.57	1.51	1.33	1.69		1.48

For outcomes 1–5, a total of 42 staff members showed an average increase of 1.48 from pre to post on a five-point scale, where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. These ranged from a high of 1.69 on Connection to the 'āina to a low of 1.31 on Kuleana (responsibility to community). All of the post-test scores were high, above 4.5 on the 5-point scale.

Outcome 6 did not have pre and post questions. The single question showed that the 42 staff members agreed (4.71 out of 5) 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 that staff members perceived that their students made dramatic improvements while in the program. All the pre-test averages are below 3.5, and all the post-test scores are above 4.5.

Comparison of Staff Survey Results between Spring 2015 and Spring 2014

Spring 2014 results also show the staff members recording quite large increases between pre- and post-test scores on the outcome questions, largely because they give relatively low scores to the students before they participated in the programs.

'Ohana Survey Results

A total of 55 'ohana members completed the survey form.

The results across all respondents are as follows:

Table 8. Spring 2015 'Ohana Survey Results

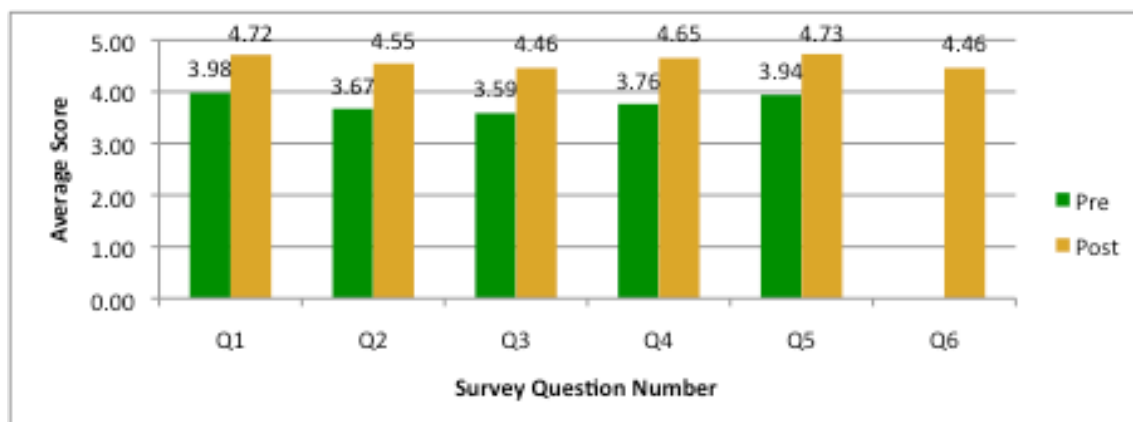
'Ohana Participants (n = 55)	Q1. Kuleana (responsibility) to community	Q2. Self-esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1–Q5)
Pre	3.98	3.67	3.59	3.76	3.94		3.79
Post	4.72	4.55	4.46	4.65	4.73	4.46	4.62
Difference	0.74	0.87	0.87	0.89	0.79		0.83

For outcomes 1–5, a total of 55 'ohana members showed an average increase of .83 on a 5-point scale, where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. All five of the pre- and post- questions showed consistent, but, compared with staff members, relatively smaller increases, ranging from .79 to .89.

Outcome 6 did not have pre and post questions. The single question showed that the 'ohana members agreed (4.46 out of 5) 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 visually that 'ohana members reported consistent but smaller improvements in the students after they had participated in the programs.

Comparison of 'Ohana Survey Results between Spring 2015 and Spring 2014

Overall, the scores from 'ohana members were slightly lower in Spring 2015, including average score increases from pre- to post- (1.03 in 2014 versus .83 in 2015). Even the question about developing new skills had a lower average score (4.46) in 2015 than it did in 2014 (.72).

Results by Outcome

Outcome 1. Knowledge of and Appreciation for Community

Survey Results

The following table displays scores for the specific outcome, across the four groups surveyed in Spring 2015.

Table 9. Knowledge of and Appreciation for Community

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.91 (3-point scale)		
Group	Spring 2015 n	Spring 2015 Pre	Spring 2015 Post	Mean Difference (Post – Pre)
'Ōpio	63	3.81	4.6	0.79
Staff	42	3.38	4.69	1.31
'Ohana	55	3.98	4.72	0.74

For Outcome 1, Knowledge of and Appreciation for Community, this was one of the two highest scores (with Connection to the 'Āina) for the keiki group. All three other groups showed increasing scores, with the staff group, the highest score increases.

Comparison of Outcome 1 Results between Spring 2015 and Spring 2014

The keiki score was higher in Spring 2015 than last year (2.91 vs. 2.88). The pattern of increasing scores for the other three groups was similar between the two years, and in both cases the staff group registered the highest increases.

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

Question for keiki:

- Can you describe how you care about your community?

Question for 'ōpio:

- Can you describe the change in your sense of community or sense of belonging to your community?

Question for staff:

- Can you describe the change in their sense of community or sense of belonging to their community?

Question for 'ohana:

- Can you describe the change in his/her sense of community or sense of belonging to his/her community?

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

Knowledge of and Appreciation for Community	
Keiki	<ul style="list-style-type: none"> • Mālama i ka mea kanu. (Caring for plants.) • It feels like we are family on the farm. • People look at us differently. They look at us with more respect because we're actually doing something to make things better in the community. • By taking care of the land and people. • I care about my community in ways where I can make my community better like recycling and planting native trees. • It's like a whole different 'ohana over here. • I care about my community and help because I plant trees, pick up trash that I see and I help in the gardens.
'Ōpio	<ul style="list-style-type: none"> • One way I can see a shift of community is within other classes. In my art class, we made posters about the Mauna Kea TMT argument, allowing us to choose either side. And in English, we are about to start on a project about the environmental problems throughout our state. So that is how I see the community and progress being made in regular classes. • My community learned a lot of respect and how to take care of each other and take care of the land. • Before I entered this program, decisions made in my community held no interest for me. Now, seeing people of my community working together makes me want to be in decisions. • You feel good about helping people, seeing the faces of those people those aunties, uncles it changes the way you see the world. Goes from a job to a life.
Staff	<ul style="list-style-type: none"> • The keiki understand that they are part of this honua and that they have kuleana within the community. • Haumāna have come to recognize their place within the larger community and have learned a great deal about the work others are doing to benefit the community. • I think the kids end up feeling like this is their farm. Not only do they feel like there's a community outside of the farm, but that this is also their community. • Another unique element is the 'ohana program and how it's integrated into this space and the work days that we have. It's so different from schools because it's community members, and it's family, and it's keiki, so it's like that trifecta which is really unique and beautiful.

Knowledge of and Appreciation for Community	
<ul style="list-style-type: none"> Through the intern program, they got a good opportunity to do some community outreach, like the service project in Kalaupapa where they restored rock wall. Kalaupapa is a good example of building relationships with the community. We do some off-island stuff (like in Hāna) but we could do more with other groups on this island. It's a matter of finding the balance. Cleaning up in the valley. Learning about the Place. Stronger sense of connectedness to land, environment, elements (wind/rain), and each other. The activity that's happening once (the keiki) are in that setting is about collective impact. So it becomes a community goal rather than an individual one. It's a land-centralized goal. So like, the individual mentality shifts and they have to find their role and their gifts. I think that lasts a lot longer in their lives. It really gives you a sense of belonging in the community--makes you want to do more things, like helping in your town and community. Be positive in your doings. I feel that the program has given a lot of the kids a second 'ohana. They know that when they come to _____, it's like home, and there are people here (adults and keiki) who care for them and who they can talk to. 	
<p>'Ohana</p> <ul style="list-style-type: none"> I like that it teaches them to give back to community. He loves planting trees and helping out. We run a family store from the house and _____ handles the money and the products as well. So she knows what it means to serve the community. She also loves to plant at home. My daughter started in the program last year and she's been in it this year. She's been a lot more open, she's not afraid to walk down the road...she feels safe. I know that's from the program because they take her so many places. So in that sense, it's really helped her a lot. I think they are learning about "paying it forward" and being a part of the community. Enjoy family days. They (the students) teach US (the families). After being involved with the garden, my child has a sense of leadership and belonging. My son has a deeper appreciation of his community after seeing how this program is able to help those in need. Our son has a more connected feeling to "his group of boys" and his kumu. Through the many different activities and adventures, they have bonded and become an 'ohana which will last well beyond this program. Though they don't all attend the same school, our son has a connection with each of these boys. 	

Outcome 2. Positive Feelings about Self

Survey Results

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

Table 11. Positive Feelings about Self

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.86 (3-point scale)		
Group	Spring 2015 n	Spring 2015	Spring 2015 Post	Mean Difference

		Pre		(Post – Pre)
'Ōpio	63	3.34	4.39	1.05
Staff	42	3.00	4.57	1.57
'Ohana	55	3.67	4.55	0.87

For Outcome 2, Positive Feelings about Self, the keiki score was high, averaging 2.86 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 2015. The strongest increase was among the staff group.

Comparison of Outcome 2 Results between Spring 2015 and Spring 2014

Once again the keiki score was higher even in Spring 2015 than last year (2.86 vs. 2.66). The pattern of increasing scores for the other three groups was similar between the two years, and in both cases the staff group registered the highest increases.

Open-Ended Questions Related to Positive Feelings about Self

Question for keiki:

- Can you describe what helps you feel good about yourself?

Question for 'ōpio:

- Please provide a few examples of how your self-esteem may have changed.

Question for staff:

- Please provide a few examples of how their self-esteem may have changed.

Question for 'ohana:

- Please provide a few examples of how his/her self-esteem may have changed.

Table 12. Positive Feelings about Self (Selected Responses)

Positive Feelings About Self	
Keiki	<ul style="list-style-type: none"> • When I know we are going to the farm that day, I'm happy. • All the activities and the ways we help out our community, it makes me feel good that I can make a change • It makes me feel in peace. • Everything makes me feel good over here. Even when I'm feeling down. Just everyone coming together over makes me so happy. • It (the program) makes me feel smarter. And that make me feel like I matter.
'Ōpio	<ul style="list-style-type: none"> • The teachers here help us a lot. I stepped out of my comfort zone and staff here encouraged me to stand in front of the class and do a presentation about 'ulu. • We all grew closer because of the program. The program is good for bonding and builds friendships in a safe environment. The staff is good and there is no need to worry about bullying or whatever. The staff took care of us real good. They taught us how to respect each other • I didn't talk as much, but now I'm actually able to connect and socialize. I am confident in knowing who I am as a Hawaiian. • It's really good because I am not good at book-smarts but I can grab a tool and just work it. I

Positive Feelings About Self	
can jam with the tools!	
Staff	<ul style="list-style-type: none"> • Some of the keiki were reluctant to participate and get their hands dirty. Now they are more confident in themselves and are starting to help more with responsibilities. • Haumāna step up to leadership roles. Haumāna mentor peers who are new to the program. Working as a team and on individual projects. How much have seen that they can accomplish any task they put their mind to. • Definitely. I feel like the farm is a place where every student can come out and be successful and they don't necessarily get to feel those successes in the classroom. So I think that's a real big aspect of building self-esteem is to just provide students with an opportunity to feel successful. • The second thing I saw was with _____, where in the beginning he didn't really talk and he was insecure about speaking in front of the crowd and community. Now he raises his hand and volunteers for things. • From being quiet, shy, and unmotivated youths, they became outgoing, humorous, initiative taking, hard-working, and strong group members. • Learning male hula was an eye-opener for some. One boy didn't think he could do it, now wants to be kumu. • I see the students plant something and then come back to see what or how that plant is doing. When they see the plant taking its form, they (the students) feel or show sense of ownership and pride. The student feels good about what they did or how they helped. • One word that we've started to talk about is kuleana, which means how you carry yourself. It's one of the cultural ways of talking about self-esteem. So what the stories that are being brought up seem to me like examples of kuleana. • While sitting in a traditional classroom many kids feel they are stupid because that way of learning doesn't interest them but when they come into the woodshop and learn math on a hands-on level and totally understand it their self-esteem goes up! • The tutoring program has really helped the kids with their reading skills, which I have seen result in higher self-esteem. Also, the friends they make here at _____, and the connections that form with adults also helps foster a better self-esteem. I have seen kids who were really quiet become much more confident in their interactions with others since starting the program.
'Ohana	<ul style="list-style-type: none"> • We see a lot more energy out of our daughter now. • He was very shy. He looks up to _____ as a mentor. I notice that he's more talkative now and has opened up a lot. • I think my son is more outgoing now. He works with other kids together and they have to work as a team. • 100%. Her self-esteem went up. This program helped her to come out of that shell. As a parent, I always try to encourage her to challenge her limitations, to step out of the box, to do things they wouldn't normally do. She was one who would always stay in her box...but this program help her to step out and now I'm like, "Wow, she's one totally different person." • My son really changed his attitude and has a lot more respect for others and himself. At home we show respect, but here they have certain expectations. Out in the community he can learn the different ways. The staff here might correct his ways and his behavior. • Daughter was shy - now likes to work with groups. • Niece NOT shy but now more focused. • He feels like he has a place there. • He's very confident in his knowledge now. Look, he's over there putting his hands on

Positive Feelings About Self
<p>everything and helping.</p> <ul style="list-style-type: none">• My son is more likely to succeed, because of this program --he has been engaged in projects that give him a sense of pride.• His self-esteem has improved since being involved with this program, by having him participate in activities that require him to step out of his "comfort zone" - for example sailing canoes, ropes course activities, learning how to fish multiple ways and being successful at it.

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

Survey Results

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

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

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.71 (3-point scale)		
Group	Spring 2015 n	Spring 2015 Pre	Spring 2015 Post	Mean Difference (Post – Pre)
‘Ōpio	63	3.56	4.59	1.03
Staff	42	3.05	4.56	1.51
‘Ohana	55	3.59	4.46	0.87

For Outcome 3, Sense of Achievement – Hiki – Increased Self-Confidence, the keiki group scored relatively high, 2.71 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 2015. The strongest increase was again among the staff group.

Comparison of Outcome 3 Results between Spring 2015 and Spring 2014

The keiki score was slightly higher in Spring 2015 than last year (2.71 vs. 2.67). The pattern of increasing scores for the other three groups was similar between the two years, and in both cases the staff group registered the highest increases.

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

Question for keiki:

- Can you describe something you did well in the program?

Question for ‘ōpio:

- Can you describe a time that you felt confident in yourself or persisted (hiki) when completing a task?

Question for staff:

- Can you describe a time that they showed confidence in themselves or persistence (hiki) when completing a task?

Question for ‘ohana:

- Can you describe a time that he/she showed confidence in himself/herself or persistence (hiki) when completing a task?

Table 14. Outcome 3. Sense of Achievement – Hiki - Increased Self-Confidence (Selected Responses)

Sense of Achievement – Hiki – Increased Self-Confidence	
Keiki	<ul style="list-style-type: none"> • Helping others when they need help. • Some Hawaiian words that we learned here, I tell my mom and dad when I go home. • If I set my mind to something, I will do it. • I did well in this program by helping others and treating others with respect. • I'm good at introducing people to other people. Mostly when my family comes up here, I'm super excited! I'm good at making people feel welcome. • It pushes me beyond my limits and gives me confidence.
‘Ōpio	<ul style="list-style-type: none"> • Just finding the courage to do the new tasks furthered my inner confidence. I am shy and don't handle new experiences too well. • When I completed the boys' hula. • The time that I felt confident in myself was when I had to lead or do oli for our mele and oli class. • It's awesome for the girls; not only boys can do this. It's very empowering; the ultimate in sexual [gender] equality. We get paid the same. Equal rights!
Staff	<ul style="list-style-type: none"> • One day they got to pull kalo to prep for new batch of kalo to be planted. It was a huge task to pull them, clean off the dirt and roots, however, with the help of all the keiki, the task was completed. • Many of our projects within the garden require persistence to complete the task. A group recently built a waterfall that required multiple attempts to get just right. These haumāna persisted through the task and are truly proof of their accomplishment. • I also think we've challenged the students to be quiet and self-reflective. I notice that there's usually a quiet period at least once per class. I think that's a challenge for a lot of them. • Another cool aspect of that growth is to see some of the kids who were pretty responsible from the get-go now taking on the kuleana to remind the other kids. And so it's not us, it's them because they want to have this safe, comfortable, highly efficient machine. So this is them helping each other out. • They don't fail with us; they complete all the tasks, it's good, hard work. I've seen a lot of changes after they came back from the Hana trip they all came back different. The boys were really popular over there, and they felt good and it helped their confidence. • They showed many of their new skills at Hō'ike. • Some of the Marshallese students are quite knowledgeable about growing food, pounding kapa, building simple things, and really beamed with pride to be able to share with fellow students - they often struggle in class. • They almost always go further than they're normally comfortable going with expectations. • With every new batch of kids they are always timid in the beginning. But once we are about done with the first project, they see what they have done and realize what they can do. • Seeing the kids overcome their fears and complete a high/low ropes course was impressive - I know it was really scary for some of the kids but they did it. Also, I often see the program kids proudly show new kids around at _____. And I've heard kids bragging to each other about how well they are doing in their studies.
‘Ohana	<ul style="list-style-type: none"> • Before he would give up easily on things. Now he sees things through to the end. • My child felt prideful achievements in her experience with the dry land forest, building a rock wall and pathway. Outside of the program, she has become confident in front of an audience. • I think it makes my son a little more independent because they do stuff on their own here. At home he's the baby so he's used to everybody else doing things for him, but here he knows

Sense of Achievement – Hiki – Increased Self-Confidence	
he has to do stuff for himself.	
<ul style="list-style-type: none"> • My son knows that he needs to do his homework and get things done so that he can participate in the program. He's getting out there and being more sociable because he knows that in order to be part of this program, he needs to do good. • Some boys might be shy, but this program is something that exposes them to our community so they learn to talk to people. • We actually had conversations about her continuing her education at the university level. • With these guys, _____ almost force the kids to think about where you live and being conscious of bringing somebody with you. That aloha circle....that's powerful. No can lose that unseen, untold respect. • My child loves it! They look so forward to it. She gets her backpack ready to come here and she is so excited to weed the garden and cook. Her confidence is awesome. They don't have this in school. My child likes to show, explain and share what she does here. That's what you want; you want them to be proud of what they are doing! 	

Outcome 4. Cultural Connection

Survey Results

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

Table 15. Cultural Connection

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.74 (3-point scale)		
Group	Spring 2015 n	Spring 2015 Pre	Spring 2015 Post	Mean Difference (Post – Pre)
'Ōpio	63	3.61	4.57	0.96
Staff	42	3.29	4.62	1.33
'Ohana	55	3.76	4.65	0.89

For Outcome 4, Cultural Connection, the keiki group scored relatively high, 2.74 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 2015. The strongest increase was again among the staff group.

Comparison of Outcome 4 Results between Spring 2015 and Spring 2014

The keiki score was slightly lower in Spring 2015 than in Spring 2014 (2.74 vs. 2.82). The other three groups showed patterns of increasing scores, similar between the two years, and in both cases the staff group registered the highest increases. In Spring 2015, however, the increases were lower, in large part because the pre-test scores were higher.

Open-Ended Questions Related to Cultural Connection

Question for keiki:

- Can you describe the cultural connection you have?

Question for 'ōpio:

- Can you describe the cultural connection you may have experienced?

Question for staff:

- Can you describe the cultural connection they may have experienced?

Question for 'ohana:

- Can you describe the cultural connection he/she may have experienced?

Table 16. Cultural Connection (Selected Responses)

Cultural Connection	
Keiki	<ul style="list-style-type: none"> • We learned to use a moon chart. I have one at home now and we follow that when we want to plant. • Before this program, I didn't really learn much about Hawaiian culture or what my ancestors did before me. In this program, I've learned more about my ancestry and the things they did long ago before we had computers, iPads. So I feel more connected to my ancestors and what they did in the past • My culture is being nice to the garden. • Everything here is cultural. When I walk into the forest, I oli in and get all the blessings I need. When I come out, I do a "thank you" chant every time. • (I learned to) throw net, fish, hula, crafts and many other things that deal with my culture.
'Ōpio	<ul style="list-style-type: none"> • When one of the aunties made a speech about preserving the land and knowledge of the land under the ala'a tree at dry land forest, I felt a cultural connection and felt moved. • We connect culturally- we do oli to enter, we pule, and also it's about the fellowship with each other, connecting to our roots. We connect to how things were before, in the old days. • When we went to PCC (Polynesian Cultural Center) and I learned that all Polynesian culture is connected in many ways. • I feel like I know myself better as a Hawaiian. • I learned more about aloha and the connection of the families.
Staff	<ul style="list-style-type: none"> • The children connect the kalo to themselves and to their culture due to a story which teaches them about 'ohana and how to mālama each other. It joins and bridges their understanding of their culture and the importance of 'ohana. • Through 'ōlelo and protocol, our Hawaiian haumāna have developed/strengthened their cultural identity. • One way they really kind of get those cultural lessons is through food that we serve here. Whether it's kalo or 'ulu, they get a lot of exposure to Hawaiian culture that way. • One of the things we try to teach to our kids is respect for other cultures; that it's ok if you're not Hawaiian. It doesn't make you any more or less than someone who is Hawaiian. It's more about recognizing the things that we practice, which is respect, and learning different ways of life, and living those values. • They learn about what was done in the past and they come to the pond and talk to kūpuna. • Learned mo'olelo from the region, from the culture. • They learn about the moon phases planting practices. How their culture is so connected to

Cultural Connection

the land - that it makes them proud to be a part of it. To think some of the things they are doing are ways or things their ancestors practiced. They also seem interested in how today it is still relevant.

- I think what was said earlier about aloha is really important and I feel it's about having a space where aloha is part of their experience. Not just that they're learning about aloha but to actually be practicing it is the foundation for their experience.
- Being able to help the community definitely connects them to their culture, and when we get the kids in the water and explain what fish we should eat and what we should not-- (that) wraps their head around sustainability which is a key factor in culture.
- Many if not all of our haumāna have pride in Hawaiian culture whether native Hawaiian or not. Some things that connect them to culture are: oli/mele, pule, hula, hana no'eau such as lei making, lauhala weaving, pū 'ohe, 'ohe hana ihu, skills such as throw net, fishing, farming, lo'i, etc.

'Ohana

- I grew up on Kaua'i and we planted taro and had strong cultural connections. When I moved here, to the "big city" I was afraid my son wasn't going to get that. Here, you need money for everything. Here, he learns about culture, they had an outing where they learned how to make salt, and they went to a kalo patch in Waipi'o. They heard stories from kūpuna. Cleaned heiau. They learned deep respect for the land. He comes home from gardening and he's so excited about it. It fills my heart with joy because he gets to experience what I grew up with!
- She's learned different ways of living in Hawaiian culture - how (Native Hawaiians) lived and did things back then.
- What is neat is that now they can identify what is "cultural", they start to take pride in what they do. I've been telling my kids to take pride in their Hawaiian culture, but only until they see the leaders teaching them and identifying with the culture do they develop their own pride.
- Son grew up around and in the ocean. Now learning a different part of ahupua'a.
- She learned a lot, they did a lot more hands-on things.
- _____ feels very connected to her Hawaiian culture! Much of this comes from her time and experience at _____, the oli, hula, mele, and hands-on sustainability efforts inspire and give her confidence!

Outcome 5. Connection to the 'Āina

Survey Results

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

Table 17. Connection to the 'Āina

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.92 (3-point scale)		
Group	Spring 2015 n	Spring 2015 Pre	Spring 2015 Post	Mean Difference (Post – Pre)
'Ōpio	63	3.68	4.67	0.99
Staff	42	3.02	4.71	1.69
'Ohana	55	3.94	4.73	0.79

Outcome 5, Connection to the 'Āina, was the highest scoring outcome (along with Community) for the keiki group, 2.92 on a three-point scale. All three pre- and post- responding groups showed increasing patterns of agreement with the statement about 'āina in Spring 2015. The strongest increase was again among the staff group.

Comparison of Outcome 5 Results between Spring 2015 and Spring 2014

The keiki score was slightly higher in Spring 2015 than last year (2.92 vs. 2.81). The pattern of increasing scores for the other three groups was similar between the two years, and in both cases the staff group registered the highest increases.

Open-Ended Questions Related to Connection to the 'Āina

Question for keiki:

- Can you describe a situation where you took care of the 'āina?

Question for 'ōpio:

- Can you describe a situation where you showed respect or care for the 'āina?

Question for staff:

- Can you describe a situation where they showed respect or care for the 'āina?

Question for 'ohana:

- Can you describe a situation where he/she showed respect or care for the 'āina?

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

Connection to the 'Āina	
Keiki	<ul style="list-style-type: none"> • Pono e mālama i ka 'āina. (It is good/right to take care of the earth.) • Walking gently on the land. • When cleaning up the land, we went through the lo'i kalo two times. We took care of the 'āina by pulling the weeds by the taro and took out all the bad leaves. • I pick up trash and tend to various plants. • We clean and sift the mulch. We find new places to work in. Sometimes I go with Uncle George to check the traps. • I want to take care of the 'āina by picking up trash. (x5)
'Ōpio	<ul style="list-style-type: none"> • Down by the Lili'uokalani Children's Center, at the beach, I cleared an area of invasive plant species. I've also shown respect for the 'āina by acknowledging the importance of it through people's teaching. • Our mission is to be a model of sustainability mauka to makai, though right now we are just makai. Up there (pointing mauka) needs to be good so that down here (makai) will be better. In the old days we had forest, but the goats, deer, etc. trampled it so there is no vegetation to hold the dirt from running down when it rains. • I participated in "Mālama Maunaloa" where we had to huki invasive coral. I picked up 'ōpala in Mākaha. I respected everyone who spoke. • We inspected the 'ōpihi that we could find around Kīpahulu. We counted and measured them and I guess that's how we respect the 'āina by making sure we keep our sea creatures safe so they can produce more.
Staff	<ul style="list-style-type: none"> • When the keiki saw trash that got blown into the playground from outside, they said "Kumu, aia ka 'ōpala," and then they went over and picked it up and threw it away without the kumu telling them. • The South Point plastic collection field trip really made an impression. I could see the look of awe in their faces when they started lifting up the rocks and finding small fragments of plastic. The status of the coastline, what's occurring in the ocean, is something they learn about. Also we have the stories from the aunts and uncles that is really powerful. They would tell us how the ocean used to teem with ahi. Those stories from the elders help me to get more passionate. • When they see certain insects in the garden, they'll warn others about not killing them, saying that the bugs are part of the garden. • We talk about it a lot in program and try to model it for them in our own lives. I think a really cool aspect of it is that in trying to take care of the 'āina, you're also taking care of yourself. There's a kind of "horticulture therapy" and reciprocity to it. • They learn how to protect the 'āina and the importance of resources mauka to makai. They learn about natives and invasive species. They learn stewardship through traditional practices. • Students have shown respect for the 'āina when they were at home, at the beach, and at school by cleaning and caring about what happens to our land. • The kids, they get it. When guests come up here, the kids oli them in and they want to show them "I planted this!" Regardless, they're sharing a part of who they are with our guests when they come. • One thing we offer, and maybe kids might get this elsewhere but I don't think so-is just being able to work outside. I think it's important for kids to be outside and work on the land.

Connection to the 'Āina

'Ohana

- He appreciates more the beauty of the 'āina and respects the culture and how to preserve it.
- I notice when we're at the beach, she'll be swimming and see a plastic bag and actually get out of the water to go pick it up. She used to ignore that kind of stuff.
- I notice one thing. On Tuesdays and Thursdays, there's a workout at Kaiona. I used to tell my son to always stop spitting on the ground, but _____ has taught him to respect the land in a way that I couldn't. His kinship that he develops here helps him grow a stronger bond with the 'āina.
- The program teaches taking care of the 'āina so it can reproduce. When we were growing up we liked the mangrove, but we didn't know it was bad for anything. I learned about water testing and they checked the acidity to see what's going on in the ocean.
- This is a deep part of our heritage, yet... not many Hawaiians (know how to) do it!
- During the summer, we volunteer at her previous school to mālama the garden.
- When they come up here, they know it's time to disconnect. No more internet and all that stuff. It's their time to just disconnect.
- I like it that they teach living sustainably and that the kids are taking part in the whole process. They are proud of what they grow and they get to bring it home!
- _____ will pick up trash when she sees it, throw back small fish when she catches them, and learned the importance of proper composting so that we can benefit from green waste rather than just leaving peels around.

Outcome 6. Developing New Skills

Survey Results

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

Table 19. Developing New Skills

Group	Spring 2015 n	Spring 2015 Average Score		
Keiki	132	2.75 (3-point scale)		
Group	Spring 2015 n	Spring 2015 Pre	Spring 2015 Post	Mean Difference (Post – Pre)
'Ōpio	63	N/A	4.55	N/A
Staff	42	N/A	4.71	N/A
'Ohana	55	N/A	4.46	N/A

Outcome 6 did not have pre- and post- questions for any of the four respondent groups. All four groups showed strong agreement with the statement about developing new skills in Spring 2014. Keiki were at 2.75 on a three-point scale, while the others were all above 4.50 on a five-point scale.

Comparison of Outcome 6 Results between Spring 2015 and Spring 2014

Except for the 'ōpio group, scores on this outcome were lower than they were last year; the 'ōpio scores were almost the same (4.55 in 2015, 4.54 in 2014). All other groups scored lower in Spring 2015 than the year before. The biggest decrease was for the 'ohana group, from 4.72 in 2014 to 4.46 in 2015.

Open-Ended Questions and Interviews Related to Developing New Skills

Question for keiki:

- Can you describe some of the skills you learned in this program?

Question for 'ōpio:

- Can you describe some of the skills you learned in this program?

Question for staff:

- Can you describe some of the skills they learned in this program?

Question for 'ohana:

- Can you describe some of the skills he/she learned in this program?

Table 20. Developing New Skills (Selected Responses)

Developing New Skills	
Keiki	<ul style="list-style-type: none"> • 'Au'au: eat new things: pa'i'ai. • I learned how to measure plants with rulers. • Make observations about farming. • We learned how to surf. I probably never would've learned how to surf on my own. • Throwing net and paddling and fishing. • How to grow food. Plant food. • I learned how to cook. • To think not with your mind but with your heart • Reading the Hawaiian language, hula, crafts, gardening, hiking, oli, surfing, paddling, working in the lo'i and other. • I learned how catch fish, hunt pigs, and weave baskets and mats.
'Ōpio	<ul style="list-style-type: none"> • One new skill I've learned was how to build a path through the Ka'ūpūlehu Dryland Forest. I've also learned a bit of teamwork during the building too. • I learned to be a better leader. Over here we have leaders that are models for us. When groups come to visit us, then they (the leaders) expect us to do what they do. • How to oli/mele correctly how to ku'i kalo. • Patience; work ethic; agreeability. • I learned many basic skills, such as measuring, using the chop saw, skill saw, a hammer, nail gun, jigsaw, band saw and sander. I learned how to work with others to get stuff done with quality. Also I learned to get out of my shell and show others that I can do things.
Staff	<ul style="list-style-type: none"> • Learning how precious the culture is. • Cultural protocols. 'Ōlelo Hawai'i. Mālama 'āina. Food production. • I think encouraging each other is a skill they learn here. In the classroom, it's easy to gauge their energy levels - like if they're high or low.

Developing New Skills
<ul style="list-style-type: none"> • Even all the cultural things that we do are skills. From the mo'olelo and protocol and the oli. Without this program, they wouldn't learn any of that. • Just learning the values - knowing what they are and practicing it. • Conservation, leaving someplace better after leaving, respecting ocean, proper fishing, growing own food, being strong in their resolve to care for land, and confidence. • Hula was new this year. Some knew it already, took the lead. • Planting, harvesting, composting, lei making, weaving, cooking, weighing, and pricing produce for sale at farm stand, observation! • Realizing that the tree you've been walking by all these years is a fruit tree that you can eat from. Sometimes you get kids come up and realize "oh that's what this is? I had no idea!" It's really awesome to see that too. • They learned to build a small home from the ground up. They learned the importance of kōkua, and learned to work efficiently. • Respect--that's one of the things they practice when they are here. When they are here they "put on their _____ hat" and they are on their best behavior. I think that resonates with them. • Improved reading skills, gardening skills, study skills, improved social skills, communication skills.
<p>‘Ohana</p> <ul style="list-style-type: none"> • Gardening skills. • Environment conservation, community service, leadership. • Learning to take charge, how to lead, making new friends, new mentors, gardening, and cultural awareness. • Independence. He's more independent than he used to be. • They doing sanding, and just being in the water, and having more trust in herself. Instead of being "mom this, mom that", she's just going and doing this on her own. It really helped her open up too, because she's new to the community. She was actually afraid of the community when she first got here but now she's opened up more. • Being a responsible steward/leader. Responsibility, stewardship, leadership, compassion, and appreciation. • Work ethics. • Gardening skills, science techniques. • Communication - speaking with public, private businesses, classmates, etc. • With this program, when they come here, it teaches the kids with the leadership aspect. They enforce with the older kids to help the younger kids and that kind of stuff. • My child learned a lot from this program. This program taught my son how to work, go out and seek more job opportunities, job skills, life skills and of course, construction. • My daughter follows directions better now. She does chores. She uses more Hawaiian language at home now. She's more confident. • Learning to work together as a team to get things done. For instance, I have had a chance with to eat with all the kids and was impressed how well they work together preparing food and cleaning up.

Other Open-Ended Questions and Interview Results

How the Program is Making a Difference

Questions for keiki/‘ōpio:

- What difference has this program made in your life?

Questions for staff/'ohana:

- What difference has this program made in the life of your haumāna/child?

Table 21. How the Program is Making a Difference (Selected Responses)

How the Program is Making a Difference	
Keiki	<ul style="list-style-type: none"> • Learning to plant how the old people did. • I've become nicer to people. • Before, I was shy to talk in front of people. But because we do 'oli protocols everyday, it's made me less shy. • Getting to interact more with the natural world. • Every time we've been up here, it makes a little more of a difference in my life. • It teaches me about Hawaiian culture and a part of me that I am.
'Ōpio	<ul style="list-style-type: none"> • We learned about the environmental problems being caused and how to solve it. We are learning about plants, climates, and animals. • We also take what we learn home with us. Working here made me want to do more stuff at home. Like I want to help my Dad more. Now I'm more involved. It helps our relationship. I am now more understanding of why Dad was tired all the time because he worked so hard! We have chickens and grow our own onions. We grow a lot of our food so we don't have to go to the store. • Wants to go to college, major in Hawaiian Studies. • Wants to be a cultural anthropologist. • "If you want to feed your family now, plant kalo; if you want to take care of your family for years, plant koa. If you want to take care of your community in the future, teach the kids."
Staff	<ul style="list-style-type: none"> • Students realize their place in the community and their place in the natural world. I would hope they take on the "caretaker" role and make choices about consumables. The younger age; it's about awareness. We hope they learn that everything they do here has a ripple effect. • I've had one little girl who told me that she plants with her grandma. So some things that we do here are not only being applied, but they're also having conversations with their parents or grandparents that otherwise wouldn't have happened without this program. • In terms of growth, I think it's like awareness of how valuable their culture and their community here in _____ is, and how they can use that as a support system in order to grow. And knowing that they're not alone and they have all these people that are working together to paddle this canoe. • I think that the best thing this program does is to give praise to the kids. My kids are big, strong, and headstrong. They might start off kind of thuggish. They might be seen as troublemakers, but here there is a family feel. They get to know the kūpuna and they get the praise that they don't hear too often. They get to hear that they are a good worker and it's not what they hear in school. • Some didn't have any ideas about a career path. Thought, military. Now see that they actually can go to college. • 6th graders shy at beginning. By end of year they are eager and sharing up a storm. • The whole program is about transformation!
'Ohana	<ul style="list-style-type: none"> • They are taking what they are learning in school home. Creating their own gardens at home. • Actually, he was a little selfish before, but I've seen a difference in him. He's become a giver.

How the Program is Making a Difference

- Well she actually can taste new things. Because here at the farm, they actually make them try different foods so now she's not afraid to eat new things. A lot of kids usually just stick to their own but at the farm, I think every few weeks they try something different.
- The kids are more interested in the cultural activities, including sports. _____ is a life-changing program. You can see it in the children. Big difference! It helps the child to take responsibility; it gives them hope. It gives them a brighter future.
- A sense of pride: pride in what they do, pride in who they are.
- The most important thing they learned, I think, is that you have to take care of the 'āina and the people and learn what hard work can accomplish. I've seen this place when it was nothing and how beautiful it is there now.
- Sense of self.
- My two kids have gone through the program. Always different each time I go visit. Now he's putting his influence on it. It's a safe place. It's where he likes to be. Part of who he is.
- To sum it up, this place is the piko that all the other things branch from. Because the science comes back here, the social studies come back here. Whatever they learn, they practice here in nature.
- Having this program makes our children exceed in their self and life.
- For my daughter, she's an outdoor person and this program has helped her emotionally. She is connected with nature and she learns better this way. She doesn't do well in a classroom and here she thrives with the individual attention. For my daughter, this place is helping her to connect with her Hawaiian heritage in a way that we as her parents, can't provide.

Best Thing about the Program

Questions for keiki/'ōpio:

- The best thing about this program is:
- What do you think this program did really well?

Questions for staff/'ohana:

- The best part/thing about this program is:
- What do you think this program did really well?

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

Best Thing About the Program	
Keiki	<ul style="list-style-type: none"> • Mea a pau. Everything! • There's no yelling. • Learning. • Even though we learn a lot we still get to play a lot of games. And the staff is really kind and they give lots of chances to the kids. • The feeling I get when I feel welcome and know that I'm making a difference. • Having fun while doing hard work. • Food! The eating part! • Planting kalo. • Meeting other people. • We do fun things but we learn from it. It's so fun that it doesn't feel like learning. When they put us to work (like in the lo'i) it doesn't feel like work. We think that crushing snail eggs in the kalo patch is fun!

Best Thing About the Program	
‘Ōpio	<ul style="list-style-type: none"> • They treat you like you’re their own kids, they build you to be your own leader and give you responsibilities to show you the feeling of being an adult. • Being able to give back to the community and being able to see progress of all your hard work. • Networking – connecting with others in outside community. • Work days in the lo’i – getting to know Hāloa. How our ancestors lived. • Learning about our self. Teaching younger students.
Staff	<ul style="list-style-type: none"> • The best thing about the program is the keiki really get to get their hands dirty and work the ‘āina as how our kūpuna did. • One thing that the program does really well is to build relationships. Relationships within themselves and among one another. • The people and their support. The love and genuine commitment to the kids. The way everyone looks at my kids with appreciation and caring eyes. • Showing compassion. Staff modeling. • Makes kids proud, from growing all the way to selling and buying things. • Having the keiki on the ‘āina, learning hands-on, outdoors. Disconnecting with technology and connecting with the ‘āina. Having _____ to be a safe haven for these keiki with adults/mentors that truly love and care for them and their well-being.
‘Ohana	<ul style="list-style-type: none"> • The glow on their faces: “We’re making kūlolo!” And we ate some too! • The opportunity for children to learn and appreciate caring for the ‘āina. The program provides awareness of the responsibility of an individual and of the whole community in taking care of each other and their environment. • I think that in the classroom, the kids get all bored and antsy. So them being out here in nature kind of helps them to see things in a different light and get hands on experiences. • The staff here treats them like one big family. The kids really feel like they belong, so they’re more acceptable to learning and more eager than they would be otherwise. • It keeps the kids out of trouble. They learn values, culture and skills like using tools and how to get along with each other and respect elders. • I feel that this brings forth the leaders in our culture in our community. • Love the garden - even beyond the connection to curriculum, it connects the kids to nature. • This program gives the kids something to look forward to. We don’t have any electives here, no music, no art, nothing. _____ is incredible. The school didn’t hire him but he brought this program to the school. It’s the best thing at _____ School. Everyone benefits from it. • The kids experience getting wet, getting dirty. If only more kids could experience this! • It’s been really valuable to have the leaders that they have here. It’s someone else our children can trust. For me, our family works until 5pm and our children get out at 1pm. So we know they are safe here. Here—it’s extended family.

Recommendations for Improvement

Questions for keiki/‘ōpio:

- Something that would make this program even better is:
- What would make this program even better?

Questions for staff/‘ohana:

- Something that would make this program even better is:
- What would make this program even better?

Table 23. Recommendations for Improvement (Selected Responses)

Recommendations for Improvement	
Keiki	<ul style="list-style-type: none"> • I want to see more detail in the stuff we're going to learn. I want to learn like MORE about the things (the staff) teach us. • Nothing. I like everything here. • We learned lauhala and I want to learn more about it. • I would like to go on more hikes. • Cook more. • Field trips. • Grow a big tree for shade. • Have long term projects. • Maybe having another tent for bigger groups. • Nothing! • I wish _____ could go past eighth grade. _____ is da bomb!
‘Ōpio	<ul style="list-style-type: none"> • I would love it if more students, or high school students like me attended this program. I would love to feel more connections with others; also, to learn what the true purpose of a high school student is in _____. • Better communication within team. More funds. • To continue this wonderful program so that many other generations can learn their culture. • Have more students to join the crew so we can help more people in the community. • Help more families. (x5) • I don't know? It's really good how it is now. (x3) • Taking more field trips and to understand a little more about the big machines and how and what we use them for.
Staff	<ul style="list-style-type: none"> • Having a parent/child partnership that would enhance and strengthen the importance of our kalo and perhaps the families will be encouraged to have their own mala and lo'i kalo at home. • More staff –that would help us offer more diverse programming. • Being consistent. Talk the talk and walk the walk. The students need to respect elders. I am strict but we still have that good relationship. • Funding and time. With everything that teachers are expected to do now, it's just challenging to find the time to get out here. • I think it'd be good to have staff trained in the summer time. We've done training during the year but it would have been nice to take the time for staff do that before the year starts and plan out when in the year it's going to happen. I definitely could have benefited from that time and training to get more ma'a with it. • We could use more interns. • We need to start teaching the next generation on mālama 'āina. • Higher level thinking skills - content skills taught through garden lessons. Scientific process involved in all aspects of the garden would be great. • In the end, the people are so important. Our staff are really a powerful force, not just here but in our community. Our staff is important. The work our staff is doing for the kids, for the families, for the plants, for the medicine, for the lāhui, this is important work. It would be so wonderful for our funding to be STABLE. • I don't know how this program could get any better because it is a great program already and don't need to change. • Working with other islands and showing them what we can do. Giving back to others the

Recommendations for Improvement
<p>skills we have learned so we can teach others. Getting our name out there so everyone can know us for what we do in this program.</p> <ul style="list-style-type: none"> • If there was more funding for more staff so we could serve more kids. I think it's a small handful that can come because of the number of staff we have, but it could be beneficial to many more in the community.
<p>'Ohana</p> <ul style="list-style-type: none"> • Parents want to get involved. Need guidance. • I think there would be increased participation if there were a couple opportunities during the year of activities scheduled as field trips during school hours. A calendar of activities given with at least a month's notice would be helpful in planning. • I think they should just get more families involved. I know they already do a lot here, but maybe just get the families to come more often. • I feel like the kids would benefit greatly from starting the program a year earlier, because they're so readily influenced at this age. If they have exposure to more role models and peers, it would go a long way for their development. • It's pretty good right now but maybe more work days during break times, like Spring, Christmas Break, and times where there are a lot of kids running around. Maybe they could work on more ponds? I don't think they work on that other one, the one I used to fish and crab at, when I was a little girl. • Transportation has always been a challenge on the coast, and especially to up here. Better now than before. • Classes for families? For gardening and or cooking. • Kids could give tours for families. • Bring in more community folks. • Nothing. I just think it's wonderful. • We would have like to be more a part of the program, even if the school isn't. It'd be nice to maybe have something twice a year, like a get-together • What would make this program better...that's hard to say? Well more funding so they could do more things. They need more support, if they could see what these guys are doing! • More outreach with other communities would be nice. The kids come here from _____ and down the coast. We haven't really branched out to other areas. Well we went on a _____ trip but that was the only thing. • As the keiki get older, educating or leading them in making good choices - such as continue education. Providing support through teenage years.

DISCUSSION AND CONCLUSIONS

Visual Summary (Wordle)

The following graphic is called a Wordle. It is based on counting the words in the open-ended responses. The more times a term is used, the bigger the word appears in the graphic. It provides a summary conceptual overview of the project through the words of participants, staff, and 'ohana. In this case we have used the words in all of the comments that appear in the body of this report. So these are comments from all four respondent groups and from all 10 of the individual Partner reports. This amounts to 10,237 words and 22 total pages of comments. Extraneous words or words that would be meaningless for the exercise (such as conjunctions, prepositions, adjectives, and adverbs) have been deleted.



Not surprisingly, the terms most frequently used have to do with the nature of the Hope for Kids initiative: “community,” “Hawaiian,” “culture,” and “learn,” for example. Also of primary importance are the concepts of “respect,” “Mālama,” and “āina.” Many of the other terms reflect the Hope for Kids desired outcomes: “self-esteem,” “skills,” and “confidence,” to cite a few.

Discussion of Spring 2015 Results

This is the second of two reports evaluating Hau'oli Mau Loa Foundation's 10 Hope for Kids programs from the perspective of key stakeholder target groups— students (keiki and 'ōpio), staff, and 'ohana. The surveys and interviews for this second phase were conducted (mostly) in Spring 2015. This was the best time of the year for most of the programs, whose efforts follow the school-year calendar, but not ideal for others who have a different annual schedule. To the extent possible, surveys and interviews were done in a manner that accommodated the schedules of the Partners.

The results of the Spring 2015 evaluation were positive for all desired outcomes and from the perspective of all stakeholder 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 results are being achieved for the students as a result of their participation in the programs. This continues to be a strong endorsement of the overall approach taken by the Foundation to achieve its desired outcomes.

Some patterns do emerge from the quantitative survey results.

1. For all four groups, keiki, 'ōpio, staff, and 'ohana, *Connection to the 'Āina* scored highest among the outcomes in terms of post-participation average score.
2. For three of the four groups, keiki, staff, and 'ohana, *Sense of Achievement – Hiki – Increased Self-Confidence* scored lowest. For the 'ōpio, *Positive Feelings about Self* was lowest.
3. Each of the three groups that answered pre- and post- questions scored different outcomes as increasing the most. For the 'ōpio it was *Positive Feelings about Self*. For the staff it was *Connection to the 'Āina*. For the 'ohana it was *Cultural Connection*.
4. For all three groups that answered pre- and post- questions, *Knowledge of and Appreciation for Community* had the lowest increases in scores.

Recommendations in the 2015 report include many concerning funding, resources, expansion of physical plant and of number of students enrolled. Once again there were many recommendations specific to particular programs or sites. In some more remote sites, for example, better transportation was a recurring recommendation. In some sites where students may be in the program for more than one year it was recommended that the project undertake multi-year, or longer term activities.

Discussion of Comparison of Spring 2015 with Spring 2014 Results

In terms of the macro levels findings, the two reports are remarkably parallel. Both show agreement across all four respondent groups and across the six desired outcomes that the 10 Hope for Kids Partners are achieving the desired short-term outcomes and are demonstrating improvement on each of the outcomes from before to after participating.

While there was some variation in how the four groups scored the six outcomes between years, there were some similarities. In both years, for example, the outcomes of *Sense of Achievement – Hiki – Increased Self-Confidence* and *Positive Feelings about Self* scored lowest. It was pointed out in the 2014 report that these two desired outcome concepts may overlap conceptually in respondents' minds. The fact that these are still lower rated reinforces the suggestion that a follow-up discussion among the programs about issues of self-confidence and self-esteem might be beneficial to the Foundation and its Partners.

The highest scoring outcome this year across all four groups was *Connection to the 'Āina*. This was not among the highest scoring outcomes last year. This suggests that there was more emphasis on this outcome among the Partners this year, and that it was successful. There were many references to picking up and disposing of 'opala (trash) in this year's keiki and 'ōpio comments. This is clearly a tangible manifestation of caring for the 'āina that has resonated with the students.

In terms of recommendations, across both years there was an emphasis on funding and resources. There is clearly a concern about the sustainability of the overall effort as well as the individual projects, some of which have more diversified and stable funding than others. Although once again many respondents answered the question about what would make the program better with variants of "Nothing!" or "It is great as it is," there were also many thoughtful and specific responses. Just the fact that so many stakeholders cared to think about possible improvements indicates a sincere commitment to the efforts.

Overall Conclusions

It should be emphasized that this evaluation was not designed to randomly sample participants in all sites, do independent pre- and post-participation testing, or otherwise establish a causal relationship between participation and outcomes. The results are all based upon the self-reported opinions and observations of program participants. With this caveat, it may be concluded that, from the perspective of the respondents, the Core Elements of Hope for Kids do lead to the desired outcomes.

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

(The best thing about the program is) ...having the keiki on the 'āina, learning hands-on, outdoors. Disconnecting with technology and connecting with the 'āina. Having _____ as a safe haven for these keiki with adults/mentors that truly love and care for them and their well-being.

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 32 years, the ‘Aha Pūnana Leo has moved the Hawaiian language from less than 40 children speakers to well 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 Mākaha

Hoa ‘Āina O Mākaha, located on property adjacent to Mākaha 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 (HMK) is to cultivate pride and leadership by living Hawaiian 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, multi-year and steeped in Native Hawaiian values and culture in order to foster cultural identity and a strong sense of self. Through their Alaka‘i and ‘Ohana programs, HMK offers higher education and professional internship support as well as family strengthening and community building opportunities.

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 ā 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", 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 fifty 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 Comprehensive Family Services (KKV) 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 and care for, 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: _____

Instructions

Please circle the number that best describes how you feel.

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

	No	Don't Know/Not Sure	Yes
This program helps me feel good about myself.	1	2	3
Can you describe what helps you feel good about yourself?			

	No	Don't Know/Not Sure	Yes
After going through this program, I know I can do what I set my mind to.	1	2	3
Can you describe something you did well in the program?			

<p>4. After going through this program, I feel more connected to my own culture* or other cultures.</p> <p><i>*Culture is a word for people's 'way of life,' meaning the way they do things.</i></p>	<p>No</p> <p>1</p>	<p>Don't Know/Not Sure</p> <p>2</p>	<p>Yes</p> <p>3</p>
<p>Can you describe the cultural connection you have?</p>			

<p>5. After going through this program, I want to do more things to take care of our 'āina/kai (land/sea).</p>	<p>No</p> <p>1</p>	<p>Don't Know/Not Sure</p> <p>2</p>	<p>Yes</p> <p>3</p>
<p>Can you describe a situation where you took care of the 'āina?</p>			

<p>6. I have learned new skills* in this program.</p> <p><i>*Skills means the ability to do something that comes from training, experience, or practice.</i></p>	<p>No</p> <p>1</p>	<p>Don't Know/Not Sure</p> <p>2</p>	<p>Yes</p> <p>3</p>
<p>Can you describe some of the skills you learned in this program?</p>			

7. The best thing about this program is:

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

Mahalo nui loa!

‘Ōpio Survey

Hope for Kids Survey

1. Date: _____
2. Name of program/place: _____

Instructions

Please circle the answer that best describes your response. Please think back to what you felt like AT THE START of the program; then, rate it alongside what you know or feel like AS A RESULT OF ATTENDING THIS PROGRAM.

1. I appreciate(d) my community...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that I have attended the program.	1	2	3	4	5
c. Can you describe the change in your sense of community or sense of belonging to your community?					

2. I had/have a high level of self-esteem...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that I have attended the program.	1	2	3	4	5
c. Please provide a few examples of how your self-esteem may have changed.					

3. I felt/feel I can do (hiki) what I set my mind to do...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that I have attended the program.	1	2	3	4	5
c. Can you describe a time that you felt confident in yourself or persisted (hiki) when completing a task?					

4. I felt/feel connected to my own culture or other cultures...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that I have attended the program.	1	2	3	4	5
c. Can you describe the cultural connection you may have experienced?					

5. I did/do things to take care of our 'āina/kai (land/sea)...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that I have attended the program.	1	2	3	4	5
c. Can you describe a situation where you showed respect or care for the 'āina?					

6a. I learned new skills in the program.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
b. Can you describe some of the skills you learned in this program?					

7. The best thing about this program is:
8. Something that would make this program even better is:
9. Any other comments?

Mahalo nui loa!

Staff Survey

Hope for Kids Survey

1. Date: _____
2. 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 AT THE START of the program; then, rate it alongside what you know or think they are like AS A RESULT OF ATTENDING THIS PROGRAM.

1. Most of the participants appreciate(d) their community...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Can you describe the change in their sense of community or sense of belonging to their community?					

2. The majority of participants had/have a high level of self-esteem...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Please provide a few examples of how their self-esteem may have changed.					

3. The majority of participants felt/feel they can do (hiki) what they set their minds to do...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Can you describe a time that they showed confidence in themselves or persistence (hiki) when completing a task?					

4. The majority of participants felt/feel connected to their own culture or other cultures...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Can you describe the cultural connection they may have experienced?					

5. The majority of participants did/do things to take care of our 'āina/kai (land/sea)...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Can you describe a situation where they showed respect or care for the 'āina?					

6a. The majority of participants learned new skills in the program.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
b. Can you describe some of the skills they learned in this program?					

7. The best thing about this program is:
8. Something that would make this program even better is:
9. Any other comments?

Mahalo nui loa!

‘Ohana Survey

Hope for Kids Survey

1. Date: _____
2. Name of program/place: _____

Instructions

Please circle the answer that best describes your response. Please think back to what your child was like AT THE START of the program; then, rate it alongside what you know or think he/she is like AS A RESULT OF ATTENDING THIS PROGRAM.

1. My child appreciate(d) their community...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Can you describe the change in their sense of community or sense of belonging to his/her community?					

2. My child had/has a high level of self-esteem...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that they have attended the program.	1	2	3	4	5
c. Please provide a few examples of how his/her self-esteem may have changed.					

3. My child felt/feels he/she can do (hiki) what they set their minds to do...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that he/she has attended the program.	1	2	3	4	5
c. Can you describe a time that he/she showed confidence in themselves or persistence (hiki) when completing a task?					

4. My child felt/feels connected to his/her own culture or other cultures...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that he/she has attended the program.	1	2	3	4	5
c. Can you describe the cultural connection he/she may have experienced?					

5. My child did/does things to take care of our 'āina/kai (land/sea)...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. ...at the start of the program.	1	2	3	4	5
b. ...now that he/she has attended the program.	1	2	3	4	5
c. Can you describe a situation where he/she showed respect or care for the 'āina?					

6a. My child learned new skills in the program.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
b. Can you describe some of the skills he/she learned in this program?					

7. The best thing about this program is:
8. Something that would make this program even better is:
9. Any other comments?

Mahalo nui loa!

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

Spring 2014 Data Tables

Table 5. Spring 2014 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. Spring 2014 ‘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

Spring 2014 Figures

Figure 1. Spring 2014 Keiki Survey Results, Questions 1 – 6

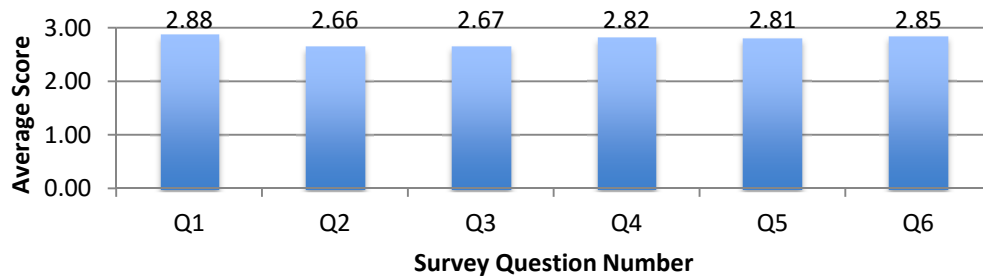


Figure 2. Spring 2014 'Ōpio Survey Results, Questions 1–6

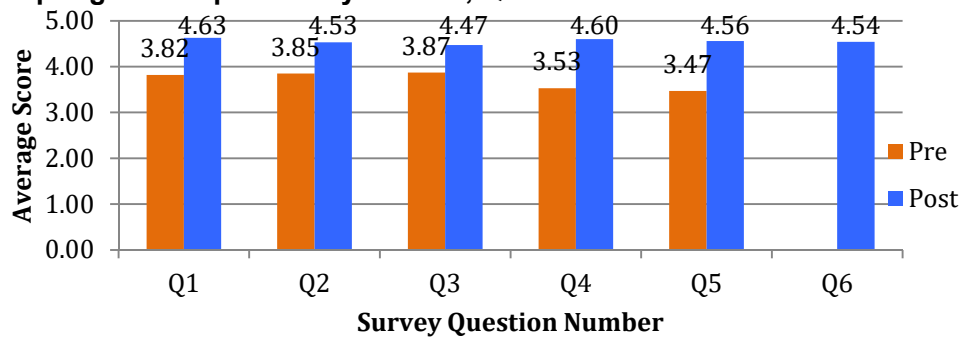


Figure 3. Spring 2014 Staff Survey Results, Questions 1–6

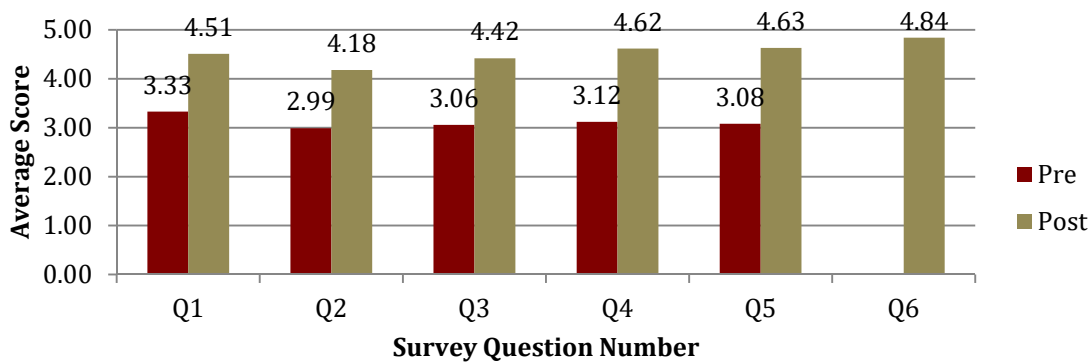
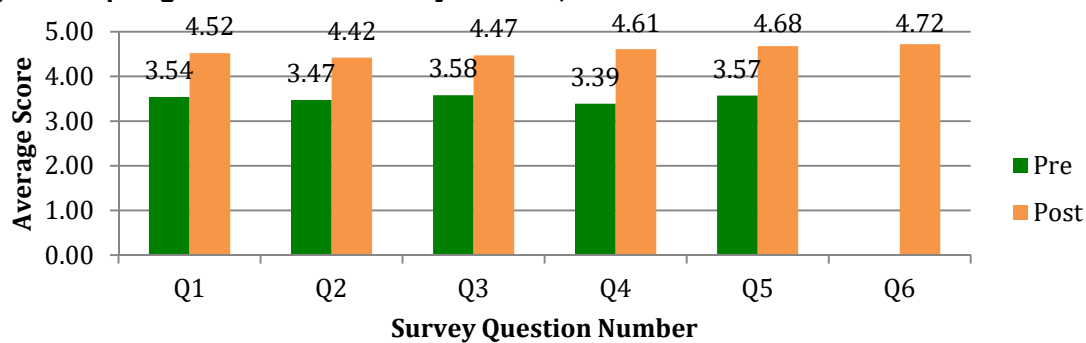


Figure 4. Spring 2014 'Ōhana Survey Results, Questions 1–6



Spring 2015 Data Tables

Table 5. Spring 2015 Keiki Survey Averages (Single Questions; 3-Point Scale)

Keiki participants (n = 132)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1– Q5)
Response averages, where “Yes” = 3, “No” = 1	2.91	2.86	2.71	2.74	2.92	2.75	2.91

Tables 6 - 8. Spring 2015 'Ōpio, Staff, and 'Ohana Survey Averages (Retrospective Questions 1-5; 5-Point Scale)

'Ōpio Participants (n = 63)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1– Q5)
Pre	3.81	3.34	3.56	3.61	3.68		3.60
Post	4.60	4.39	4.59	4.57	4.67	4.55	4.56
Difference	0.79	1.05	1.03	0.96	0.99		0.96
Staff Participants (n = 42)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1– Q5)
Pre	3.38	3.00	3.05	3.29	3.02		3.15
Post	4.69	4.57	4.56	4.62	4.71	4.71	4.63
Difference	1.31	1.57	1.51	1.33	1.69		1.48
'Ohana Participants (n = 55)	Q1. Kuleana (responsibility) to community	Q2. Self- esteem	Q3. Hiki (can do)	Q4. Cultural connection	Q5. Connection to the 'āina	Q6. New skills	AVG (Q1– Q5)
Pre	3.98	3.67	3.59	3.76	3.94		3.79
Post	4.72	4.55	4.46	4.65	4.73	4.46	4.62
Difference	0.74	0.87	0.87	0.89	0.79		0.83

Spring 2015 Figures

Figure 1. Spring 2015 Keiki Survey Results, Questions 1 – 6

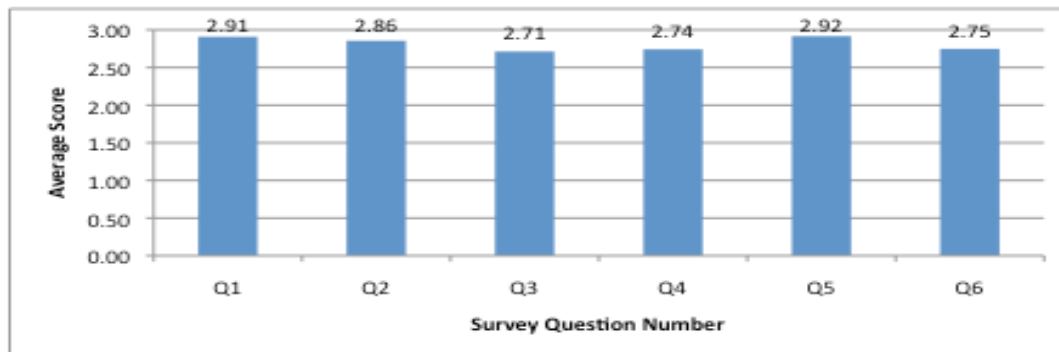


Figure 2. Spring 2015 'Ōpio Survey Results, Questions 1–6

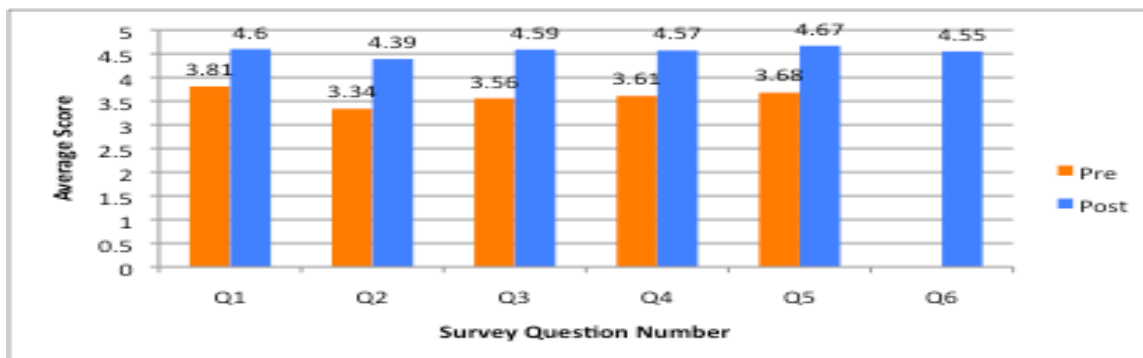


Figure 3. Spring 2015 Staff Survey Results, Questions 1–6

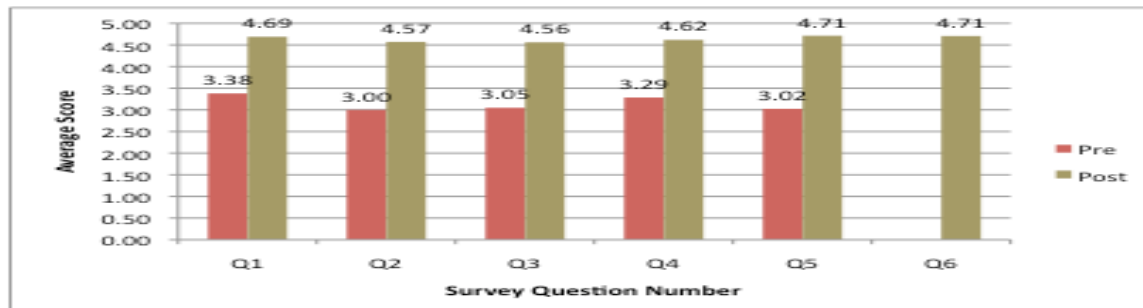
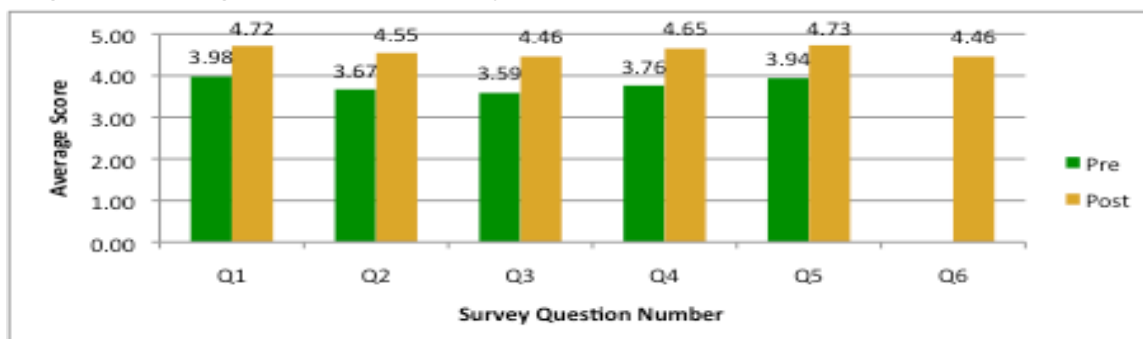


Figure 4. Spring 2015 'Ohana Survey Results, Questions 1–6



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"> • Mālama kia a kiloi 'ōpala. (Taking care to collect and throw away trash.) • 'A'ole hiki ke "poloke" i ka ma kanu. (Cannot plant broken things.) • Pa'ani maika'i. (Playing well.) • Mālama i ka mea kanu. (Caring for plants.) • Ina aia kekahi 'ōpala ma ka papahale, pono e kili ma ke kini 'ōpala. (Pick up each piece of trash from the floor and put it where trash properly belongs.) • Help each other • We help with planting and weeding • All the other groups love to eat and want to eat from the farm like we do. • It feels like we are family on the farm • We care more about the environment • I see people talking about _____ and how we make differences cleaning up the beach and helping others • Now I care a little more about the ocean • In _____, we got to do different things to help our community like working in a taro patch or cleaning up the beach. That has made us have more respect for our community because we saw how beautiful it could be if we pitched in to help • The majority of the things we did in _____ was to help the land • People look at us differently. They look at us with more respect because we're actually doing something to make things better in the community. • I grow more and more plants now and pick up any trash I see. • I pick up trash so it's not dirty. • By taking care of the land and people. • I care about my community more because I learn more about my community and what I can do. • I learned about caring and what I can do for my community. • I don't really know. • I care about my community by cleaning it up. • Help others out when needed. • Trying to keep the earth clean. • Keep our community clean and make a garden. • We learn how to take care of the 'āina. • I care about _____ because they grow healthy food. • _____ helped me to care for my community by understanding it needs certain things and caring about where it gets its produce. • I care about my community because what would you feel without having a community. Kinda sad so I'm proud to have a community. • I care for my community by helping others. • I like to do activities that deal with helping my community. • _____ taught me how to clean up rubbish even if it's not mine. So when I see rubbish in the community I pick it up. • I care about my community in ways where I can make my community better like recycling

Knowledge of and Appreciation for Community

and planting native trees.

- You can help by eating neatly and pick up the trash around the place.
- Just that I can find somewhere that sells local products.
- By helping the garden. Help the food grow fast by using the water.
- I care about my community by cleaning up rubbish when I find it.
- When there is rubbish in my community, I pick it up.
- I care by picking up trash I see.
- I care about my community by recycling and trying to pick up as much trash as I can.
- I care about my community by doing more volunteer work and taking care of it.
- I'll help when necessary, but otherwise I don't volunteer.
- By picking stuff up that does not belong there.
- I recycle.
- We work at the Farm Stand and meet community people.
- Other students (from other schools) come here to help.
- Kūpuna from the community visit.
- Chefs come visit (like today the chefs from the Four Seasons came).
- Shared food with community. Kalua pig and cabbage (pig was donated). Cooked in oven, not imu. Stone soup too.
- We worked in groups.
- Mostly I just come to help out. Planting kalo, cooking kalo, helping people with snacks. I do everything pretty much, with my granny.
- We're not from here, but we feel like we're from here. We live on the other side of the island but this is like our second home.
- It's like a whole different 'ohana over here
- I care about my community and help because I plant trees, pick up trash that I see and I help in the gardens.
- I like going to the gardens at _____ and I care about them.
- I care about my community because Kaua'i is beautiful so I want to keep it like that.
- I care about my community- it makes me happy.
- I take out 'ōpala (trash) for my community. (x3)
- I help people in my community.
- (We are) giving back after we took stuff off the land.
- I give the community love.
- I like to go diving and fishing so I take care of the reef.

‘Ōpio

- I like to help out and learn about the ‘āina and plants.
- It is good to come and help plant seeds for our garden.
- My sense of community changed by helping to plant and to conserve the forest.
- Being able to actually work with the community gives you a chance to see the difference you can make in the little things that you do.
- I feel that after attending this program, my thoughts are strong about the community.
- I feel good about the community because I made salt at _____ and helped the elders with bingo.
- I'm always out doing good for the community and I love it.
- My sense of community has slightly increased. One way I can see a shift of community is within other classes. In my art class, we made posters about the Mauna Kea TMT argument, allowing us to choose either side. And in English, we are about to start on a project about the environmental problems throughout our state. So that is how I see the community and progress being made in regular classes.
- I enjoyed working together in the garden with the plants and learning about the land. We

Knowledge of and Appreciation for Community

worked in the dry land forest and opened a path for the public to walk in.

- I like to learn, work in the community and pick up rubbish at the beach.
- My community learned a lot of respect and how to take care of each other and take care of the land.
- This program sets up workshops for all kinds of groups. They host groups really well.
- The community needs traditions to come back and here you learn all about protocol and how to respect each other. We have a section at the pond where we planted taro and we go back to check on it every now and then and water our stuff.
- Our community has mālama values toward our 'āina.
- I learned that Wai'anae Coast has more struggles than I knew. More homeless and struggles on the coast.
- I feel that I need to participate in my community more and help mālama my community.
- Before, I didn't care or necessarily know about what's happening in my community, but this program helped to expand my knowledge of how things have changed.
- I am now more aware of how our community is and how it looks like.
- The change that I had was more understanding of my culture. I always had understanding but in a different point of view. But after this program I look at my culture more bigger and respectful.
- I always appreciated my community because there's a lot of history to it.
- Now I can see the real meaning of Wai'anae compared to other ahupua'a. I see more things that our community can accomplish.
- Before I entered this program, decisions made in my community held no interest for me. Now, seeing people of my community working together makes me want to be in decisions.
- Before I really didn't care about the community but now I do because I did some thing good for help the community.
- It helped me because I was new to the community and I have no background here, so it helped me to get connected.
- This program is special because we are helping kūpuna (elders) of the community. We make handicap accessible ramps.
- I helped this lady in Nahiku...it took me a month to clean her place, all she could see was bushes. I didn't want money, we just want to kōkua.
- I helped my auntie build a house from the ground up.
- We made a big change in the community like from the little things to the big things.
- This program helps the community and people in need.
- We also made Kai's urn. See, it's a community thing like if someone asks, of course we are going to do 'em.
- I feel that I'm actually worth something in my community because I actually got to build houses and ramps, and what 14-year-old kid can say that every day, not that many.
- I am new to Hāna and haole so I used to get bullied by the people over here and thought that nearly everyone was mean. After I helped make a house for aunty, she gave us kisses and hugs and cried together with her family. This made me happy to know that people in this community can like me, I just need to try harder and be open minded.
- When we help our community out, you see all the kūpuna happy because of what these young generation of Hāna making a cottage or something that they want.
- I like helping the community because I like people to be happy.
- I feel more accepted and loved getting to know all the kūpuna made me feel good. Now whenever I see them at parties or on the street I can say hi, talk story and no be shame.
- I feel like I belong to this community, and all the people in it are my family. Everyone loves one another and cares for my family and I. Everyone who comes here; we make them feel like family as well.

Knowledge of and Appreciation for Community	
	<ul style="list-style-type: none"> • The change in my sense of community is that the people could always count on us building houses for them. Now I feel appreciated and humble. • I felt good that I know that the program that I work for helps out the community but before I didn't believe in helping the community but when I started with _____ I felt that I was worthy of something. It changed me by knowing that helping my community is a good thing and when you give you will return. • This town has made so much progression ever since this program was made. Houses were built, land has been recovered and projects have been successful. • You feel good about helping people, seeing the faces of those people those aunties, uncles it changes the way you see the world. Goes from a job to a life. • It feels good to be part of your community.
Staff	<ul style="list-style-type: none"> • The keiki understand that they are part of this honua and that they have kuleana within the community. • The children understand that they are a part of a community, and that they need to take responsibility and care for their community. So, whether it's helping each other or alone, they participate accordingly. Or at least TRY!!! • Haumāna have come to recognize their place within the larger community and have learned a great deal about the work others are doing to benefit the community. • They refer to their garden as "our garden" and they use the pronoun "our" a lot. That's pretty significant in terms of making a connection for them as a group. • I think the kids end up feeling like this is their farm. Not only do they feel like there's a community outside of the farm, but that this is also their community. • I feel like because (the farm environment) more relaxed, they feel that they can work together here. • The nature of the program is one that brings the keiki to different areas in the community and telling the mo'olelo of that place. I think for starters, the gets them familiar to places that they otherwise would not go to. In terms of the community here at _____, I've seen among most of the kids a real sense of belonging and commitment to the program. At school it's like "we're in this special club!" and so that passion and excitement is really beautiful to see among most of our keiki. • A specific example of that would be at Kaupō, when we were telling our mo'olelo, one of our keiki was really excited to tell the other kids about the mo'olelo. I think that's a perfect example of student empowerment, for one, but also them showing their excitement about this place. • To be honest, I think that from their 'ohana, these kids are already proud to be from _____. The element that _____ brings is this separate entity that's theirs and not their parents'. It's like their own niche that they can kind of blossom and grow in. • Another unique element is the 'ohana program and how it's integrated into this space and the work days that we have. It's so different from schools because it's community members, and it's family, and it's keiki, so it's like that trifecta which is really unique and beautiful. • Many in my group were intimidated of cultural activities and volunteer work. They did not believe it was something for them. They did not realize that they were a part of the community and able to be positive role models. After our session with KHM, and our volunteer work here and Maui, my group bonded and realized that they were leaders and contributors to their appreciative community. • Through the intern program, they got a good opportunity to do some community outreach, like the service project in Kalaupapa where they restored rock wall. Kalaupapa is a good example of building relationships with the community. We do some off-island stuff (like in Hāna) but we could do more with other groups on this island. It's a matter of finding the balance.

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- As time goes by, more people know about us at Community Work Day. We sometimes get homesteaders, UH people, schools, and other volunteer groups. Some kids do a curriculum on gorilla ogo. We have consistent visits from the elementary schools around here.
- The program is well respected on this island—parents and families know about our work days.
- _____ events: 'Ohana Day, families come from the community to see what we are doing. We talked with them about _____, etc.
- Cleaning up in the valley. Learning about the Place.
- They relate to the whole coast through mo'olelo.
- Volunteers also came in from the community to work with us, tell stories, etc.
- Stronger sense of connectedness to land, environment, elements (wind/rain), and each other.
- The students have pride and take ownership in the garden. Once they learn the protocol and responsibilities of _____, students start to appreciate the garden and like it as an alternative setting to the every day classroom.
- Larger part of their community garden due to involvement.
- The _____ has grown so huge. The community has become part of it. Volunteers.
- I've seen students love and take care of the garden, especially the plants they helped to tend and grow. They learn respect and know they took part of growing things. Many students help out with the garden stand after schools.
- I think there are many examples from here. One keiki really comes to mind. One guy joined us for the summertime, he actually did it three summers in a row. Himself, he's really energetic and full of life, but we saw him directly engaging in a huge community event - a keiki cook-off. We saw him go there and basically represent KPT by himself. A few other boys that were going to be helping him made the choice of playing video games instead. He ended up being there all by himself pretty much. Just to see him there on his own trying to compete...I don't think he would've been able to do that if he didn't have the experiences he did up here (at _____). Anytime we did cooking activities up here, he always enjoyed getting involved and to me, that showed that he wasn't afraid to represent _____ all by himself. As a middle schooler, that takes a lot of courage and strength.
- There was also a _____ boy, a real young kid, 1st grader. His parents had never been up here before but I guess he had told them so much about it. One Saturday morning he convinced his parents to drive all the way out here from the west side just so he could show them where he goes. To me, that just showed how much pride he had in coming to this place, even though he doesn't live in Kalihi.
- The activity that's happening once (the keiki) are in that setting is about collective impact. So it becomes a community goal rather than an individual one. It's a land-centralized goal. So like, the individual mentality shifts and they have to find their role and their gifts. I think that lasts a lot longer in their lives.
- It really gives you a sense of belonging in the community--makes you want to do more things, like helping in your town and community. Be positive in your doings.
- I have noticed before the kids were in the program they didn't have any drive to improve their community and now that they are with us, they have a desire to help people because of the knowledge they gained.
- At first they was just a normal keiki of the community but working with this program and making a change helps them feel that his is theirs and will be their community! And that they have to stand up for and protect this community.
- Our kids develop meaningful relationships with the staff. When they see us, they know we are a resource.
- I was thinking about relationships here—it's a big deal! With us and with each other. It gives them a sense of a second family.

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<ul style="list-style-type: none"> • I feel that the kids have more respect and awareness for the community and are more evolved. • I feel that the program has given a lot of the kids a second 'ohana. They know that when they come to _____, it's like home, and there are people here (adults and keiki) who care for them and who they can talk to. • The keiki and 'ōpio have a strong source of pride when it comes to being a _____ keiki. They realize _____ is a resource for them and that they are always welcome here and everyone belongs.
<p>'Ohana</p> <ul style="list-style-type: none"> • One parent made more (planter) boxes for the school to use. Intention to help. • He easily volunteers his time to the community and does a lot of community service. • He wants to go on trips to help pull weeds and plant trees. He looks forward to this every week. • He is more willing to help out in the community without expecting anything in return. • He is so excited to go on any activity with the group. He looks forward to bingo night. Now he has opened up about friends and he has friends coming over. • (We are) more aware of events, culture, and my child felt involved. Loved, cared for, and appreciated. • She grew more knowledge in culture (and about) the community. • Through the activities participated with _____, my child gained a better sense of community and belonging (through activities at the dry land forest and Seeds of Hope) • My child is more appreciative of her community and has increased desire to make positive changes. • They volunteered at an elder care home, and went to the Veteran's cemetery to pull weeds and planted trees at the Forest Preserve • I like that it teaches them to give back to community. He loves planting trees and helping out. • Both my husband and I want to get involved. We hope to be a demonstration family to start a garden spot here. • They learned how to work together. • We run a family store from the house and (my daughter) handles the money and the products as well. So she knows what it means to serve the community. She also loves to plant at home. • I just moved my son to _____ school this year. So he was like "mom there aren't bullies at this place, people are nice. I wish I came here sooner, I love _____!" He loves being here now. Like, we've always been around _____ but he really likes it now. • For my son, we moved here as a contingency, so he had a lot of readjusting to do - from people to different ways of life. And for him, he didn't have a sense of 'ohana, community...he only had his little circle, and now he had this bigger pond to play in. Everybody in this room knows each other's kids. As far as the sense of community, I think that my son has really bonded well. He's learned to accept certain things for the way they are and that this community is just a little shy of four miles big. You have Hawai'i Kai on one end, you have Kailua on another end, but you come into Waimānalo, it's different from all perspectives. I think that his reach into what 'community' is has just developed as a second nature. _____ has definitely instilled that. When they take the kids out to the ocean, they teach them about everything from the sky to the mountain to the land. So I think that (my son's) development in this community has just grown 100 times from what he was to what he is now. • My daughter, before she was an introvert, but after coming and participating in this program, it's helped her to step out of her shell and help her to gain an appreciation of her community. Now she know the places we grew up - places that I haven't taken her since

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small, 'cause I'm so busy. So I feel like I kinda neglected my daughter, but thanks to _____, they actually keep her in the ocean, which I prefer. So she has a sense of pride. I can see her attitude change. She has a more outgoing personality and she taking more of a leadership role at home, and I know it's because of this program. I'm just so happy because the rest of my children was raised on Moloka'i, and that was one outdoor lifestyle. They lived the Hawaiian culture. Because I'm so busy now, I'm so glad that _____ is helping to carry that responsibility for my daughter and helping her to gain that sense of community.

- My daughter started in the program last year and she's been in it this year. She's been a lot more open, she's not afraid to walk down the road...she feels safe. I know that's from the program because they take her so many places. So in that sense, it's really helped her a lot.
- (My son is) giving back and paying it forward.
- He is more aware of his community needs and enjoys helping his community.
- I think they are learning about "paying it forward" and being a part of the community.
- Knows land is our kuleana. Reinforces what she learned in hula.
- Keep adding the layers.
- Enjoy family days. They (the students) teach US (the families).
- Greater tie to the land.
- My child would like more of a connection to the garden.
- He feels very comfortable working in the garden and enjoys working with his peers.
- After being involved with the garden, my child has a sense of leadership and belonging.
- Yeah definitely. There's an awareness that they belong to one bigger community, that they all one island and they belong to the world. They conscious about it and it was different from the way we was brought up.
- Yes. My son participates constantly. We make him chant at home too. Before this, he had no knowledge of any Hawaiian culture.
- Yeah, that connection she kind of lost, she feels closer now that she's up here. She did learn a lot. She's more outgoing; not as shy as she used to be.
- It's awesome what they do for kūpuna! We lived in a tent for eight years. It was financially hard for us. My brother worked in this program. We asked if _____ could build us a house. My husband's health was poor. _____ helps the needy here.
- I have my commercial driver's license and whenever these guys need help I will do it. _____ is running a really good program. We all jump in and help out. When people see us around town, people tell us 'your son, he does really good!'
- I feel that my child has grown as a person because of his connection to something real.
- The students take pride in projects they have done and learning our community.
- My son has a deeper appreciation of his community after seeing how this program is able to help those in need.
- A better sense of what "ohana" within the community can be.
- (They are) caring for the environment especially the beaches and ocean.
- Their experiences at _____ aid them in helping each other and their friends, putting others first.
- (She has) more pride in herself - environment and the island because the things she have learned.
- While working (at the) _____ Festival with the group I sensed he was very proud to represent _____ and Hanalei community or the north shore community.
- _____ is usually a loner with very few friends outside of our own family. The retreat experiences really helped her to integrate and work and play together with other kids her age.
- _____ has a better sense of connection and understanding that we all need to work

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<p>together as a community. So much can be accomplished together.</p> <ul style="list-style-type: none"> • They are very proud of where they live and their community. Very helpful to others. • As _____ learns about the history of Kaua'i and shares the stories that she learned from _____ with others, her connection to Kaua'i becomes stronger. • They appreciate farming, where food comes from and working together. (They are) more culturally aware. • _____ is much more aware of his community. Such as which ahupua'a we live in and why it's important to grow our own food (sustainability). • Our son has a more connected feeling to "his group of boys" and his kumu. Through the many different activities and adventures, they have bonded and become an 'ohana which will last well beyond this program. Though they don't all attend the same school, our son has a connection with each of these boys.

Outcome 2. Positive Feelings About Self

Positive Feelings About Self
<p>Keiki</p> <ul style="list-style-type: none"> • When I know we are going to the farm that day, I'm happy. • It's always peaceful here and people are always nice. • I love sports so I imagine this farm is a basketball court and we're teammates. • All the activities and the ways we help out our community, it makes me feel good that I can make a change • The knowledge that I learned makes me more confident. The things I learned about my land makes me feel stronger. • The thing I like most is my ability to believe in myself because in the program, I've done stuff that I wouldn't have done if I hadn't been in this program. I'm proud of myself that I was brave enough to do those things. • _____ has helped me conquer my fears, like jumping off the rocks. • It's cool how they mixed up the different schools. We would've never have met each other if it weren't for this program. • More healthy eating. • Doing things I'm good at. • Energy! Inspiration. • Yes because it makes me feel good about myself by it making me feel better. • I don't really feel different about myself. • It made me feel good because it made me help with me being able to have fun. • I feel more kind. • Helping people that can't do it themselves! • I'm doing pretty good in my classes. • Makes me happy. • I am more open-minded. • When I play basketball or football. • _____ makes me feel good because it makes me feel like I need to eat healthy. • I like when they give honey because it makes me feel good. • I feel good about myself because helping other people is like loving and caring about others. • It makes me feel in peace. • I love to be outside enjoying life. • It might, but I don't know. I am not sure. • It makes me feel good because I feel welcome in the garden.

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- That I can always go outside and help the world grow what you can grow in the garden.
- I like being outside and embracing life outside the classroom.
- Yeah, by helping others.
- I don't know.
- It helps me explore better, healthier food choices.
- In the end, I don't like many healthy foods.
- When I garden it helps me because it takes my mind away from the bad stuff. Energy.
- Planting kalo.
- Playing with my friends.
- Kalo.
- Yes. I don't really know but I like that now there's more people. We can have more people join our aloha circle.
- Everything makes me feel good over here. Even when I'm feeling down. Just everyone coming together over makes me so happy.
- Watching people who are all closed in and don't like talk, when they come here they become all opened up.
- I feel good because I am outdoors and surfing and doing things I love.
- I feel good about myself when people believe me and I'm happy.
- _____ is like a home to me and I feel welcome.
- It (the program) makes me feel smarter. And that make me feel like I matter.
- It teaches me to feel confident and believe that I can do it!
- They (the staff) care about all of us.
- (I feel good about myself because) I made new friends.
- I know I read much better.
- After school program makes me feel good because it helps me improve my reading and math.
- (I feel good about myself when I am) giving and helping other people with their families.
- I feel good when everyone is around me and when I make friends.
- I feel good about myself by doing something good.

‘Ōpio

- (I feel good about myself when) I volunteer to help the community
- I became a little more confident in myself.(x3)
- I became more outgoing.
- I learned how to learn from the ‘āina. I am more open minded while I work.
- I am way more confident in things I know how to do.
- Learning about the wonder of our environment increased my self-esteem a little. I feel good about myself a little better because I feel happy learning about the environment.
- I think I am more talkative now with people I barely know.
- The teachers here help us a lot. I stepped out of my comfort zone and staff here encouraged me to stand in front of the class and do a presentation about ‘ulu.
- My self-esteem changed by having (self) respect.
- To connect with myself spiritually, culturally, and mentally.
- (The program helped me) to work harder and stay out of trouble
- We all grew closer because of the program. The program is good for bonding and builds friendships in a safe environment. The staff is good and there is no need to worry about bullying or whatever. The staff took care of us real good. They taught us how to respect each other.
- Opened up a little more. More as a leader.
- I never lost self-esteem.

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- I came into this program shy and not knowing too much but _____ Farm taught me a lot.
- I didn't talk as much, but now I'm actually able to connect and socialize. I am confident in knowing who I am as a Hawaiian.
- I now can express myself and how I feel.
- I changed the way I look at myself and others, as well as my community and my 'āina, and I learned how to identify the different kapa tools that before I never knew and now I do.
- It was always high.
- I was able to get comfortable. More positive attitude. Better actions.
- I see that I can do more and accomplish more.
- My brothers never had a connection with me, and now I have friends who I can relate to. I now feel comfortable being myself around others.
- It's really good because I am not good at book-smarts but I can grab a tool and just work it. I can jam with the tools!
- It helped me in being able to talk to people. This makes us talk to other people. It opens me up as a person.
- I feel that I accomplished something and someone appreciates it.
- In the beginning I felt like I could do nothing and I was ashamed of myself. When I joined this program they helped me conquer my shame. I feel I can do a lot more things now that I joined _____.
- My self-esteem kind of changed because I was able to work the machines on my own and I was able to say I did something and I'm proud.
- My self-esteem started to change when I started to get measurements down. Also when I put trim in and it was a perfect fit.
- The beginning of the program I couldn't measure. But now I have gained confidence of things I wasn't good at.
- I feel more comfortable working with others now.
- It has changed me because I can have faith in myself.
- I felt more comfortable with the crew and everyone around me.
- Before I used to be cocky about everything now I'm more humble and confident in other people.
- It didn't change (for me). It stayed the same.

Staff

- They got used to the environment around themselves.
- Some of the keiki were reluctant to participate and get their hands dirty. Now they are more confident in themselves and are starting to help more with responsibilities.
- Some children are intimidated and/or unfamiliar due to lack of exposure or experience, however when working together as a group, those children who didn't like getting dirty or touching the plants are learning through experience and through their peers that it can be quite fun to get your hands and clothes dirty. And they do.
- Haumāna step up to leadership roles. Haumāna mentor peers who are new to the program. Working as a team and on individual projects. How much have seen that they can accomplish any task they put their mind to.
- _____ brought an F grade to a B grade in science. His whole attitude has shifted since joining us.
- Definitely. I feel like the farm is a place where every student can come out and be successful and they don't necessarily get to feel those successes in the classroom. So I think that's a real big aspect of building self-esteem is to just provide students with an opportunity to feel successful.
- In the classroom, we go so fast with content. But here, (the keiki) get a sense of a pattern. They learn the tasks really well and gain confidence so they know what to expect, what's

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coming next, and are very knowledgeable about those tasks. That kind of carries over with their self-esteem.

- They love to share what they know with me. You can see it in their faces when they share something with me. The other thing is that you build up self-esteem when you do difficult tasks. I just think about the 6th graders who had to design their garden. There were a lot of different tasks they had to figure out and they were able to figure that out. So I think that helps.
- In school, you're sitting a lot and it's a lot of conceptual learning and thinking. So when you go to DO, you're not quite sure of yourself and the kids are unsure at first of doing tasks with their hands or with tools. So (the program) gives them an opportunity to actually DO and not just wonder if they're able to do it or not. There's an authentic aspect.
- I think there's a lot of kids whose self-esteem went up. We had some kids who were saying a lot of bad things like they wanted to commit suicide, they wanted to hurt themselves, and we've been working with them. Throughout the year, it would happen maybe once or twice a week (in the beginning) to where it would hardly happen (at the end). We've been asking them and checking in to see how they were doing, and they felt like they were part of this community.
- The second thing I saw was with _____, where in the beginning he didn't really talk and he was insecure about speaking in front of the crowd and community. Now he raises his hand and volunteers for things.
- I saw students taking more public risks and being able to do the kahea. That's huge. I mean, I'm still nervous doing that stuff so to see students getting up and doing that is amazing. Also just with our staff, when we debrief, we talk about student issues so when we're in program, we are aware of that. Then we all take the initiative to have those one-on-one conversations with kids and not focus on the self-effacing behavior and talking about things they are really proud of. I'm really thankful of this staff to have the skills to take the kids aside and do that.
- From being quiet, shy, and unmotivated youths, they became outgoing, humorous, initiative taking, hard-working, and strong group members.
- When you grow older you can tell your kids that you had a part in doing this. I love it when kid groups come here and we can share. They are interested too, and that's like...YAY!
- It's fun trying to get through to their personalities and find their gifts and talents, whatever they choose to do. We want them to be grounded and confident.
- I saw a lot of changes in the boys after the Hāna trip. Everyone came back different. They came back very strong and the boys were very popular over there. They felt good about being so accepted and welcomed and it helped their self-confidence. When they came home they kept talking about it, and are still talking about it today. They want to go back.
- Learning male hula was an eye-opener for some. One boy didn't think he could do it, now wants to be kumu.
- For some, especially those who struggle in a traditional classroom - not good readers, hard time sitting still, they discover they can be quite successful as "leaders" - take on responsibilities to direct a work group and show what they know.
- I see the students plant something and then come back to see what or how that plant is doing. When they see the plant taking its form, they (the students) feel or show sense of ownership and pride. The student feels good about what they did or how they helped.
- Confidence in learning new things. Presence and protocol in garden activities.
- They're very pleased of how the _____ has a big impact to our school and community.
- They feel they can contribute to something worthwhile that makes a difference in their life, others, and feel good about themselves. They can see instant results. Learn new things about growing food, eating healthy, and new team effort helps others to experience the same. Proud to take home seeds. Grow them for their family, harvest and prepare something - contributing to the well-being of their lives.

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- I have seen students blossom with learning new things. As far as not knowing how to grow plants to finding a tremendous interest in taking part in chores and being a part of the positive results and outcome. For instance, prepping of food that's going to be served at functions.
- I've seen students be very quiet and shy when entering the garden and when jobs are assigned. Now students are excited to go to the garden and when they are asked what jobs they want, all hands go up and they already know what they want. I've also seen students take pride in the veggies they helped grow or prep for others to taste.
- It gives them a feeling of home, I guess. (The keiki) are bringing their families up on different work days, after they come up with their schools. And now they're the ones showing their families around. It gives them a little more confidence in what they do. Also, we used to run _____ with nurses. So you'd have these UH Nursing School students who would come here and think they know everything and you pair them with elementary schoolers who know more than they do. So it gives the kids a chance to teach and it gives the college kids a chance to learn from someone younger than them.
- _____ has helped to build confidence, self-esteem, pride. Especially a lot of the kids with _____ who are from Kalihi, I definitely have seen a shift in the way they see the valley, this place they call home. And it's hard when we're back here in this beautiful paradise when they have to go back home and might feel stuck. But when they come here, it's a way for them to kind of let down their walls...though they put it right back up when they go. But I definitely see a shift when they are up here: showing more aloha to each other, helping each other out.
- We took them to UH for the Mauna Kea rally last week. Just in those few hours when they came back, going from having to fight with them to help out and do dishes to suddenly they were volunteering to do everything. To me that definitely helps build self esteem and hopefully they bring that back home. Also, having the chance to work with other adult groups does a lot for them, by giving them an opportunity to teach and give back is big.
- One word that we've started to talk about is kulana, which means how you carry yourself. It's one of the cultural ways of talking about self-esteem. So what the stories that are being brought up seem to me like examples of kulana.
- It's not just that they're leading and teaching others that stands out to me, but how excited they are in doing so. Because we're excited about the things that we teach to the kids so to see that excitement carry on is great.
- While sitting in a traditional classroom many kids feel they are stupid because that way of learning doesn't interest them but when they come into the woodshop and learn math on a hands-on level and totally understand it their self-esteem goes up!
- They treat others different from before the program—before the program they didn't even want to work with the others. They treated others like punks, but now that they're in the program they learned to respect one another and their belongings!
- They didn't know anything as reading tape measure, cut woods. Now in the program their self-esteem is at a level they thought they would never have. Knowing nothing to now knowing something make them feel that they can be something and do something.
- When many of the kids start out, there are afraid of making mistakes. But after learning what they are capable of, they seem compelled to try and have fun doing it.
- At the start of the program some of the kids had a hard time reading the tape measure so I would try and break it down just like counting money --four quarters in a dollar so four quarters in an inch Some caught on that way but others didn't so I tried breaking it down more by explaining 89 and 16 1/8 1/16 drew out the measuring tape and made them practice. And now (those who are) attending the program- they all want to cut and measure all at once!
- At first some the kids were shy and not so confident in themselves, whether it would be doing activities or homework. But now I feel in anything they do, they do it whole-heartedly and are

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<p>happy about doing it.</p> <ul style="list-style-type: none"> • The tutoring program has really helped the kids with their reading skills, which I have seen result in higher self-esteem. Also, the friends they make here at _____, and the connections that form with adults also helps foster a better self-esteem. I have seen kids who were really quiet become much more confident in their interactions with others since starting the program. • Being with other kids and doing routine gives them positive things to do. (I see) changes in attitude. • Many of them have found skills here and have progressed substantially, making them more confident and having higher self-esteem in all that they do.
<p>'Ohana</p> <ul style="list-style-type: none"> • We see a lot more energy out of our daughter now. • The leadership quality and speaking in public is like an everyday thing for him. • He opens up to others, like friends and also adults. • He feels better about himself and the things he can do. • He is more open about what is going on and (I can sense) the excitement when he talks about his friend and how he is part of a group. • Previously - quiet, ashamed. Now, more knowledge - proud. • (My daughter is) independent and speaks her mind. • My child has always had a good sense of self-worth. Certainly participating in _____ activities, interacting with leaders and other students maintains her self-esteem. These types of programs are important experiences for teens. • My child is more confident being part of her community and is more comfortable in general with meeting people in her community. • He was very shy. He looks up to Anthony as a mentor. I notice that he's more talkative now and has opened up a lot. • She speaks up more. Before she used to be so ashamed. She seems more mature now. She likes to help more people. • I'm sure after my son graduates he will want to come back and volunteer. • My son came from an abusive background and it was hard for him to open up to people. Here, he learned to open up. He was failing in his classes but this program gives him study time and incentive for finishing his work; in that he can go on the outings. He has a hard time focusing, but now I see he writes notes to remind himself to turn in his papers. • I think my son is more outgoing now. He works with other kids together and they have to work as a team. • For our family, we have 9 kids, so they kind of forces them to work together. But that helps (my child) deal with some of the things that come up at school and in the farm. • She tells me about how much she's planting out at the farm. • (My daughter) likes planting. She says stuff like: "oh we planted this today and we got to watch it grow". She likes to run her little flower gardens at home and doesn't let anybody else talk about. • Basically (my children) are opening up more and doing things together. Usually, both of them like to do things separate, never together at home. • My son had really bad anxiety as a young kid, and now he's just like...good. He's not afraid to learn anymore. He used to be really fidgety, like really, really fidgety. Now he's just like "oh mom, today I learned this at _____!" He used to always say "my brother's so good at bodyboarding, I suck at it, I suck at sports" but now he's like "can you buy me fins?" because he's more into it! He's just way more confident in everything that he does and he gives credit to _____. So it's a real positive self-esteem booster for him. • I think it's a definitely plus as well for us. My son always questions everything, and he used

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to have this mean twitch. Whenever he would get frustrated or angry, he would just start twitching. Since he's been here in Waimānalo, that's gone away. And since he's been at _____, his overall confidence in himself has grown far beyond what I could offer. I cannot hold him back anymore. A lot of the times, we're not able to do what we want to do with our kids when we come home because we're tired, or we have 1001 things on our mind to do the next day. I think _____ has instilled in the children that structure and through that, their self-esteem has risen. The program itself has taught kids to be multifaceted. So maybe not the best at one particular thing, but you learn to become a jack of all trades. I cannot say more about _____ than we're saying now. If we could give back in any way, it would have to be our time because all they do is give their time to work with our children.

- 100%. Her self-esteem went up. This program helped her to come out of that shell. As a parent, I always try to encourage her to challenge her limitations, to step out of the box, to do things they wouldn't normally do. She was one who would always stay in her box...but this program help her to step out and now I'm like "wow, she's one totally different person." We just went to the beach the week before and I remember she used to always be afraid of riding the boogie board. But now she's like way outside catching a wave in and she was doing 360's and I was like alright! As a parent, it's always good to see that and I thank _____.
- Before, he never believed in himself. Now, he knows that he can achieve whatever he wants to.
- She has matured into a more mature adult with lots of responsibilities to take care for the future.
- They learn respect for themselves and others. They show respect to adults more now. He gets male role models and he loves being here with the staff.
- My son really changed his attitude and has a lot more respect for others and himself. At home we show respect, but here they have certain expectations. Out in the community he can learn the different ways. The staff here might correct his ways and his behavior.
- I wouldn't say he was anti-social, but now he's more outgoing. When he came to this program, everyone started to come up to him and talk to him. He's not afraid to express his feelings and not afraid to get his hands dirty!
- Daughter was shy - now likes to work with groups.
- Niece NOT shy but now more focused.
- Son started two years ago - now more mature.
- Best part is setting the stage for students to do and be their best.
- He feels confident in his gardening skills.
- Greater desire to work with others in projects, sense of accomplishment, and more self-confidence.
- She has pride with the result of the product.
- He feels like he has a place there.
- Child's desire to be more connected.
- The Farm Stand gives them a good feeling about themselves.
- My child now wants a career in oceanography.
- Sustainability. Kids know they have to conserve.
- Unless they are exposed to it, you don't know. They get grounded. _____ is where they get respect. They are conscious and they know that they get one cause and get one effect. Also helps them to think outside of the box.
- He's very confident in his knowledge now. Look, he's over there putting his hands on everything and helping.
- She's always thought highly of herself. She's very dressy.
- My son is more likely to succeed, because of this program - he has been engaged in projects

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<p>that give him a sense of pride.</p> <ul style="list-style-type: none"> • Since the program my child has shown more independence and self-confidence around the house. • It has helped him to know that he can provide for himself, measure accurately and have knowledge to build (what he needs). • _____ is a very shy boy. With _____'s help he has been more confident. For example, he now volunteers to say prayer at family dinners. He also volunteers his time to help with his younger sister's baseball practice. • (Our child is) more confident – (and has a) sense of belonging. • (They are) conscious how they feel about them self and others and their surroundings. • Feeling comfortable being with kids they don't normally hang out with and feeling good about it. Opening up socially. • (They are more) self-directed and able to work things out. • My kids have a lot of friends at _____ and I think you guy's teach great team skills and my kids utilize those skills. • _____ teaches him to be involved in daily task working together for a common goal. I see him bringing that to our home life helping more at home. Dishes, household, chores. Overall more willing and able to help with task. • _____ has always been pretty confident and strong minded (so no change). • His self-esteem has improved since being involved with this program, by having him participate in activities that require him to step out of his "comfort zone" - for example sailing canoes, ropes course activities, learning how to fish multiple ways and being successful at it.

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

Sense of Achievement – Hiki – Increased Self-Confidence
<p>Keiki</p> <ul style="list-style-type: none"> • Eating. I'm really good at that. • Planting and weeding. • Being nice to Mr. _____ and the teachers. • I'm good at cleaning the garden. • Being nice. • I'm good at doing observations in the garden. • Helping others when they need help. • I learned how to pound poi with our class. • I don't think I have one specific thing that I do well, but in this program we've all done a lot and we've all grown and have learned new things. • We have never learned all the stuff that we learned from here in our schools because they barely teach Hawaiian. • Some Hawaiian words that we learned here, I tell my mom and dad when I go home. • Sometimes, I would sing the olis to myself. • I do what I choose to. • I'm good at cooking. • Help re-plant. • Take care of animals. • Yes because I always set my mind to accomplish. • If I set my mind to something, I will do it. • I always try to do what I set in my mind. • Through the compost. • Helped grow some plants.

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- I helped the garden to grow some flowers.
- Working with others.
- I feel more connected and appreciate a lot.
- Pick up trash.
- What I did well in the program is planting food.
- It's not like it was a guidance lesson on anything. I mean achieving goals wasn't _____'s specialty.
- I did well in this program by helping others and treating others with respect.
- Doing the chicken coop because I am good with animals.
- I can focus when I'm outside.
- After getting my "job," I know that if I set my mind to it, I can achieve finishing anything.
- I communicate well and work well with others.
- Communicating effectively with teachers and peers.
- If I set my mind to something that I could finish it.
- If I had a job that needed gardening, this program could help me.
- Do my best in class. Something I did well is to help prep food and plant food.
- I don't know about that.
- Work with others effectively.
- I have prepared food for others and tended to the crops they have here.
- I made it a goal for me to be healthy.
- Helped clean up/pick up.
- Working with others.
- I'm good at introducing people to other people. Mostly when my family comes up here, I'm super excited! I'm good at making people feel welcome.
- Cleaning, being crazy, and blending in with nature. I like to blend in and just chill.
- I got better at my social skills.
- Everything that we do here, I've gotten way better at.
- It helped me to be more confident in social studies because we did a project and it was about something we learned here.
- It pushes me beyond my limits and gives me confidence.
- When I go to reading program I always set my mind to read three books a day and I always complete that.
- If you come to this program you have to put an effort into what you do, because the staff doesn't want to waste their time on someone who doesn't want to be here.
- I feel good when I accomplish something and my friends congratulate me.
- (I feel good about myself when I am) being told that I'm doing a good job.
- I learned how to be a better cook.
- (I was able to) paddle to the pier, surf Middles, hike up to Makaihuwa'a, cook, pound poi, and learn new oli.
- I (am) good (at catching) crab and fish.
- (I am good at fishing, hiking, surfing, baskets, crabbing, wa'a, poi (pounding) and cooking.
- I got better at surfing. (x2)
- I did really well at ropes course.(x3)
- (I felt like I did well when) we hiked up at Kōke'e, (and) danced at the kalo festival.

‘Ōpio

- Learning about Hawaiian culture from Aunty _____.
- Pulling weeds out of garden beds.
- When we had to go and teach random people that we don't know and teach them about the ocean, for reef teach.
- When I was about to go in front of the class and I was shy until my teachers convinced me

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there was nothing to worry about.

- When I was an alaka'i.
- Pa'akai. Salt making.
- When we were cleaning at Amy Greenwell.
- I felt confident when I presented my GMO poster.
- (I felt like I accomplished something by) walking to Green Sands.
- (I felt like I did well in) chanting; and now I am talking more.
- I felt accomplished when we made rock pathways in the dry land forest and pulled out weeds at the Lili'uokalani campsite.
- Just finding the courage to do the new tasks furthered my inner confidence. I am shy and don't handle new experiences too well.
- I felt confident when I plant taro and when we made our poi pounders.
- Stepping up when no one wanted to.
- I felt that I could do everything, but the best time was when we learned and built a stand using the skills we learned.
- When I completed the boys' hula.
- When we had to haul the 10-ton (exaggerated) pound coral bags.
- The one time that I felt confident was knowing the "E hōmai" chant that we do every morning.
- The time that I felt confident in myself was when I had to lead or do oli for our mele and oli class. Also when I helped finish the boys' and girls' hula.
- When lashing the tripod I thought I would never do it until I got my mind to it.
- I was able to cooperate as teams.
- I feel I can now do what I set my mind to because I know what I'm able to do.
- When I instructed the children how to make inamona it made me feel proud of my skills with facilitation.
- Whenever I feel confident is when get kids on every Monday cause we gotta teach.
- It's awesome for the girls; not only boys can do this. It's very empowering; the ultimate in sexual [gender] equality. We get paid the same. Equal rights!
- It's a great learning experience and you learn as you go. We learned that we are more capable than we thought. _____ really helped me out.
- The program taught me how to measure better. It gave me more confidence with power tools.
- When I first joined this class I wasn't sure about it then later on in the year I felt more like it wasn't as bad as I thought it would be I feel like I can accomplish something.
- In the beginning of this program I didn't really want to join the program but as I started building and helping others with their house, I started feeling dependable.
- I would question my abilities to handle tools, measure, and cut, but now I know that I can. I used to over think things and thought I won't be a very accomplished person but this group has changed my mind set completely from negative to positive.
- Well at the start of the program it didn't know how measure, cut a piece of wood or use any power tools but after I start going work every day at _____, I started getting better as each day went by. By the time I knew it, I knew how to do everything.
- Now that I've been working for almost two years I could help the workers that are new and teach them. It's good to me to know that I'm helping others.
- Before I didn't trust myself cutting wood on a chop saw and now I like to cut on it. And when I see someone that doesn't know how I go over there and help them.
- We were creating this trim at school and just seeing it made my confidence go above and beyond so I can express myself and what I can really do.
- When we were building the house for aunty, I was assigned to do tiling and felt like I would be able to do it all. With my elders teaching me, I learned how to tile fast and precisely and

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go it alone in no time.

- I had confidence when _____ taught me to never give up on myself.
- They taught me that if I can build a house, I could do anything.
- Before if I had to cut a crucial piece of wood I would ask someone to cut it for me but now I like to challenge myself with cutting hard pieces.
- I felt good when I knew I could build a wall by myself.
- I remember one time, when I know I couldn't carry something by myself. One of the guys helped me, I felt like I could actually get somewhere. Doing it by myself gave the confidence to keep pushing through to what I was doing.
- When I was making my cutting board and poi pounder I felt focused and was set to go.
- My boss asked me to cut a big piece of plywood with the saw, so I figured it out without help and realized that it's not that hard.
- One time when I was on the site I was instructed to cut a stud for a wall and I knew exactly what to do, where and how -- it is the best feeling.
- When I built a crappy dog house before this program, now I can make a nice dog house for my dogs at home.
- When we finished building a ramp for a boy in a wheel chair, it looked beautiful and made me confident.
- I know what I wanted to do and when I finished I felt proud.

Staff

- When they get introduced to a new homework in the classroom and then their expression when they finally complete it.
- One day they got to pull kalo to prep for new batch of kalo to be planted. It was a huge task to pull them, clean off the dirt and roots, however, with the help of all the keiki, the task was completed.
- The children were asked to help and gather up all the dry leaves in the playground and place them nicely and gently in the lo'i kalo. They were very careful not to break the young shoots of the kalo. And they didn't.
- Participating in the _____ Project (improved their confidence).
- Many of our projects within the garden require persistence to complete the task. A group recently built a waterfall that required multiple attempts to get just right. These haumāna persisted through the task and are truly proof of their accomplishment.
- We help them with leadership skills. We give them a project and they take it from there with some guidance from us. With the _____ project we all learned together but really they took ownership of the project.
- One thing that comes to mind is whatever we do out (at _____), we try to carry it over to the activities that we're doing in the classroom. One example that comes to mind is that the tasks they're performing on the farm, such as building a terrarium, are always tied into our writing prompts in class. So it is an expectation that what they do on the farm will be carried into the classroom and they know that they'll be graded on it.
- I think that the students know that they're not just coming out here for play-time and that what we do out here is important for something they're going to be doing back in the classroom. So just the connection from classroom to farm has been one way.
- I also think we've challenged the students to be quiet and self-reflective. I notice that there's usually a quiet period at least once per class. I think that's a challenge for a lot of them.
- We have high behavior expectations on the farm as well. We share the "garden agreement" every time they come in and if (the students) aren't following the agreement, we try to correct them.
- From the get-go of how the 'oli is structured...if it's not (reaching) that high bar we set for them, in terms of their respect or the tone, then they're doing it over and over again. I think that from the beginning, they see that that's the expectation of excellence. I do think that

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there could be an area of growth here for the program. The expectations could have been clearer at the beginning of the year. For example, during homework time, it felt more reactive than me being able to set up a structure where certain behaviors wouldn't happen. We did, in the beginning of the year, have some behavior problems that lasted far longer than they should have because the expectations changed or we weren't all holding them all accountable to that high behavior bar. But I think that coming to program now, my anxiety levels are way lower because they do know what's expected of them and they're coming to piko and they know that sharing and taking risks is where they need to be.

- I think I saw tremendous improvement from the beginning of the year until now. In the beginning, they didn't know what they were doing but they were kind of pushing to see what they could get away with. During that time, we had a break and were able to re-evaluate and see how we could help them. But now, the expectations are high and they know that, but they kind of set the bar for themselves. So even when it does come to piko or to the oli, they know what's expected and what they have to do. So having worked with 5th and 6th graders in the past, I know that this is the first time they've been given responsibility so they're able to know what they have to do and pick the mantle up. This is the perfect program for them to do that, and actually make mistakes and keep on getting better.
- This group of kids, they're very different than the groups that I've worked with in the past. So we try to actually cater to that. These kids they shut down very easily when we give them responsibility and so we have to work with that and come up with a plan to say "how are we going to help to support them?". Not to bring them down, but to uplift them to say "hey I actually want to take responsibility". So the expectation in the beginning was a '1' and now it's a '4'. Although we can do better, it has improved tremendously.
- Another cool aspect of that growth is to see some of the kids who were pretty responsible from the get-go now taking on the kuleana to remind the other kids. And so it's not us, it's them because they want to have this safe, comfortable, highly efficient machine. So this is them helping each other out.
- Before it seemed like they were on their own bandwagon - they didn't want to listen to us. So the first part was to try and get on their bandwagon.
- When cleaning an overgrown kalo patch in 4 hours, the hosts only expected us to do a fourth, but the kids wanted to repay their hospitality. Hard work, but we completed the entire lo'i.
- They don't fail with us; they complete all the tasks, it's good, hard work. I've seen a lot of changes after they came back from the Hana trip they all came back different. The boys were really popular over there, and they felt good and it helped their confidence.
- Leadership role. Being in front of people.
- Confident.
- Learned to work together.
- Not afraid to share.
- They showed many of their new skills at Hō'ike.
- Some of the Marshallese students are quite knowledgeable about growing food, pounding kapa, building simple things, and really beamed with pride to be able to share with fellow students - they often struggle in class.
- Students gain an ability to put forth effort in new ways. They have little to no experience at start of year, but by end of year (they have) a more thorough understanding.
- They always do. In the garden they are comfortable, like what they're doing. Knowing they are doing a great job.
- Kids who don't or won't do anything in class 'blossom' in the garden whether it's in labor, trimming the hedge, making it look nice, or just feeling unconfined by the walls. Some are better behaved and can control themselves better when they are outside versus being in doors. They like the hands on learning and hearing from quiet speakers on jobs and

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possibilities.

- A student entered the garden ready and willing to learn and most of all, get into the process of cleaning, prepping of the beds and because he actually found interest in something he wasn't quite sure he liked.
- Working with the 6th graders, going to the _____ garden is very new. At first, they had to learn everything, how to clean the beach, plant and care for the animals, irrigation, and other plants. At the end of class, they are able to share exactly what they did with much confidence.
- That this place definitely sets a standard but not a general standard that everyone has to meet. It's more of an individual standard that you're only going to get in what you put out. I feel like, even myself, just being here makes me want to be better. I hope that we try to make it comfortable for people to be themselves so they would want to naturally do their best. That way, if there's an expectation, it's only through themselves. We're making that space available to them so they'll want to do that.
- It seems like there's a step process. In the aloha circle, (the keiki) come with a really low capacity for vulnerability and they're able to build slowly by challenging themselves to talk a little bit, or explain themselves. The expectation that they start with in the circle (introducing themselves and their ancestors) seems like a really simple thing but it's actually a big step for them. Often times we have ones who don't want to get dirty, and by the end you can see that transformation. They're not afraid to get dirty and try to do an activity that is new to them.
- They almost always go further than they're normally comfortable going with expectations.
- It's something we definitely help to build is trust. First thing that comes to my mind is the aloha circle where we do set the bar high. We expect kids to be nice to each other and treat them nice. Often times they can be mean and disrespectful to their teachers and each other. So we set it really high as far as enforcing the only rule we get up here, which is aloha. We tell them "you guys are expected to live that way and that's all we get...other than that, we're here to have a good time." So we definitely set that standard really high - the way we treat each other and respect one another.
- I think once they get that sense of aloha, that respect, in their heads, everything else falls under that. Now they can respect everyone, they can respect whoever's leading so they can get more knowledge, they can respect themselves. Once they get that sense of respect, hopefully they can take that back to the classroom and help them there. Meanwhile, up here they're learning a lot more because we set that example.
- One big thing we do with large groups of kids (50+) is mulching our trails. From the beginning when they see this giant mulch pile, it's like "no way we gonna move that uncle. No way." And I tell them "look at it good because by the time we're done in 2-3 hours, the whole thing gonna be gone." It helps to pave the way to make our trail more safe for others. That helps them to see that they're being alaka'i, they're being leaders and they did something that they didn't think they would be able to do.
- The kids see someone else doing those things, they like try 'um too. When they do 'um right, they feel good about them self. They feel like "I can do this."
- Making jewelry boxes, at the beginning all the students were timid about using the power tools or even believing that they could make a box. With our guidance and encouragement by the end of the project they were making difficult cuts that they never thought of making.
- When they first started to cut out on the chop saw I remember they was so scared of cutting now they build a lot of confidence to not be scared and to love doing it!
- If their minds aren't set to do things they would get distracted but this program teaches you how to set your mind to do things and not to get distracted because distractions can lead to serious injuries.
- Measuring and cutting a piece of wood scared to do it. Now learning and building confidence they love to measure, cut and just build, build, build.

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- With every new batch of kids they are always timid in the beginning. But once we are about done with the first project, they see what they have done and realize what they can do.
- Building walls and floors or even building simple jewelry boxes and ukuleles, earrings etc.... They felt proud to accomplish something that they put physical time and mental time into instead of only books.
- After (being) given the chance to help the community, they feel a sense of accomplishment. They also realize that they can make a difference.
- The kids started little gardens and grew their own veggies. They maintained their gardens and benefited by being able to harvest the veggies and take it home.
- Seeing the kids overcome their fears and complete a high/low ropes course was impressive - I know it was really scary for some of the kids but they did it. Also, I often see the program kids proudly show new kids around at _____. And I've heard kids bragging to each other about how well they are doing in their studies.
- (They are) excited to harvest from garden, (and they) can't wait to have program to finish (their) project.
- Definitely different for different keiki. Some examples: older keiki showing younger ones how to throw net, making lauhala bracelets (multiple at a time). (They displayed a sense of achievement) when they did ropes course (and while) gardening/harvesting/washing/prepping veggies.

‘Ohana

- (He showed confidence) In leading his school group presentation and also in his project of feeding the homeless.
- The program prepared him in high school especially in public speaking and public gathering.
- When he goes fishing, he feels very proud and wants to keep fishing.
- Before he would give up easily on things. Now he sees things through to the end.
- He's very confident of himself.
- When cleaning taro patches, my child felt so happy to be making a difference as well as cleaning the garden. My child comes home talking so much about how much they do.
- My child felt prideful achievements in her experience with the dry land forest, building a rock wall and pathway. Outside of the program, she has become confident in front of an audience.
- I think it makes my son a little more independent because they do stuff on their own here. At home he's the baby so he's used to everybody else doing things for him, but here he knows he has to do stuff for himself.
- My son knows that he needs to do his homework and get things done so that he can participate in the program. He's getting out there and being more sociable because he knows that in order to be part of this program, he needs to do good.
- _____ always has this issue of not setting himself up for the day. For me, if I'm not set up for the day, I'm not helping myself or other people. I set that expectation for my son. This program has kept him on track. If you're not ready for the next day, you're the one that's going to suffer. _____ has set that expectation: you need to have your clothes, on this day you need have this, etc. I think _____ has met that goal that _____ has set. Now, we notice at night, he's no longer needing to be told to have this things ready for the next day. Definitely, the expectation is set high and _____ has never wavered from that.
- I really appreciate the high expectation of this program because it helps to reinforce what I expect of my children. My children know, anything they do, they gotta go 100%, wholeheartedly. I see that she's learned responsibility and is actually accountable for her own self - more self-directed, which is great for me. Now as a parent, I no longer have to go get after her. I don't have to say much because the leaders at _____ help to instill that and yeah, I really appreciate that.
- I just know that when it comes to homework, _____ would always be referring to program. These days I don't have to say anything - she does all her work, turns in everything. So when

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I go to Parent-Teacher conference, they tell me that her homework is great and I was shocked. Because 1st quarter it was like I was on her constantly, but since she's started the program, I don't have to tell her anything. And I really never thought about it until now as I'm reading these questions. You know, the improvement on her has been really positive.

- He kept on working hard on a project without giving up.
- Some boys might be shy, but this program is something that exposes them to our community so they learn to talk to people.
- He likes the manual work here. They do a lot of stuff that he likes better than school.
- Working hard. Not a game.
- Participated willingly.
- We actually had conversations about her continuing her education at the university level.
- Homework assignments - setting goals/time management.
- My child has participated in the super kitchen and she enjoyed the sense of management and/or coordinating.
- Definitely, especially for _____ being that it is in Kalihi - an industrial, urban city. No more the gardens, no more the plants. Even our grass no more. So, definitely for them. You know, my kids, they lucky. They get lo'i and all that stuff, but for all the other kids...no more that. I know that the connection is here and so whatever is happening at school is school, but when they come here it's all about mālama 'āina. I think that really helped with their learning at school because it gives them one incentive to come up here.
- With these guys, _____ almost force the kids to think about where you live and being conscious of bringing somebody with you. That aloha circle....that's powerful. No can lose that unseen, untold respect.
- It's trippy because you see the problem kids because they just come up and become leaders. And the smart ones, they don't like play, they don't like get dirty, so they not the leader anymore. So when they go back to the class, they gotta go to the dumb ones in the class and ask *them* "Eh, what's the answers for what we trying to do in class?"
- She learned a lot, they did a lot more hands-on things.
- _____ gives them confidence. This program is an area of strength for them when the day-to-day academic path is tough.
- My child fixed my rotten steps without any help from others. I have a lot of confidence after what he showed me.
- The fact that he actually enjoys going to work and wanting to learn daily skills shows me how confident he is.
- (I could see his confidence grow) when my child brought home his first project. (cutting board)
- (He has increased confidence in) cooking dinner, helping work on the house and doing homework.
- _____ teaches the kids to reach out to kūpuna and to be humble they are comfortable with other people and yet not timid or shy. They show aloha to others, and always say hi to auntie. They are not embarrassed in front of community members if they are asked to do something.
- There are many different examples that my son has shown more confidence in himself, school, outdoor activities, sports ... after an activity that he didn't feel confident in, he shared, "I learned that things aren't as easy as it looks but I am thankful that I made it through."
- My child loves it! They look so forward to it. She gets her backpack ready to come here and she is so excited to weed the garden and cook. Her confidence is awesome. They don't have this in school. My child likes to show, explain and share what she does here. That's what you want; you want them to be proud of what they are doing!
- (At the) end of program my daughter performed her solo dance with confidence! Normally she would have been shy, but she went for it, thanks to her _____ kumu.

Sense of Achievement – Hiki – Increased Self-Confidence

- My son is more confident in group settings working with others. (He) takes on small household tasks. (He is more confident in) interacting with others.
- _____ demonstrates pride in any task completed - (gardening especially) and art work.
- Getting good feedback for helping and participation has helped her to be more proud of herself.
- She is confident at school with sports and outdoor activities.
- _____ has more confidence in her surfing/water skills. Learning to grow her own food in the gardens has inspired her to grow a garden at home and she has begun helping and being excited to work in the kitchen and cook the harvests!
- She has become more confident with herself.
- They are more confident in the school work they do and chores around the house that needs to be done.
- _____ has gained self-esteem from learning to do things hands-on. She really grew and blossomed when she began to have more confidence in herself. She realized she is capable of doing things for herself like cooking. One day she decided to make pesto and it was good.
- The ropes course was a great lesson in confidence.
- I will use gardening again as an example: she knows how that with patience and persistence and effort she can prepare the soil, plant the seeds, water and weed her garden, harvest the vegetables.
- She has shown confidence in her surfing because she has gone out to a big surf break (Middles) when she attended a day at _____. Now she is not as afraid to surf big waves.
- _____ is becoming a good lei maker. She knows how to make lei and she doesn't get as frustrated if she makes mistakes. The kumu were able to encourage the kids to learn and still have fun - that way they give up less easily.

Outcome 4. Cultural Connection

Cultural Connection

Keiki

- Kalo. (x 5)
- I eat kalo.
- I have kalo.
- Hiki ke hana i ku poi. (I can work with taro.)
- He mea 'ai ke kalo. (Eating taro)
- Ku'i i ke kalo. (Pounding taro.)
- Holoi i ke kalo. (Cleaning the taro.)
- U'ala. (Sweet potato.)
- Kuawa. (Guava.)
- Ka 'ōpū ali'i. He ali'i. (Kind, thoughtful, chieflike.)
- Hele au i Hilo. (I went to Hilo.) 'Ōlelo Hawai'i. (Hawaiian language.)
- I have a Hawaiian culture. The farm connects to that.
- We learned to use a moon chart. I have one at home now and we follow that when we want to plant.
- We learn when it's a good day to plant and not plant. We tried planting on different days and wanted to see if the Hawaiians were right.
- I know how the farm is like my culture. It's hot on the farm and it's hot in the Philippines!
- Before this program, I didn't really learn much about Hawaiian culture or what my ancestors did before me. In this program, I've learned more about my ancestry and the things they did long ago before we had computers, iPads. So I feel more connected to my ancestors and what they did in the past

Cultural Connection

- My cousin and them go to a Hawaiian language school and it's hard to talk to them sometimes. This program helps me to know some Hawaiian words so I can talk to them.
- Everything I learn about what Hawaiians do, it makes me want to work harder because our ancestors worked really hard and kept on going. It makes me want to work hard and never give up
- Pounding poi makes me more thankful for what my ancestors did. Instead of getting it from the store, we can pound our own.
- I learned more about my genealogy when I came here.
- I learned about making a surfboard. I didn't know that people before us used to make their own surfboards.
- Some plants/foods are non-native and my culture is Hawaiian.
- Mālama the 'āina.
- Being Hawaiian, I know how important it is to take care of the earth.
- Passing down traditions.
- I really don't know.
- Not sure how.
- My culture is being nice to the garden.
- By the students/adults!
- My culture also has a chant for people that is important to me and my family.
- My culture connection that I have is getting better.
- By the people taking the time to come here to inspire us.
- More aware of stuff.
- I have a connection to the plant that I planted.
- Not necessarily because they taught us about plants but it wasn't really cultural.
- I feel like caring about myself and culture.
- I don't know.
- I don't think I feel "connected."
- Hawaiian.
- I could feel like I am doing what the Hawaiians used to do back then. That's what the Hawaiians did long ago.
- Yeah, do the kalzen.
- I have a connection through this program because it provides for people and is in front of our Mauna.
- In the garden, they talk about Hawaiian culture.
- The stars that are Hawaiian and the calendar for planting.
- Because I feel connected to the land after working in the garden.
- I have learned a lot about Hawaiian culture.
- My culture's foods were not a part of this program.
- The cultural connection I have is with Hawaiian culture. I am pretty concerned with it and know a lot about it too.
- Learning different types of Hawaiian plants and foods.
- We say "mahalo."
- Pounding poi.
- When I was a baby, I came up here to learn about kalo. Also chants and songs, because when I sing, they sing. So when I get chanted in, I feel more welcome to help out.
- I am Hawaiian, but this (program) makes us more of the TRUE Hawaiian. Most people, they don't walk the walk, they only talk the talk.
- Everything here is cultural. When I walk into the forest, I oli in and get all the blessings I need. When I come out, I do a 'thank you' chant every time.
- Everything we do up here is filled with Hawaiian stuff.

Cultural Connection

- We learned how they did a funeral. They had a big ceremony to represent the person and people brought ho'okupu.
- We learned about some of what the Hawaiians were doing. We also learned some of the words, and the plants they used for medicine.
- When you sing the oli you feel connected.
- I have a cultural connection by keeping the Hawaiian spirit alive.
- We learned about the old Hawaiians lived and the culture.
- We learned how to make our own kala'au.
- (The program) helps me read and learn Hawaiian culture and (about) my ancestors.
- I learned how to sing and talk Hawaiian in this program.
- I learn how to fish and throw net. (I can) make flower lei.
- (I learned to dance) hula, how to throw net, surf, fishing, crafts, oli, lauhala, wa'a, gardening, etc.
- (I learned to) throw net, fish, hula, crafts and many other things that deal with my culture.

‘Ōpio

- Learning about how the Hawaiians formed has made me feel more connected to nature on the island I call home.
- I learned new plants and names of those plants.
- This program helped me meet people that know more about my culture. Like we went to Ka'ūpūlehu and they taught us the different things that took place there.
- They showed me the mana. What happens when you plant things? You feel a part of something.
- I have been more connected with my Hawaiian side because of the native plants.
- When I chanted at dry land forest.
- (We learned) hula, protocol.
- I've experienced cultural connections when we went to the Dryland Forest and experienced what those people there do to preserve the 'āina.
- When one of the aunties made a speech about preserving the land and knowledge of the land under the ala'a tree at dry land forest, I felt a cultural connection and felt moved.
- I learned about Hawaiian culture (but could not recall details).
- We learn Hawaiian words and we have our own chant. There is a boy part, a girl part and a part we do together.
- We do cultural things, like we chant.
- Cultural connection was learned. How to do things with the land.
- You know you're making a difference. It's very culturally rooted.
- You learn so many different things especially more of our Hawaiian culture.
- We connect culturally- we do oli to enter, we pule, and also it's about the fellowship with each other, connecting to our roots. We connect to how things were before, in the old days.
- It's very cultural, we learned to oli and do protocol. We learned how to plant taro and take care of the land. I loved planting taro.
- I can chant like the ancient people.
- I was always physically connected to Hawaiian culture but now I know I am more spiritually connected. I can chant like the ancient people.
- When we went to PCC (Polynesian Cultural Center) and I learned that all Polynesian culture is connected in many ways.
- I feel like I know myself better as a Hawaiian.
- My cultural connection that I had experienced is now very strong. Because of the mele and oli we have been taught.
- I have always had a cultural connection with my culture. But after this program I have a much better knowledge of who I am and what we have done in the olden days.

Cultural Connection

- When doing oli and mele -- I feel more connected to my culture.
- Now I am more culturally inclined.
- Because of the meanings behind everything I understand more.
- Hearing the mo'olelo of the place that I live in gave me a sense of history. It was wonderful understanding the myths and legends.
- One way I can describe the cultural connection is that know myself as one Hawaiian.
- Similarities among Polynesian cultures.
- Dancing (hula) for other people.
- Canoe race.
- Hawaiians made hale, but they were limited on supplies for they were sustainable. But now we have supplies and only being 14 (years old) and not even a man yet and doing all the things just like my ancestors did in a modern way is really something.
- I am half-Japanese from my mother's side. In Japan, everyone has become very self-reliant and don't really help people in their community now. I was raised like that mindset but my grandma would tell me that back in her days, everyone helped everyone and felt happy to do so. Coming to Hāna I have been able to understand how my grandma felt.
- When with _____ we help out each other in my community and that what Hawaiians do -- help out each other.
- I didn't care much for helping others until I started working. They (this community) made me feel good and accepted me.
- Before I didn't used to have respect for every elder but now I do.
- Now I know 'how for do' different things old fashion style.
- The cultural connection I have experienced through this program is ALOHA. We help, love, and share our work with others. Especially when we get to share our work with our kūpuna and their families.
- We took a field trip to Kīpahulu to learn about our culture and got to work near the ocean. Also I finished a Hawaiian poi pounder and it was beautiful!
- Hawaiians help each other out with anything.
- My cultural (connection) is helping the people in my community and the people that I love.
- We made an altar for some people once we learned how to do it. It was an interesting experience.
- The cultural connections are that I got to build homes for aunties and uncles.
- _____ teaches to always respect the 'āina (land) wherever you go.
- Discipline. Honor. Respect. Job/working hard.
- Everyone makes you feel like you know what you're doing and everyone on the crew is kind.
- I learned more about aloha and the connection of the families.

Staff

- Before coming to this _____, they may have done some Hawaiian cultural things, but now since they are in the program, they have a better understanding of the culture now.
- The keiki understand that we have a connection to the kalo. They know his significance and understand that we need to mālama him.
- The children connect the kalo to themselves and to their culture due to a story which teaches them about 'ohana and how to mālama each other. It joins and bridges their understanding of their culture and the importance of 'ohana.
- Through `ōlelo and protocol, our Hawaiian haumāna have developed/strengthened their cultural identity.
- One way they really kind of get those cultural lessons is through food that we serve here. Whether it's kalo or 'ulu, they get a lot of exposure to Hawaiian culture that way.
- Just the overall concept of aloha and mālama 'āina is pretty much rooted in all of the

Cultural Connection

lessons that we do.

- Learning about the Hawaiian moon calendar where they're working off the knowledge of the ancient Hawaiians to learn when to plant different plants. We sent a letter, too, to the parents to encourage them to share any cultural stories about the moon with their children. There were a few that did come back from their grandmas that told them about it.
- They learn different games and studied the ahupua'a.
- I think one of most difficult things for us was to having them choose the right culture for themselves. For a lot of these kids, they come from a dysfunctional culture of what's happening at home. So a lot of them were dealing with what was happening at school and home and bringing it here, and having to choose to be pono instead of being destructive - to choose what is right from what is wrong. So a lot of the things we were working on relates back to the Hawaiian culture of being pono, choosing to do what was right, being humble, ha'aha'a. All of those things and then saying 'this is what makes a great leader' and giving them a choice to be leaders instead of stuffing it down their throats.
- I think there has been a deeper sense of a community culture within _____ and also with the Hawaiian culture. Just learning those different mo'olelo and learning from experts in the community. I'm not an expert and I'm ha'aha'a to that, but bringing in experts from the community to talk story about what they are experts in, those are some of the most valuable experiences for us. Connecting the keiki to the cultural expertise of somebody that lives here in _____ has been really valuable for them.
- It also ties to the community culture within _____. Like, knowing that you have to line up in protocol, doing the kahea. Or learning that we get into piko and learn values, and that we always pule before snacks...those little things deepen their sense of culture within _____ and within the broader Hawaiian context.
- One of the things we try to teach to our kids is respect for other cultures; that it's ok if you're not Hawaiian. It doesn't make you any more or less than someone who is Hawaiian. It's more about recognizing the things that we practice, which is respect, and learning different ways of life, and living those values.
- They did not think it was "them" or that it was something that they could get into. We had fun learning an oli, making poi stones, cleaning and planting lo'i, and learning about their culture. They looked, acted, and felt the part.
- Getting comfortable with own culture!
- Claiming ownership of their kuleana. With rights comes responsibility.
- They learn about what was done in the past and they come to the pond and talk to kūpuna.
- They learn how to clean the lo'i and work in the mangrove. In Hāna they helped clean mangrove and learned their culture.
- Learned mo'olelo from the region, from the culture.
- Learned a lot about other Pacific cultures on field trip to Polynesian Cultural Center.
- Able and eager to chant. Understand legend and protocols of kalo/poi - you don't fight or disagree. Learned that there is more to eating together when poi bowl goes than just "fuel" - cultural respect and practices.
- Especially when you can connect _____ with the diverse cultures. Making connections is so important.
- I believe this area still needs definition. Is the culture a measure of self or measure of connectedness to one another.
- Yes it seems to be connecting even more. A lot of respect. Everyone is working together. Enjoying the time together.
- They learn about the moon phases planting practices. How their culture is so connected to the land - that it makes them proud to be a part of it. To think some of the things they are doing are ways or things their ancestors practiced. They also seem interested in how today it is still relevant.

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- I think what was said earlier about aloha is really important and I feel it's about having a space where aloha is part of their experience. Not just that they're learning about aloha but to actually be practicing it is the foundation for their experience. What's nice too is that not only do you start to have a sense of pride for Hawaiian identity, but it makes space for respecting ALL cultural identities. So that, no matter if you're Hawaiian or not Hawaiian, this culture when it's lived the way that our grandparents lived it, every one person feels proud and secure in their own indigeneity.
- From the point of view of somebody who isn't Hawaiian by blood, being in a place where Hawaiian culture has such a presence and pride really makes you question your own self and ancestry. Everything from what your great grandfather did and how they ate. It's really awesome to see such pride in the Hawaiian culture and from there on, it really poses the questions about what you should be doing if you're not Hawaiian.
- We're always asking "does anybody know the name of this plant?" And sometimes the kids know and sometimes they don't. But we're definitely trying our best. We're not blatantly saying like "all cultures are equal and you gotta treat each other like equals!" It's more of just the way we talk and communicate and engage, it helps to show that everybody's the same and we gotta help each other out.
- We have a lot of Chuukese and Micronesian kids in_____, choke. And (being a part of the program) helps the Hawaiians and the Samoan kids who don't always get along, to see that we're all the same and we all been affected in many ways by other forces in ways that mostly negatively impact the culture. We try to help them to see that the Hawaiian kid and the Chuukese kid in class shouldn't be fighting, they should be helping each other...and that goes back to aloha.
- It is not an easy thing to grow up - especially as a male Hawaiian within our community - to have a sense of identity and pride and rootedness is something that often brings up anger. We have one volunteer that just last week was saying "I was so angry about being a Hawaiian man, and I didn't really know why." So just learning about culture has helped him to understand why he was so angry, then justify the anger, and finally let it go. Now he's really grateful for this place because his kids come here and there's a sense of who they are when they're planting and being one with nature. They don't have to go through that same hurt and anger that he went through because of being a Hawaiian man but not having these kinds of (staff) role models in their lives.
- I remember when we was in a circle and we started to cry. The kids was all like whispering "look, they're crying". But they don't see people cry. Only in pain do they see people crying. They hardly see people crying in love.
- (We spent time) with Uncle _____ learning how to build "Hawaiian hale." Learn how to wrap the fan palm leaves on the roof. Or down at Koki with Uncle _____ and mālama pono the fish ponds.
- Building hale with Uncle _____. We learned all the different types of hale and what they were used for. Then we built a hale wa'a at Kahanu Garden.
- They practice their cultural connection with Uncle _____ and the Hawaiian brothers! They (have) been building hales and rock walls for years! By working with _____ he's a one of kind man always talking and making funny Hawaiian but always was LAULIMA!
- You can practice your cultural connection by building hale and saying chants before start building each time you attend to build.
- Do a lot of Hawaiian hale building, go diving but doing scientist learning to save our culture in any possible way. Learning to chant for permission and mahalo after leaving.
- Being able to help the community definitely connects them to their culture, and when we get the kids in the water and explain what fish we should eat and what we should not-- (that) wraps their head around sustainability which if a key factor in culture.
- Most of the _____ kids are culture-based so it comes natural-they just base their work ethics

Cultural Connection

to their culture.

- I would say that the Hawaiian culture is very important—all these kids don't know the true meaning of what the culture is about so they have a chance to learn it here.
- They are proud to be Hawaiian, and if they are not Hawaiian, they are proud to be part of _____.
- The kids learn (to) oli, dance, make leis, and cook Hawaiian food - the kids are proud of these skills and are excited to perform and showcase them.
- (They are proud of) being immersed in their chants of their environment using the names of the place.
- Many if not all of our haumāna have pride in Hawaiian culture whether native Hawaiian or not. Some things that connect them to culture are: oli/mele, pule, hula, hana no'eau such as lei making, lauhala weaving, pū 'ohe, 'ohe hana ihu, skills such as throw net, fishing, farming, lo'i, etc.

'Ohana

- During the Family Day and they performed at KHS. He played the ipu and the ukulele for the Hawaiian dance.
- He appreciates his culture more and also learned to respect and appreciate other cultures.
- He loved learning kōnane and showed interest in teaching his younger brother.
- Learning more about native Hawaiian plants.
- He is learning more about the Hawaiian culture.
- When working at the salt bed Pa'akai my child felt so connected as we grew up on Kaua'i making Hawaiian salt.
- Attending the _____, my child felt connected with her immediate community near our home for the first time.
- Through the Seeds of Hope walk and following program, my child felt connected with fellow participants and with the performances from youth and ethnic groups different from their own.
- He learned how to make poi (at Greenwell farm) and when he won the kōnane contest; he was so excited!
- The program helps kids understand their culture and taking on leadership and responsibility.
- They had to make a Hawaiian project, something about a plant.
- I grew up on Kaua'i and we planted taro and had strong cultural connections. When I moved here, to the "big city" I was afraid my son wasn't going to get that. Here, you need money for everything. Here, he learns about culture, they had an outing where they learned how to make salt, and they went to a kalo patch in Waipi'o. They heard stories from kūpuna. Cleaned heiau. They learned deep respect for the land. He comes home from gardening and he's so excited about it. It fills my heart with joy because he gets to experience what I grew up with!
- He learned that his ancestors liked to grow their own food. I guess back in the day, the ancient Hawaiians used to do that.
- She's learned different ways of living in Hawaiian culture - how (Native Hawaiians) lived and did things back then.
- My child was always mispronouncing different words. Instead of 'Kalua pig' he would say 'Kailua pig'. Simple things like that, you'd have to correct him. So the sense of cultural identity that we work on with him is through language. But after identifying himself with that place which he goes to every day, it definitely connected him deeper with what his heritage is all about.
- I really think that they learned a lot of bonding skills with other children. At school, _____ is real uncomfortable with other kids and guys. But here everybody is like brother-sister type of thing. It's very much of an 'ohana type of thing - very family oriented because she feels

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like she knows people really well here. She's not afraid to ask other parents and staff questions now, whereas before she would only ask me.

- The thing I about this program is _____ is beginning to learn about what is cultural. I raised my children to do cultural things, because that's how we was raise - like throwing net, picking 'opihi - all these things that my daughter didn't realize was considered "cultural". Last week she came home and said "dad, one of the uncles was teaching us how to throw net. I didn't know that was Hawaiian culture". Now she can identify that the things she grew up with was actually cultural.
- What is neat is that now they can identify what is "cultural", they start to take pride in what they do. I've been telling my kids to take pride in their Hawaiian culture, but only until they see the leaders teaching them and identifying with the culture do they develop their own pride.
- He has learned a lot about values and respecting his culture.
- Learned a lot of Hawaiian language.
- One student was from an immersion school and helped teach. But still said he was learning new things here.
- Son grew up around and in the ocean. Now learning a different part of ahupua'a
- Chant, mele.
- The connection to the 'āina and cultural aspect of the oli chant before entering.
- He's learned more about native plants.
- More knowledge of Hawaiian culture.
- Having a Hawaiian background, it was a sense of connection, belonging.
- ones in the class and ask *them* 'eh, what's the answers for what we trying to do in class?'
- She learned a lot, they did a lot more hands-on things.
- This program shows kids how to work and they go out in the world and show others what they are taught.
- My son's willingness and sense of care for our kūpuna has grown since he started with _____.
- While building for our community kūpuna. Learning who they are and history and roots to their genealogy.
- (My son) was (already) raised with a strong cultural understanding.
- They have always felt a cultural connection with this program - and it instills a sense of pride - yet not haughtiness!
- Loving and taking care of the 'āina.
- Singing morning chants, working in the kalo fields, surfing, canoeing, hiking -- _____ is connecting the keiki to the Hawaiian culture!
- (They are doing) chants and pule. Being more in touch with the natural environment and utilizing it.
- He often does chants or other things he has learned at _____.
- Exposure to oli and other cultural practices help to reaffirm her cultural identity.
- She has been more aware of the outside resources like picking limu and 'opihi.
- _____ feels very connected to her Hawaiian culture! Much of this comes from her time and experience at _____, the oli, hula, mele, and hands-on sustainability efforts inspire and give her confidence!
- (Our child is) learning the new stories in oli.
- (Our kids are) always wanting to know more of their elders.
- _____ is really good about learning the chants that are done with her group. I feel that her connection has grown with the piko and chanting that are done regularly in the program.
- She has been in many _____ programs for years and has had each time grown to know more. She also learns a lot from family at home.

Cultural Connection

- He enjoys getting his hands dirty and helps on the family farm (lo'i). He also provides for the family by catching fish for us to eat.
- Our son is using much more Hawaiian language in his daily conversation, he is now priding himself as a Hawaiian. He respectfully olis before entering the forest or ocean when the family is hiking or enjoying a day at the beach. It is habit for him to do a mahalo oli after he catches a fish or enjoys a dive. He is teaching his 3 year old sister to do the same.

Outcome 5. Connection to the 'Āina

Connection to the 'Āina

Keiki

- Hānai i na ma kanu. (Adopt/care for the plants.)
- Pono e mālama i ka 'āina. (It is good/right to take care of the earth.) Ina 'a'ole e "poloke" ana. (Don't break things.)
- Ki'i ka 'ōpala i loko o ka nui. (Pick up all the trash inside.)
- Mālama i na ia. (Take care of things.) Mai ki'i nui i ka ia. Keep everything close.)
- Ki'i i na 'ōpala. (Pick up the trash.)
- Hana i na meakanu. (Work with the plants.)
- Kilo 'ōpala ma ke kini 'ōpala. (Throw away the trash in the trash can.)
- Walking gently on the land.
- Planting sunflowers.
- Planting vegetables for others to eat.
- Putting nutrients in the ground.
- Weeding.
- We don't litter.
- We take trash out from the ocean.
- My dad threw a can in the ocean once and I told him not to do it again.
- Picking up trash
- I can think of many different ways at _____ that we mālama the 'āina. We pick up trash at the beaches sometimes, we would crack kukui nuts and put the bad ones back to fertilize the land. We've gone to the taro patches twice where we would help plant the taro and get all muddy after.
- When cleaning up the land, we went through the lo'i kalo two times. We took care of the 'āina by pulling the weeds by the taro and took out all the bad leaves.
- One of the ways we gave back that's special is, sometimes when we're out in the ocean; they don't just let the trash float around. They actually go out and get the trash.
- At the beach, since it's really clean, we still go and pick up trash and leave it better than it was.
- I picked up trash when I see it.
- Picked up rubbish. Gave back to the 'āina.
- I pick up the rubbish all over.
- I know to pick up trash when I see it.
- Not sure.
- I want to take care of the 'āina by picking up trash.
- I took care of 'āina at the school by being responsible.
- The beach and my home.
- In the garden by planting crops and having a created sense.
- Someone was dropping rubbish so I picked it up.
- I care about it because it's good.

Connection to the 'Āina

- Picking up trash from the earth.
- By planting native plants that are in a garden and are back to the land.
- Yes, I like to plant new plants so we can have more plants.
- I went up to Kohala Watershed and planted trees. _____ showed me how to plant things and how to take care of them.
- I recycled and planted koa trees.
- Saw trash, picked it up from ground.
- I took care of helping at _____ garden to take care of our 'āina.
- Yeah so I could grow crops for my family.
- I took care of Waimea.
- I clean up rubbish and plant crops.
- I feel like I should pick up trash.
- Pick trash off the land.
- I pick up trash and tend to various plants.
- If I see something during my everyday life that I could change, I would. Outside of that, I don't have time to give up.
- Picking up the trash.
- I picked up trash.
- Picking up trash
- Work in the taro patch.
- We pulled weeds.
- So whenever we're harvesting, you gotta ask the plant "can I pick you?" You have to wait for the wind, and the wind just comes to you and that's when you know you can pick it. If you want learn anything about anything, you go to *points to staff* him, him, or her. They teach you everything you want to know
- We clean and sift the mulch. We find new places to work in. Sometimes I go with Uncle George to check the traps.
- Everything we do up there helps us better care for the 'āina.
- Yes because when I see rubbish on the sand, beach and others I pick it up.
- Instead of going home and watching TV or playing video, we can do outdoor activities.
- I like walking up mauka and going to the beach. We go swimming and surfing.
- (I like) going on cool hikes just having fun with nature.
- I want to take care of the 'āina by picking up trash. (x5)
- When I cleaned out the 'auwai and when we all took out the hyacinth.
- Yes because when I see rubbish on the sand, beach and others I pick it up.
- I picked out weeds that grew in the river.
- I go to the garden and pull weeds and plant Hawaiian trees.

'Ōpio

- We are respecting our āina by growing food organically at our garden.
- Taking out bits of rubbish at Green Sands (beach).
- (The program) gave me the chance to do beach clean ups, and save native plants
- When we went to the beach and picked up trash that we saw while walking.
- (I feel connected to the 'āina) when I help in the garden with program (x2)
- I planted and water plants in the garden and take weeds out.
- I always keep the 'āina clean.
- Yes, I saw rubbish in the ocean so I swam and I went and got it.
- When we pulled weeds at the Lili'uokalani Beach campsite.
- Down by the Lili'uokalani Children's center, at the beach, I cleared an area of invasive plant species. I've also shown respect for the 'āina by acknowledging the importance of it through

Connection to the 'Āina

people's teaching.

- We learned about the ecosystem.
- You get to learn about the environment and dry land forest.
- I show respect by not littering and how to plant and make things with the land.
- I have learned so much things with the land and culturally such as oli and pule.
- Through fixing the rock wall, pulling mangrove, restoring this place is a big eye-opener for me and I know that we can sprinkle our little mindset to the world.
- On Moloka'i we live off the land mostly anyway but here we are living it and doing it.
- I like to get my siblings involved. They are 6 and 8 years old and we grew our first "family tree". I want my younger siblings to learn to plant a garden. The 8 year old likes to get dirty! I can share my mana'o with them.
- Our mission is to be a model of sustainability mauka to makai, though right now we are just makai. Up there (pointing mauka) needs to be good so that down here (makai) will be better. In the old days we had forest, but the goats, deer, etc. trampled it so there is no vegetation to hold the dirt from running down when it rains.
- You learn old school traditional ways.
- Cleaned up Pōka'i Bay.
- Clean the kai and the beach at Pōka'i Bay. I taught the kids how to clean up.
- When we cleaned invasive algae from Maunalua Bay.
- I participated in "Mālama Maunalua" where we had to huki invasive coral. I picked up 'ōpala in Mākaha. I respected everyone who spoke.
- When we went go to Pōka'i and clean around the heiau.
- When we went to the lo'i kalo and pull weeds, also when we all had to clean up at _____ and Mākaha Valley, with all the native plants.
- When we went to Maunalua and picked out the invasive ogo.
- Mālama the 'āina.
- Like when you walk on the sand and you step on stuff and you pick it up so no one else steps on it.
- We cleaned around 3,500 pounds of invasive algae in our oceans.
- We cleared one area at Maunalua and we got 3,500 pounds of algae.
- Kalaeloa.
- 'Auwai up in valley.
- We inspected the 'opihi that we could find around Kīpahulu. We counted and did a beach cleanup with the Boy Scouts and just seeing what it looked like after that was amazing.
- Our uncle would take us out to the seashore and make us pick up trash.
- I showed respect to the 'āina when we helped the 'āina be a better place for everyone.
- Before I tried not to mess our 'āina up but now having been taught how to, I can practice in making it better too
- We inspected the 'opihi that we could find around Kīpahulu. We counted and measured them and I guess that's how we respect the 'āina by making sure we keep our sea creatures safe so they can produce more.
- We had 'opihi monitoring and only took the amount of 'opihi we needed. Also when we went fishing and only took the amount of fish that we needed.
- We helped to pick up rubbish on the side of the road. We also learned not to take a lot of fish from the ocean.
- How I take of my 'āina is I when I see people throw rubbish on the ground I say, "brah, pick up your rubbish you making the 'āina look bad!"
- They've taught me to build houses for the fish so they won't have to worry about their predators. We've also built stone walls to divide the land and chopped down foreign plants to keep away the invasive.

Connection to the 'Āina	
	<ul style="list-style-type: none"> • After a job there is a lot of stuff left lying around we clean up all the time it teaches you to be more conscious about the land and what we take for granted. • By building manini houses for the fish, picking up rubbish and planting limu, etc. • Whenever the day comes to an end of working we always clean the rubbish around and never over fish be a pono lawai'a. • We go and clean the reefs of harmful species and pick up garbage in the 'āina.
Staff	<ul style="list-style-type: none"> • When the keiki saw trash that got blown into the playground from outside, they said "Kumu aia ka 'ōpala," and then they went over and picked it up and threw it away without the kumu telling them. • One day after a big storm, there were lots of leaves and rubbish in our yard. The keiki took notice, some even saying "auwē!" Before recess, all the keiki helped clean up all the leaves and trash. One of the keiki said "mālama 'āina kumu!" • At different sites they picked up rubbish that was there. • We have taken time this year to study how the Hawaiian worldview perceives the natural world. This deep sense of connection and looking at the land as a kupuna has truly helped some haumāna come to look at the 'āina with new eyes and a sense of reverence. • The South Point plastic collection field trip really made an impression. I could see the look of awe in their faces when they started lifting up the rocks and finding small fragments of plastic. The status of the coastline, what's occurring in the ocean, is something they learn about. Also we have the stories from the aunties and uncles that is really powerful. They would tell us how the ocean used to teem with ahi. Those stories from the elders help me to get more passionate. Some of the kids really connected with what they learned about marine debris. • We help them to be more aware of the future for them. Like the trash at South Point; we just hope they take it to heart. We hope that if they see rubbish on the ground, they would pick it up. • The curriculum in the classroom matches what they do outside. And the garden shows them how the land provides. Kids did not even know that tomatoes grow on a vine! • They learn about what comes from nature...like materials, plastic or cotton. They had an assignment to trace the origin of the materials it takes to make ten things they might find in their home, like a TV, a bike, a boat. They would have to deconstruct materials used. And what comes from fossil fuels. • We offer lots of good stuff, like the environmental lessons, the leadership, the culture...it all ties in together. • This year, we've been very consistent in talking about the garden agreements and one of them is walking gently on the land. (The students) really don't walk gently when they first come out at the beginning of the year. That is one place that they have completely improved upon. Now they show a respect for the land and the animals, much more so than the beginning of the year. • For the visiting schools that don't have that continued engagement (as the students in this program), the difference is very noticeable. They definitely do not tread lightly on the land, doing things from kicking rocks, to pick up sticks and hitting trees...things that might be playful but also destructive. Whereas our students don't think to do those things, at least not now. • When they see certain insects in the garden, they'll warn others about not killing them, saying that the bugs are part of the garden. • Say we go in the girl's bathroom after and they see unsightly things, they will know to pick it up because they want it to be nice and that's how it should be. Just like the beaches, when they walk past rubbish, the hope is that they don't just walk past it, they pick it up. So when you see them doing that on their own, it's very rewarding.

Connection to the 'Āina

- Last week we went up to the farm to gather kukui nuts. They were told about the importance of giving back to the land when you're taking from it. So, the 'opio went and they weeded the beds and the keiki were also taking care of the 'āina up there in different ways. It was really cool to see them just doing that on their own.
- In the beginning of the year, _____ would go to the palm trees and tear the leaves or punch the tree. So, I would go over to him and make him water all trees that he punched. I explained that he shouldn't be thinking about defacing something but actually nurturing it. Now you don't see him punching or going on a rampage anymore. Instead, you see him trying to take care as much as he can.
- During trash pickup at the beach in the beginning of the year, it's like pulling teeth to get them to pick up 20 pieces of trash. But we just went last week and they were so into it. We asked everyone to pick up 20 pieces of trash and a lot of them went above and beyond, and they just went for another half an hour just picking up trash. It's just they don't need us to tell them to pick up after themselves anymore. They just do it automatically, because they respect the 'āina.
- We talk about it a lot in program and try to model it for them in our own lives. I think a really cool aspect of it is that in trying to take care of the 'āina, you're also taking care of yourself. There's a kind of "horticulture therapy" and reciprocity to it.
- They took the initiative on our Maui trip to leave every place we used better than we found it.
- They learn how to protect the āina and the importance of resources mauka to makai. They learn about natives and invasive species. They learn stewardship through traditional practices.
- Some pick up trash/recycle.
- Some students never got their hands dirty, in the dirt or tried a variety of food. Students take ownership of what they grew or planted.
- Each day in _____ allows kids to care for the 'āina to a different degree.
- Yes, there is a lot of respect in the _____. Everyone is nice, sincere to others, and to the garden.
- Students have shown respect for the 'āina when they were at home, at the beach, and at school by cleaning and caring about what happens to our land. I have seen a big improvement especially in the garden because they take pride in what their hands have touched.
- At the end of class, students are given a treat from the garden. Every peel or rubbish is always thrown away and not on the ground. I've seen students clean up after other students also.
- I think access is the first thing. Just having access to the land. I'm sure you can express your love for the land in many different ways, but like to be able to actually place your hands in the ground and plant your kalo or whatever else. So access first and foremost.
- Just bringing 'em here. The twilight kids, they know tin roof and they know the ice pond, but they don't know anything else. They go back and forth all the time, they don't go running through the forest, they don't know the plants, they don't know what they can eat or what they cannot eat. The first step is just showing up.
- After showing up, next is the mālama. The building, the planting, the touching, the learning, and then through that is the animism - this concept that's natural for us but not for many of the youth. They're not in a context that honors the wind to have a name, honors the plant as our warrior to heal us. I don't know if "animism" is the right word to describe it, but it's about recognizing the land as your family. Then after that, for me, is the aloha 'āina, where you're teaching and helping somebody go through that process.
- The kids, they get it. When guests come up here, the kids 'oli them in and they want to show them "I planted this!" Regardless, they're sharing a part of who they are with our

Connection to the 'Āina

guests when they come.

- There have been some kids that have come back from HTA, the homeschool academy. Last year when they came, they took some 'olena. This time when they returned and asked for more, I asked them "oh what did you do with the ones you took home?" They said "oh we planted it" or "it's in grandma's yard." Some of their plants didn't make it and some of them did, but all of them asked for more. Some would say "oh my grandma is sick, she needs it" because we taught them how to make tea out of it. For me, that shows me that it sticks.
- It creates that space where we can teach. We can still learn a lot, even from the kids, that concept of *aloha 'āina*. We actually had kids that did an imu and got to be a part of the entire process, from feeding the pigs, to killing the pigs, to burying the bones, and plant a tree. And just recently, we had them for Spring break again and the first thing they asked me when they got here was when are they going to go take care of the tree. We didn't take care of that until Thursday so everyday they'd come and wait to take care of the tree. So it's creating that space where anyone from kids to adults can aloha 'āina.
- The kids work in the garden and do composting and learn about the ways of planting and the seasons.
- One thing that's new; we are lifeguard certified and CPR certified (five of us). We are doing more with the ocean now, and the students really show an interest in this.
- We teach them about overfishing and which fish to shoot and which not to. It's overfished now. Kūpuna came down and shared their mana'o. We learned how to make nets and how to make a fire. Maybe twenty kids attended our Lawai'a, our fishing camp. We've been going to Waikoloa, which is closest to the school.
The majority of the kids here are used to the ocean and know how to dive, but they don't know what not to shoot; like not to shoot the big uhu, but to eradicate the roi.
- Uncle _____ has taught them hale building and they also learn about building rock walls from Uncle _____. He's a nice humble Hawaiian guy. He taught us how to look for rocks and how to lay it. Everyone has their own style of rock wall building. We've built a couple of rock walls. We gather the rocks and mix the cement.
- During our Lawai'a camp we learned to replant limu so our i'a have food to eat.
- We've been taking the kids to the ocean to gather fishes to dissect them to find out when it will be spawning to learn when we can or can't catch them; he's also been doing some 'opihi survey to help keep them from vanishing from our Hāna community!
- We been talking to the kids, and telling them to respect the 'āina by cleaning up and how to not catch all the fish before there will be none in the future.
- Cleaned fishponds, rivers, beach cleanups made manini house for the fishes to live in. Dissecting fish to learn about male or female when they are spawning so we know when to catch that kind of fish and which month when they're breeding.
- Now that they are in the program, they build for the elderly, build rock houses for baby fish to repopulate the ocean, restore fish sand, and learn about sustainability.
- Lawai'a camp: learning to resource management by figuring out the certain spawning times for the fish know and learning the different bag limits for 'opihi and sea urchins. Also they are learning the different size limits for fish and the seasons for them.
- It's hard to get a connection to place or culture here on the North Shore. A lot of people just moved here and for them, it gives them a sense of place.
- One thing we offer, and maybe kids might get this elsewhere but I don't think so-is just being able to work outside. I think it's important for kids to be outside and work on the land.
- The kids have their own garden plots and they tend to them with pride. Also, some of the kids participate in restoration projects at _____ – out-planting and invasive removal at our mauka sites.
- Tending their garden-- Weeding, harvesting, and picking.

Connection to the 'Āina
<ul style="list-style-type: none"> Picking up 'ōpala, throwing small fish back, weeding invasive (species), and watering natives, working in the lo'i and _____, planting native trees and plants, and oli-ing when they go somewhere.
<p>'Ohana</p> <ul style="list-style-type: none"> Mindset that whatever we eat has to be planted. They went to Pālolo Valley beach and cleaned up the debris from Japan's tsunami. He appreciates more the beauty of the 'āina and respects the culture and how to preserve it. He picks up trash he sees without being told. He always recycles and helps out at papa's house when it's time to sort it. When we go to the beach or to the mountain, he picks up other people's rubbish or anything left behind by others. When we go to the beach park--as soon as they see rubbish, they pick it up. And they talk about what could happen if trash got into the ocean. They went sign waving for Mauna Kea. My child has always shown respect by never littering. Caring for the dry land forest was a learning experience. She has also participated in cleaning 'āina (pulling invasive plants/weeds) in another program. Now when she sees rubbish on the ground that's not hers, she'll actually pick it up. Before she wouldn't. Now she's gotten into the habit of picking up rubbish wherever she goes. Same thing with us. Last week we went camping and she would walk around picking up rubbish. My son brought up conversation about compost. They learn how to compost out here. We dig a whole and throw all that stuff in the ground to produce fertilizers. I notice when we're at the beach, she'll be swimming and see a plastic bag and actually get out of the water to go pick it up. She used to ignore that kind of stuff. I notice one thing. On Tuesdays and Thursdays, there's a workout at Kaiona. I used to tell my son to always stop spitting on the ground, but _____ has taught him to respect the land in a way that I couldn't. His kinship that he develops here helps him grow a stronger bond with the 'āina. He helps on clean-up day at the pond. They learn about living on the āina. The program teaches taking care of the āina so it can reproduce. When we were growing up we liked the mangrove, but we didn't know it was bad for anything. I learned about water testing and they checked the acidity to see what's going on in the ocean. We (they) are trying to protect our land. This is a deep part of our heritage, yet... not many Hawaiians (know how to) do it! We had to make a mistake to learn how we do it better. Kaizen - task harvesting for farm stand. Using natural pesticides at home. Watering plants (being responsible). Picking up trash. During the summer, we volunteer at her previous school to mālama the garden. There's healing in what they learn. If you was to (come to program), I guarantee you gonna get therapy. Because you gonna get in touch. You cannot help it, you cannot resist it. It's like superman and the green stuff...you cannot fight it. When they come up here, they know it's time to disconnect. No more internet and all that stuff. It's their time to just disconnect. The cognitive aspect is there. When _____ is around others and in the environment, he will adapt to it. _____ learned a lot of respect about the land. She has connected to the land a lot more.

Connection to the 'Āina

- My children has a lot of respect for their 'āina cause soon it will be theirs.
- Building new things on the farm as a collaboration with Mahele Farms.
- While he went fishing, he made sure to collect all 'ōpala or rubbish he found to and from fishing area.
- (My son does this by) cleaning the yard, picking up rubbish, planting trees, and only taking what he needs.
- I like it that they teach living sustainably and that the kids are taking part in the whole process. They are proud of what they grow and they get to bring it home!
- My daughter is more in tune to being in the lo'i. More ma'a to it.
- Earlier in the program, my son learned to recycle and reuse; not to be wasteful. But they take it to the next level.
- _____ always likes to clean especially any litter or rubbish - loves working in the garden.
- (My child practices) cleaning up 'ōpala at the beach.(x2)
- _____ has a sense of pride for the land.
- On a recent trip to Kōke'e we came across rubbish at the Kōke'e lookout _____ stopped to clean it with our help. He seems more aware of things around him and willing to help fix or clean.
- (My child practices) keeping the 'ōpala off the beach by picking it up look at some of the 'ōpala to recycle and use at home or to make things
- _____ will pick up trash when she sees it, throw back small fish when she catches them, and learned the importance of proper composting so that we can benefit from green waste rather than just leaving peels around.
- She enjoys when she herself is in her garden and the lo'i at _____
- They will always make sure when we are at the beach that we clean up our mess and if there are other mess as well
- She is becoming aware of the ocean and if she sees any garbage or anything floating, she wants to make sure that it gets put in 'ōpala can.
- I noticed her picking up trash at beach one day.
- _____ knows not to take too much or it will run out. He fishes for what we will eat and not take illegal size or gender species.
- Our son volunteers to help different organizations do clean ups. Recently he has volunteered to help different organizations at Lydgate Beach Clean Up, Surfrider Foundation Beach Clean Ups, and Mālama Huleia at Niumalu.

Outcome 6. Developing New Skills

Developing New Skills

Keiki

- Ku'i ke kalo. Pound the taro.
- 'Au'au: eat new things: pa'i'ai.
- Interview probe: what do you like to eat poi with?
 - Poke, kalua pig, poke wela (hot, spicy)
- One community person came to visit during year (to teach us new skills).
- Interview probe: where did kalo come from?
 - Hāloa. First Hāloa was first Hawaiian. Second was his brother.
- Interview probe: How do you help the kalo grow?
 - Hana ka lepo. (Work in the dirt.)
 - No bad thoughts or words.
 - We talk to it.
- Interview probe: What other things are you learning?

Developing New Skills

- Reading.
- Tug of war.
- Hula.
- Hīmeni.
- I learned how to clean on the farm. Like raking.
- I learned how to measure plants with rulers.
- Make observations about farming.
- I learned stuff about the moon chart. I can measure with my fingers. Two fingers equals one inch!
- Ku'i kalo, working on my surfboard, working in the garden.
- I learned some ukulele chords.
- We learned how to surf. I probably never would've learned how to surf on my own.
- I learned that people do things different and that's ok.
- I learned how to carve a surfboard.
- We've learned a lot of skills like how to make oil out of kukui nuts by cracking their shells and how to tell if they're bad or good. Also learned about making surfboards and sanding.
- We learned new games that we taught our teachers at school. Now we play almost every week. There are different kinds of sports and games that we brought over to school as well.
- Throwing net and paddling and fishing.
- How to manage a garden.
- How to take care of plants.
- How to take care of a specific plant!
- I learn how to be more useful.
- I really have the same skills as I started with.
- I learned how to cultivate.
- I learned that the sugar cane is like a backbone.
- I learned how to grow and how to do new things.
- What I have learned in this program was the games and also how they travel around the earth.
- I learned how to take care of my 'āina better.
- Planting and taking good care of how the way plants can give us energy.
- How to turn a compost pile.
- The skill I have learned is how to plant consistently.
- Cooking skills.
- I have learned a lot because some of the things that we do I haven't learned (before) so it's really interesting.
- I learned how to cook, cut, and plant vegetables.
- Planting, taking care of animals/land, how to compost.
- I learned how to correctly harvest edible plants.
- How to plant trees and the seasons.
- How the moon works.
- I have new skills that I could use at home and anywhere I would go.
- I learned lots of skills, like when to plant and what tools are needed.
- I learned how to feed the plant.
- I learned how to plant plants I never planted before.
- I know how to plant plants and what are good for seasons.
- How to harvest crops.
- I learned how to compost things.
- I have learned how to prepare certain foods.

Developing New Skills

- I learned how to cook.
- How to cook certain foods.
- Working with certain tools and how to cook things.
- Harvesting.
- How to make salad dressing.
- About global warming.
- (New student) Have heard the chant (that the students do together before class), but have not learned it yet.
- To conserve.
- How to grow food and plant food.
- Sell tea and ti to village restaurants.
- Sell food at the Farm Stand every Wednesday.
- Stories. Story of kalo (Hāloa) in seventh grade. (With kūpuna).
- Plant kalo.
- Make poi.
- I learned how to cook here, I learned how to make eggs here.
- I learned to take care of the 'āina, take care of what you got.
- I learned how to really operate my hands. Using tools and caring for plants.
- To think not with your mind but with your heart
- I learned how to sing and talk Hawaiian in this program.
- Reading the Hawaiian language, hula, crafts, gardening, hiking, oli, surfing, paddling, and working in the lo'i.
- I learned how catch fish, hunt pigs, and weave baskets and mats.
- We learned how to hunt, fish and make crafts like lauhala.
- I learned how to sing/talk Hawaiian in this program.
- I learn how to fish/throw net. Make flower leis and many more experiences.
- Reading the Hawaiian language, hula, crafts, gardening, hiking, oli, surfing, paddling, working in the lo'i and other.
- Yes because talking Hawaiian and throw net and paddling the canoes and cooking.
- I learned how to fish, crab, and plant.
- Hiking, becoming stronger, (using a) fish net and more.
- Hula, fishing, and new oli.
- I learned how catch fish, hunt pigs, and weave baskets and mats.
- I have learned how to take care of myself.
- I learned how to cook, trust, throw net, swim really well, and how to bond.
- New skills include spear throwing.
- I learned how to make jam, make lauhala bracelets, how to fish, how to farm and make level.
- How to find fish, we fished a lot and our kumu taught us a lot.
- I learned how to harvest and throw net and dive.
- I work in the garden and a ton of other things.
- Plant taro, pull taro.
- I learned how to make my tent.

'Ōpio

- I learned how to plant fruits and a lot of stuff.
- Learning how to plant seeds and maintain our garden.
- I learned leadership skills and how to be independent.
- I learn more about the 'āina and how we should act in many things.
- I've learned how to tie knots.

Developing New Skills

- I learned how to step out of my comfort zone.
- (I learned about) respect.
- (I learned) how to make a fish net.
- How to make a garden bed.
- Leadership, strengthening knowledge.
- I learned how to interact with people of different cultures a bit better.
- I worked in the garden and played bingo with the elders.
- One new skill I've learned was how to build a path through the Ka'ūpūlehu Dryland Forest. I've also learned a bit of teamwork during the building too.
- The skills I learned were about respect and how to be a leader.
- Caring for own space and spreading around to our people. Like a ripple effect, people see you trying to care for the land, and they will do the same.
- Leadership skills.
- Rock wall restorations/dry stacking. Moon phases for planting.
- Working, leadership, and communicating.
- I learned to be a better leader. Over here we have leaders that are models for us. When groups come to visit us, then they (the leaders) expect us to do what they do.
- For me, it's also about leadership but I really learned about work. Different types of work that I normally don't do. Here we do many things, like work in the lo'i, māla, fishpond and more and it's a lot of effort. It keeps you fulfilled and builds character. It helps you to be strong mentally.
- For me I learned both about leadership and stewardship. We grew māla patches and we learned the moon phases, like when certain plants grow best or when it's good to go fishing.
- There is plenty hands-on, which is what most of the boys appreciate. It's not boring like the classroom in school. I saw a lot of people become leaders.
- Lashing.
- I learned chants, lashing, and oli.
- How to oli/mele correctly how to ku'i kalo.
- I learned how to huki kalo, how to make inamona, and the famous phrase in which we should live by.
- Lashing and pounding the kalo.
- Pounding kalo, different ways of making hakus.
- How to lash together a tripod.
- Learned many tactics and techniques like lashing.
- Lashing, pounding pa'i'ai, hula, inamona, alu like.
- Patience; work ethic; agreeability.
- Lashing.
- Pa'i'ai.
- It's excellent, we learned so many skills we can use later in life.
- This program is educational. I'm not good at book-smarts but this makes it easier to 'get' math..
- I learned how to measure things and I learned to be more assertive than passive
- I can cut and measure wood, do the math to build certain things, and know how to maintain a car.
- At the beginning of this program I didn't know anything. After I came to work every day, I knew how to drill, cut with a table saw, tile things.
- (I know how to) Build, work hard, help others
- Whenever my uncle would come over to help us with plumbing or walls I would feel bad for not knowing how to help. With everything I learned I could help him more.

Developing New Skills
<ul style="list-style-type: none"> • I learned how to cut on the chop saw, table saw, skill saw, band saw, jig saw and I learned how to master the tape measure • (I learned) 'how fo' (to) communicate with others. • I learned many basic skills, such as measuring, using the chop saw, skill saw, a hammer, nail gun, jigsaw, band saw and sander. I learned how to work with others to get stuff done with quality. Also I learned to get out of my shell and show others that I can do things. • I learned how to properly cut, use and paint wood. Also I learned how to use the big machines. And now I'm not afraid to use them. • Measuring cutting woods learning how to build. (x4) • I've learned to take my time while working. I've also learned to take responsibility for your actions. • I learned a lot of skills--the main ones are (using) tape measures, (making) wall plans and (using a) nail gun. • Math skills, life skills, all skills to learn in life building, family and developing skills. • I learned measuring, tool work and confidence. • I learned to read a tape very well, and to use tools that are scary.
<p>Staff</p> <ul style="list-style-type: none"> • Learning how precious the culture is. Why we do things in our lives the Hawaiian way of life. • Grasping and holding - fine motor. Sensorial skills - looking, smelling, touching. Language skills - new words. Math skills - analyzing, similarities, differences. • Fine/gross motor skills by raking, shoveling, digging, hanging, holding, filling, pouring, etc. Language skills - names of plants therefore learning new words in Hawaiian. Sensorial skills - watering plants, moving sand/dirt, picking up leaves, insects, etc, working in the shade/sun. Math - 'Epekema (science) cause and effect, analyzing, similarities/differences. • Leadership, working together, pride, communication. • Cultural protocols. 'Ōlelo Hawai'i. Mālama 'āina. Food production. • Communication and conflict resolution. • Whenever we do our 'reflective' moments, I'm hoping (the students) will carry that into their adult lives and share that with the people they know. Sometimes it gets really loud around us so if we can just quiet ourselves down, we learn to center ourselves and relax. • I think since the kids have all planted before, they don't have to be nervous about planting anymore. They can just go for it since they've all done it already. • There are chances for them to work together so that's huge for their future. Whether they become a farmer or not isn't the main goal. The goal is to develop an awareness of taking care of the land and eating better. I think there's a lot of skills that hopefully they're carrying over with them. • I think encouraging each other is a skill they learn here. In the classroom, it's easy to gauge their energy levels - like if they're high or low. • One thing (the staff) fosters out here is the inclusive environment. They include everyone out here no matter how they behave or how they perform in the classroom. When you bring them out to the farm, the kids are much more encouraging to each other. • In addition to the obvious skills of knowing how to grow food or cook it, there are also the soft skills that (the students) learn. I can't tell you how many times they'll interrupt to say "Miss! The person next to me didn't get a fork and they really need one!" So it's cool that they're looking out for each other, even if it disrupts class. • I think that the skills varied depending on the lesson. Some highlights for me: we did a class where they were able to make teabags with the 'olena, we did a kui kalo basics with pounding poi which clearly is a pretty important skills. The thing that they've been working on the entire year was their papa he'e nalu class (making surfboards) and showing that persistence and grit through the whole process. Learning how to make kapala, learning how

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to stand-up paddle board, and just getting comfortable in the kai. Their favorite activity is boogie boarding and bodysurfing which **chuckles** as much as we laugh, it is a skill to be able to navigate yourself in the water. It's cool to see students who were unsure in the beginning and "forgetting their clothes" to now where no one does.

- Even all the cultural things that we do are skills. From the mo'olelo and protocol and the 'oli. Without this program, they wouldn't learn any of that.
- Just learning the values - knowing what they are and practicing it.
- I witnessed (leadership) by just seeing _____ blossom. She's still pretty shy but at the beginning of the year, she was hardly saying a word to anyone and now she's correcting other kids. She wasn't getting in the water and now she's doing all sorts of things in the water. She'll also do the kahea and starting the pule. She's just been really stepping up in her leadership within the whole group.
- When _____ first started, she didn't know how to swim at all. And she was one to be clinging on to one of the staff members for dear life when we were in the water. Now, she doesn't need us, she swims by herself. So that is just a testimony of how she grew in the program, just to see that she doesn't need one of us to save her. She's doing it all herself.
- I'd say almost half of the kids would stay right on the shore in the beginning. Now, they are just so confident with themselves in almost everything that we do.
- Giving them those opportunities that they might not have in school to be each other's leaders and making it student-centered, I think that's really unique and one thing that makes this program awesome.
- This program is really good because we teach something and then we back it up by giving them the opportunity to actually showcase it to the other students. And also telling them that it's not only for here, but back home with their families and teaching it to their peers at school. Instead of being a bully, they can show what they're learning about Hawaiian values and culture to others.
- Conservation, leaving someplace better after leaving, respecting ocean, proper fishing, growing own food, being strong in their resolve to care for land, and confidence.
- The young ones learn a lot about the fishpond, plants, and they really enjoy it. They learn different skills and learn to use a lot of tools. They learned the moon phases, planting taro, here they are mixing it up.
- Some new to lo'i.
- One repeater from last year. Took alaka'i role.
- Hula was new this year. Some knew it already, took the lead.
- Planting, harvesting, composting, lei making, weaving, cooking, weighing, and pricing produce for sale at farm stand, observation!
- Educate of the edible and all plants that are in the _____. Some students learn new terminology and new experiences that they would not have experienced elsewhere.
- Plant, harvest, process, marketing skills.
- How to plant, grow seeds. Compost. Cleaning. Using tools properly. Having respect to one another.
- How to plant - maintain, harvest, cook, try new things, composting, native plants, careers - opportunities, science and respect.
- Cooking, prepping beds for planting, responsibility, cleaning.
- I've seen students prepare salads that are topped off with "flowers," (nasturtiums) which shocked most of them. Students have learned how to prepare drinks also from plants. (hibiscus tea)
- Just in the aloha circle, they learn. They learn soft skills, community skills, the art of listening, giving back, public speaking. Usually by the end of the day, their prayer is different. We'll do a kid prayer where everyone repeats after us. Usually in the aloha circle, it's whatever it is, but at the end in the mahalo circle, it's usually much stronger. There's

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more voices chiming in and stuff.

- _____ is a good example. He never used to talk, he'd just sit there and eat popolo berries all day. Now you cannot stop him from talking.
- A lot of the kids come from communities and families where they don't even know how to use a shovel. They've never planted anything. So those kinds of skills are many. Like being able to identify plants, know how the cycle of plants works to be able to feed their family in the future. Those are really foundational skills that come with every program. Also recently, I feel like the different mele and oli that are just reinforced slow by slow here, there's something about those songs and prayers being part of a collective that I think is a really important skill.
- Cooking skills. We do a lot of cooking. Even like how do you chop something safely, or how do you wash something, or what do you do after. Even basic things like that that they can take home and use to help out. Seeing that you're a part of a group or part of a community and not just by yourself.
- Realizing that the tree you've been walking by all these years is a fruit tree that you can eat from. Sometimes you get kids come up and realize "oh that's what this is? I had no idea!" It's really awesome to see that too.
- This year with the kids, their math is getting better. The hands-on approach helps them to understand applied math.
- Personally, being a kumu here helps me to work better with other people. We are still learning too. We try to teach them the short cuts like what we've learned from _____. _____ tells us to make sure they measure twice and cut once.
- He's big on safety and being on time. Make sure they are not just standing around but applying themselves. And they are getting paid to learn!
- I've been a kumu for seven years. I have tried to teach like _____ but I have my own style too. Pound 'em out, get the job done-- but do it right! He reminds me that it's about the kids learning, not about the building. We do a lot of prep work for the kids.
- They learn safety first in the classroom, and get to use the saw and most of the tools in the shop.
- They learned to build a small home from ground up. They learned the importance of kōkua, the learned to work efficiently.
- They learned math! How to read a tape measure! How to sand and make the wood really nice!
- They learned how to build all kinds of things but most of all houses and learned how to paint and do cement work.
- Learning to read a measuring tape, building floors, roofs, cutting, roofing, cement, and masonry painting.
- Respect--that's one of the things they practice when they are here. When they are here they "put on their _____ hat" and they are on their best behavior. I think that resonates with them.
- Definitely they learn respect --respect for their elders, for kūpuna, for the 'āina.
- Also from what I hear, parents say they become more responsible here, than what they were at home. Here they know we aren't going to wash their dishes. So after a while they know what is expected of them.
- I feel that they are more aware. They take initiative and ask if they can do anything to help.
- They learn oli, cultural practices, life skills, and how to fish and surf.
- Improved reading skills, gardening skills, study skills, improved social skills, communication skills.
- To care for vegetables harvested, (and) planting seeds caring for gardens.
- Gardening, fishing, throw net, lei making, lauhala weaving, lau kapala, native plant

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identification, hula, oli, makahiki games, craft making, kani ka pū, wood carving, literacy skills.
<p>‘Ohana</p> <ul style="list-style-type: none"> • Making implements. • Gardening skills. • Making ipu, Hawaiian salt, gardening and learning responsibility. • Environment conservation, community service, leadership. • Learning to take charge, how to lead, making new friends, new mentors, gardening, and cultural awareness. • He has learned to lead and take charge. • Independence. He's more independent than he used to be. • Raking and cleaning. She would actually pick up tools now. I guess they do that (in the program), they would actually clean up one part of the garden. • Watering plants. Taking care of plants in general. • _____ likes to go out to the garden at home and showing her grandma what she knows and does. She's just becoming more of a working person and taking initiative. • He has more care and respect for the land. He is communicating better with us. • My child learned time management, respect, work (clean, dig, plant), and leadership. • Practical skills on how to take care of the ‘āina - planting, building pathways and rock walls and using tools. Leadership and teamwork. • Planting skills - for example, planting tomatoes properly. Teamwork - for example, working with other students and adults to complete a pathway/rock wall. • They doing sanding, and just being in the water, and having more trust in herself. Instead of being "mom this, mom that", she's just going and doing this on her own. It really helped her open up too, because she's new to the community. She was actually afraid of the community when she first got here but now she's opened up more. • I'm a carpenter by trade. And when we did the board shaping class, I was surprised to see my daughter enjoying working with wood. So every night she would come home and that was the time I could bond with my daughter. She would do her own board and I'd have my board and we'd just hack away. So she learned how to carve, how to sand. Her skills in the water increased a lot. She always loved the beach but now she has more confidence and I don't have to worry about her. Gardening as well, because we have our own vegetables and plants, she's out there with me. Now she's beginning to sing because I guess she's learned songs from _____! • Using tools correctly. Leadership. Taking care of others. • Being a responsible steward/leader. Responsibility, stewardship, leadership, compassion, and appreciation. • He learns about lots of stuff like fishing, building rock walls, maintenance, and subsistence; how to eat off the land. • It taught him teamwork and how to get things done. • Work ethics. • The guest speakers are excellent. • He is continuing to use skills that he has learned in previous garden programs. • Gardening skills, science techniques. • Communication - speaking with public, private businesses, classmates, etc. • Like I said, why you gonna wait till you're older to do something you can learn today? So it's not only the learning at this place, but it's the learning and the doing. My 12 year old, he can throw you one party and do everything. He can prep em, clean em, kill em, the whole pig. • With this program, when they come here, it teaches the kids with the leadership aspect.

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They enforce with the older kids to help the younger kids and that kind of stuff.

- It's the fine-tuning. You know, they making a mess. But they doin' it so they can learn about it, and as they mature, then they going to get more clean, more skilled.
- Oh yeah, _____ is constantly doing stuff. I see all these pictures of him cutting down plants, weeding, working with dirt. He works hard and is definitely a team player. He missed this _____ program.
- _____ learned how to plant kalo. She always did something hands-on here every week.
- He respects the kids and they respect him. He is very strict about safety. There are no accidents here. There are more accidents in the classroom than in his shop!
- Our son, he likes this program a lot. It teaches him responsibility. She started working at Mahele farms. He likes planting and that kind of work.
- He went to Maui Community College for a year and a half, maybe two years, but he came back to Hāna. He now has a son but he's a single Dad. _____ pulled him back into this program. He needed help to fix a place for him and his son. So his house is happening now. _____ gives him motivation. He never quite knew how to start but _____ taught him. He's so happy now.
- My child learned a lot from this program. This program taught my son how to work, go out and seek more job opportunities, job skills, life skills and of course, construction.
- Life skills it provides my child. Opportunity it provides and how the program brings in professionals to work with our children.
- My son has learned a lot of hands-on experiences and skills from this program, but most of all...He's learned to be more independent.
- Responsibility of having to go to a work site five days a week on time. Basic measuring of and building - helped repair stairs at our home.
- Measurements, cutting, power tools, wood-working, and construction techniques.
- My daughter follows directions better now. She does chores. She uses more Hawaiian language at home now. She's more confident.
- Working with tools - gardening – cooking.
- (_____ has knowledge of native plants and native species.
- Cooking with veggies they grow! Endless arts and crafts from the land, haku, leis.
- _____ has more confidence in ocean waters, near and offshore
- Learning to work together as a team to get things done. For instance, I have had a chance with to eat with all the kids and was impressed how well they work together preparing food and cleaning up.
- She learned to make hairpieces out of flowers.
- She has been working harder to complete her homework sooner rather than waiting till the last minute.
- Gardening, surfing, oli, mele, poi making, lauhala weaving.
- How to care for a garden, how to pound kalo into poi, hula, paddle the wa'a, and a lot more.
- _____ learned gardening, cooking, candle making and Hawaiian language.
- _____ learned cooking skills, surfing, fishing, weaving.
- Team work, culture, life skills, fun and hard work.
- Leadership skills - He now takes a bigger role and volunteers his time giving back to his community by helping out the baseball team. A great role model!
- Personal skills, communication with peers and adults, team work, cooperation, and leadership skills.

Other Open-Ended Questions and Interview Results

Difference This Program Made

Difference This Program Made	
Keiki	<ul style="list-style-type: none"> • We go to work in the māla every day. A pau. • Learning to plant how the old people did. • We show the māla and kalo to our mothers and fathers. • If there wasn't the farm, then we wouldn't learn all the things we learned. • If we didn't have the farm, then we wouldn't know how to plant. • If we don't know how to plant, then one day when we grow up, our children will ask for oranges and you'll say "sorry we don't have oranges because I didn't plant them." • Sometimes when I get all frustrated, I go to the farm because it's peaceful. • We don't do any of this at home so what we learn here is special. • I learned not to be afraid of animals. • I've become nicer to people. • In _____ we learn to be a leader to other people so in school we always try to help our friends so that they will do the right thing. • It's helped me by making new friends with kids from _____ School. Because I don't get to do much outside of my school and my church. Being here helped me meet new people and expand my horizons. It also helped me to speak better too. • A lot of differences! I wouldn't have learned the majority of things about my culture if it weren't for this program. • This program has changed my life by giving me new experiences that I never would have done. • Before, I was shy to talk in front of people. But because we do 'oli protocols everyday, it's made me less shy. • (Probe: Do you all have your own gardens at home?) • Some say yes. • Family owns land, farms in Waipio valley. • Getting to interact more with the natural world. • Getting dirty. • Every time we've been up here, it makes a little more of a difference in my life. • Before I was such a jerk, I used to hate on everybody. But since I've been up here, I've learned to channel my anger in different ways rather than just be like 'ROOOAAARRRR' • I think this place has so much love and affection. Like, how can you be mad up here? • For some reason, it helps me have courage. It gives me hope I can get a KS scholarship. • I have more confidence about what I know. It helps me to do good things and make better choices. • It teaches me about Hawaiian culture and a part of me that I am. • I feel loved and at home I love it at _____.
‘Ōpio	<ul style="list-style-type: none"> • We learned about the environmental problems being caused and how to solve it. We are learning about plants, climates, and animals. • We learn that we should always be giving back. • It made me realize what I want and don't want to do in my life. It also taught me many different skills that I can use. • We also take what we learn home with us. Working here made me want to do more stuff at home. Like I want to help my Dad more. Now I'm more involved. It helps our relationship. I am now more understanding of why Dad was tired all the time because he worked so hard! We have chickens and grow our own onions. We grow a lot of our food so we don't have to go to the store.

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- I love all the wonderful staff members of the program.
- Want to go to college, major in Hawaiian Studies.
- Automotive but wants to continue to learn about Hawaiian culture.
- Environmental studies. Go-green car.
- Knew a lot about the ocean before but wants to learn more about the land and mountains environments. Both sides of 'āina.
- Wants to be a cultural anthropologist.
- "If you want to feed your family now, plant kalo; if you want to take care of your family for years, plant koa. If you want to take care of your community in the future, teach the kids."
- When people can't afford something, like the ten people in one family that were using one bathroom, this program helps them. We kōkua.
- About half of the students will leave Hāna and half want to stay. Maybe we will work for _____. (Girl suggests, maybe you will start your own business? Boy responds, well that takes a lot of money to run your own business.) Here in Hāna we would work for a hotel or at a restaurant.
- I want to go to college and be a marine biologist.
- I want to be more self-sustainable.
- Without this program, we'd go home and watch TV. Miserable.
- _____ is like a second daddy.

Staff

- It is clearly understood amongst the children that if we don't take responsibility and initiative to clean and maintain our 'āina then all would be gone. Therefore each week there is a day that we mālama 'āina and our māla. When they clean the lo'i kalo and water the plants, this makes them happy.
- Students realize their place in the community and their place in the natural world. I would hope they take on the "caretaker" role and make choices about consumables. The younger age; it's about awareness. We hope they learn that everything they do here has a ripple effect.
- From what I see from the students, they're happy when they come here. Just to be able to experience those moments of happiness makes a difference in their lives. They've also had a chance to see the baby chicks grow so, just caring for something is enough to be able to make a difference.
- I feel like (the students) are really flattering as well. Whenever you eat food with them, they're like "this is the best food ever! I'm so happy right now! I want to eat this all day long! Can we stay at the farm forever?" It's always really joyful reactions.
- I've had a lot of students request the recipes of things that we've made on the farm and they've taken it home to make with their families. That's pretty neat as well.
- I've had one little girl who told me that she plants with her grandma. So some things that we do here are not only being applied, but they're also having conversations with their parents or grandparents that otherwise wouldn't have happened without this program.
- One of the best transformational aspects of the program is just the nurturing aspects that's built within the community, the staff, the 'ohana, and the keiki. We were just talking about the importance of all of us coming together to create this nurturing place for the keiki. I think it's just so unique and provides that space for the keiki to grow.
- In terms of growth, I think it's like awareness of how valuable their culture and their community here in Waimānalo is, and how they can use that as a support system in order to grow. And knowing that they're not alone and they have all these people that are working together to paddle this canoe.
- I think that when you get a group of kids that are going through a lot outside of program, and are learning about responsibility...although we have the same purpose, it's like they all want to have a life of significance. I believe that these kids have transformed in a way that

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we might not be able to see with our eyes, but just the way that they are differently (what vibe they're giving off, not being so aggressive, having a sense that they belong in this community), just to see that transformation makes it worthwhile. Even though they're only here for one or two years, it might just be the thing that changes their lives forever. I see that in the older generation, the alaka'i, coming back to tell us how this program changes their lives.

- One example that comes to mind is _____ who is a 5th grader. At the beginning of the year, I kind of felt like she was on the cusp of being a 'bad girl'. She was kind of being a little defiant and not listening all the time. But now, she shows up to program every single day with enthusiasm, sharing her 'ike and leadership skills with the other kids. I'm so glad she was in this program to have had that transformation because it could have gone a very different direction if not for _____.
- When _____ first started, the way he dealt with his problems was through his fists. Since he's been in the program, the way I noticed his transformation was when he was dancing with the kūpuna. He was dancing with a tutu in front of all the other kids. He would never have done that at the beginning of the program. He's learned to deal with his problems not with his fist, but choosing to be pono and working it out with his mind. His family is all about hitting and being aggressive and he's in this stage where he's choosing how he's going to be when he grows up. He blesses my heart.
- I think that the best thing this program does is to give praise to the kids. My kids are big, strong, and headstrong. They might start off kind of thuggish. They might be seen as troublemakers, but here there is a family feel. They get to know the kūpuna and they get the praise that they don't hear too often. They get to hear that they are a good worker and it's not what they hear in school.
- Some didn't have any ideas about a career path. Thought, military. Now see that they actually can go to college.
- Depends on grade level. 6th graders don't really know what's involved. Staff teaches them the protocols & responsibilities. They come in the classrooms. Learn the chants, moment of silence, etc. Students go 6 – 8. By 8th grade they are more mature – they know the routines, have higher standards. Have developed relationships with peers, adults, plants.
- 6th graders shy at beginning. By end of year they are eager and sharing up a storm.
- Sharing gets more descriptive.
- The whole program is about transformation!
- Our model is always "the life of the land is the breath of the people, the breath of the land is the life of the people". That reciprocal connection between the land transforming and the people transforming, I think even in the little time we spend each day, you can feel it on a collective level. So it's a small event but it's a big transformation inside. I think that impact over time is significant. On a nationhood level, there's that sense that we're invited certain spaces and we're welcome into certain spaces as individuals or in groups. I've had multiple people from the community come to ask if they could take ti leaf from here to go and offer to Kaho'olawe. Or taking 'olena here to go and offer to Mauna Kea. So that transformation of land and people is transferred through ALL the people.
- I think one thing to remember is that you're never going to know what all the impacts might be. It's like throwing the pebble and watching the ripples. Maybe sometimes you see the changes, and sometimes you don't necessarily see.
- Something that we do that's basic over here is pull out weeds. And then the kids from _____ will come and they'll pull out weeds. Maybe they got 'em by the roots, maybe they never. Then they come back and ask "what we gonna do uncle?" I say "we gonna pull weeds!" They tell me "oh we did that already" so we go back there and the weeds are there again. Then maybe it takes 4 times of us saying "you gotta get them out by the roots" until they start learning that "oh if we get 'em out by the root, we no need come back next week."

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And then you teach them about mulching to keep the weeds out. Finally, they learn that if you just do it right, you no need come back every week. And that kine stuff, they can learn by themselves.

- Sometimes we give the kids free time, and majority of the time they play. But every now and then, somebody will have a wild hair and say "let's go pull weeds!" and then the whole gang will be like "YEAH!" But you no get to see that if you always telling them "ok we go pull today" so sometimes you gotta let them be free. Sometimes it'll be raining and the kids will ask to play in the rain. Or sometimes they'll just go in the rain and just start dancing - full on hulas and chants.
- To measure, plane wood, cut wood, read levels use a hammer, nail gun, sanders etc. All of this that would be useful for them in the future to build their own house to what they want.
- They learn how to build a house from the ground up. This is an important life skill, and could lead to a job.
- They (the students) changed, like seriously changed--they become smarter by changing their ways to treating others around the community not only in working in studies making smarter choices!
- I think the most important thing we do is giving them a sense of place here at _____ and that we all love and care about them.
- What we do well is connecting to 'āina, culture, and place.

'Ohana

- They are taking what they are learning in school home. Creating their own gardens at home.
- Sustainable thoughts. Don't have to go to the market for everything.
- All I know is that this program has helped my daughter plenty.
- He used to think of attending college in the mainland, but now he decided to go to UH-Mānoa.
- Actually, he was a little selfish before, but I've seen a difference in him. He's become a giver.
- Well she actually can taste new things. Because here at the farm, they actually make them try different foods so now she's not afraid to eat new things. A lot of kids usually just stick to their own but at the farm, I think every few weeks they try something different.
- She has more respect for everything now. She used to be the baby of the house and used to feel like she should get everything. Now she's mellowed out a little bit and she knows that she has to be by herself now and that not everything can be done for her. She's really independent now.
- For my daughter, she was always an animal person. I tried to get her to care about the plants and trees. Now I see the difference when she likes to be out in the garden with her mom now.
- The kids are more interested in the cultural activities, including sports like paddling, because of the cultural focus at _____.
- There's hope for them where maybe before there wasn't. There's goals now - aspirations to be something else. All through _____, not just through any program. So what difference has this program made? Phenomenal difference. There's not enough I can say about that. You know, we're not poets here, just regular parents. And to explain (the difference), you just gotta see my kid.
- For me, life is so much easier. _____ used to have breakdowns. I used to dread the mornings, because the get him ready for school was such a task. It was just horrible. Horrible. Now, like I was saying before, he's getting his things ready. He'll check his own calendar and pack his own schoolbag. Now I don't have to do anything in the mornings because he just enjoys the after-school portion of his day. He knows that he needs to get his ducks in order before he goes to _____.

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- _____ is a life-changing program. You can see it in the children. Big difference! It helps the child to take responsibility; it gives them hope. It gives them a brighter future.
- A sense of pride: pride in what they do, pride in who they are.
- The most important thing they learned, I think, is that you have to take care of the āina and the people and learn what hard work can accomplish. I've seen this place when it was nothing and how beautiful it is there now.
- Sense of self.
- Daughter was in Hawaiian immersion charter school from beginning till now. But this is the same kind of approach and feels like the same school.
- Daughter in 6th grade. We (family) live on a farm, so it reinforces what they are learning in the classroom. Learning to work together.
- Home life involves farming. She works more here with other kids
- My son – We haven't seen any big changes, but he comes from a school that has a gardening project, so he already had some familiarity with it.
- My two kids have gone through the program. Always different each time I go visit. Now he's putting his influence on it. It's a safe place. It's where he likes to be. Part of who he is.
- Son in 7th grade. Really likes the cultural aspect, for example, the oli before entering. He's not Hawaiian but gets it. Beekeeper came. Learned about pesticides. Would like to be more connected. Things moved around.
- She enjoys it. Wants a part of it to be hers. Likes snacks, smoothies.
- Overall just happy. Watching things grow and the awareness of what's going on.
- Celebrity chefs came (like today). Openness to other people there.
- 7th grade science. They go once every two weeks. "Be your best self." Two minutes of silence. They may be yelling before but they do quiet down.
- Kaizen. (Continuous improvement.)
- To sum it up, this place is the piko that all the other things branch from. Because the science comes back here, the social studies come back here. Whatever they learn, they practice here in the nature.
- I'm very proud that _____ experienced this cultural education because we had none of this. My husband and I have no drop of Hawaiian in us so our kids can't get that knowledge from us. So this kind of knowledge that they get from program is priceless. Really love it.
- We live in Hawai'i and we love the Hawaiian culture and I'm all for my kids learning the culture.
- My daughter gets dirty, which she doesn't normally like to do. But she knows different kinds of plants, and foods, and medicines now.
- It's amazing the way _____ gets the kids all to learn it, work it, and appreciate it! The kids all enjoy what they are doing. There are sometimes thirty kids working together and they all know what to do. Even the girls work there. They put good mana into our house which made it stronger. More kids turn out for this program than for anything. Our neighbors live off the grid; no electricity or anything. Their son is in this program. It's the best thing ever for the kids in Hāna. I wish they had this program when I was growing up.
- We've had four children go through this program. For our oldest, he chose this as his career. He learned a lot of things here. He built our house! All the boys who went to the program built our house. Our second son is 21 now. He works in the construction field for _____ Construction Company. When he was in the program he learned how to operate a backhoe. Now we have two kids in High school. Our second son had a hard time learning. He learned things here that he couldn't have learned in the classroom. Their workmanship is really good. This program serves people in the community. They helped us a lot. We were going through something in life and they helped us because of a sickness my husband was going through. We needed a bathroom. It was hard for him to get to the bathroom. They built it so fast! The program usually builds for kūpuna but expanded to help

Difference This Program Made

those in need and we REALLY appreciate it. I have to go to dialysis three times a week. This house is such a blessing. This program is thumbs up! It works for everyone from kids to kūpuna. Our kids got tool money. The home we have is run by a generator that our son earned.

- Having this program makes our children exceed in their self and life.
- There was this other guy, a very special student. He has a good heart but very limited cognitively. When he was in fourth grade he was hiding under his desk. He was afraid of school because he felt so dumb. In seventh grade he went away and lived with a cousin. Then he came back. He was scared but luckily he had a small class. _____ helped him get through school. He took the certificate route. He's one of _____'s best workers here.
- One of the boys in vocational rehabilitation at the school was barely making it. He was in 9th grade and his reading level was third grade. He made it through high school but only because of _____'s program. The person in charge of vocational rehabilitation couldn't believe what happened. He is the only person in his family to graduate from high school.
- Some of the kids have been here since Kindergarten and through summer programs and after school programs. They even offer homework help; this place is great. Growing up in Hawaii is so special and _____ is sticking to it; the roots!
- For my daughter, she's an outdoor person and this program has helped her emotionally. She is connected with nature and she learns better this way. She doesn't do well in a classroom and here she thrives with the individual attention. For my daughter, this place is helping her to connect with her Hawaiian heritage in a way that we as her parents, can't provide.
- This program provides such a great balance for everything else they have to deal with. They go fishing, canoeing, surfing and hiking up mauka. My daughter really understands why they do what they do.

Best Thing About the Program

Best Thing About the Program
<p>Keiki</p> <ul style="list-style-type: none"> • Hīmeni. Heluhelu puke me nā maka pulu. (Hymns. Reading the book with wet eyes (?)) • Hīmeni. (Hymns.) • Makemake e ihi i nā lau. (Like stripping the leaves.) • Hana i ke kalo. (Working with the taro.) • Hana i ka wai ma ka māla. (Watering the garden.) • Kalo! • Pa'i'ai! • Hana honua. (Working the earth.) We take care of it! • Mea a pau. Everything! • Planting. • Using dry leaves to make dirt. • Interview probe. Is it OK to get your hands dirty? <ul style="list-style-type: none"> ◦ 'Ai! Yes. (Uncertain) Can wash our hands after. • There's no yelling. • When we go for recess, it's packed and so loud. But not on the farm. • It's quiet. People don't bother me here. • Being able to help our community. • Planting. I love planting because we get to eat what we plant. • Feeding the animals. • I get to spend time with my friends. • Learning. • It's better to have kids your age surrounding you. You can have a connection because if you're talking to a toddler or somebody older, they would not understand you. The best is to have somebody who is going through the same things that's almost the same age. • My favorite part is being around my friends outside of just school. • Probably surfing. • The best thing about this program is the knowledge it has. • I didn't know people from Waimānalo School and now I do. Also, learning my culture • We can actually be ourselves. • I'd say the best thing in this program is all the activities we do. • The best thing about _____ is the love for the 'āina and the care for the people that live on it. • The best thing is the activities and how we get to bond with our friends. Sometimes if we are good and don't have any absences throughout the month, we get incentives. • Even though we learn a lot we still get to play a lot of games. And the staff is really kind and they give lots of chances to the kids. • Food; every time we go, there is a small shack provided at the end. • Getting to work in the garden with my peers. • Hands-on activities. • We help with the 'āina. • The best thing about the _____ is going outside. • We got to help in the land. • Helping, cleaning, learning more things in _____. • Being able to help out with the garden and being able to help out with other people/friends. • When I get to learn about their culture and the chants. • Working hard and being with my friends.

Best Thing About the Program

- Learning more about different things and creating lots of other foods and interesting things that I would like to create at home.
- Coming out and doing stuff in the garden like turning the compost pile.
- The way they treat everyone the same.
- The best thing about this program is learning new skills.
- The food at the end of it.
- Working, caring, loving, the core values and respect.
- That everyone works together to make the garden even better.
- When we can plant plants and find data from the plants.
- How it loves to take care of the land and how the garden loves the students and school.
- The feeling I get when I feel welcome and know that I'm making a difference.
- That the kids don't have to sit in the class the whole day and they get hands on.
- The best thing about this program is that you can learn many things at home or anywhere one goes and help whoever would need it.
- The best part was that we got to get out of class.
- Helping others.
- Having fun while doing hard work.
- I can do work outside.
- Working with classmates.
- Being able to help our school out with something.
- Working to make the garden a better place and trying new things.
- The wider range of healthier food choices.
- Socializing and learning.
- Being able to go outside.
- Working with my friends and others.
- Not staying inside classrooms.
- Interacting with nature.
- Getting to know other people.
- School has everything set up so things get passed down to each new class.
- Learning new things about gardening.
- Good fun to work outside.
- Food! The eating part!
- Planting kalo.
- Making poi.
- My favorite part was saving the kalo from dying
- The best part was play time!
- Meeting other people.
- Running up the mountain and running down the mountain.
- Everything
- The people here want to lift your spirits and we work as one big 'ohana.
- We do fun things but we learn from it. It's so fun that it doesn't feel like learning. When they put us to work (like in the lo'i) it doesn't feel like work. We think that crushing snail eggs in the kalo patch is fun!
- It's fun because you can have fun and you can play with your friends and meet new people.
- How we go to the gardens/ kalo (field and we learn) how to throw net and make new friends.
- The best thing about _____ is you get to learn new things each day I come here.
- The best thing is that we come together as a team. We do stuff together like the kalo festival.

Best Thing About the Program
<ul style="list-style-type: none"> • That they teach us a lot of Hawaiian experiences and new things that I don't know about. • Learning the Hawaiian culture and doing it with the people I love. • It's fun because you can have fun and you can play with your friends and meet new people. • How we go to the gardens, kalo fields, how to throw net and (we) make new friends. • Getting to learn about my culture. • Everyone here is my 'ohana. • We get to have fun like surfing, hiking, and caring for my community.(x2) • I feel loved and at home I love it at _____. • The best thing was the ropes course. • Going fishing and diving and swimming in the ocean. • Getting to learn about a lot of like how to weave lauhala bracelets and other stuff. • I like to go crabbing, fishing, hiking and doing other stuff.
<p>‘Ōpio</p> <ul style="list-style-type: none"> • That we get to help out with the land and that we get field trips. • Being out in nature. • We get to work together in projects • They treat you like you're their own kids, they build you to be your own leader and give you responsibilities to show you the feeling of being an adult. • We connect and learn more about what is going on in the world. • You get more privileges than most classes. • We get to help outside in the garden. • Growing your own food. • Field trips, hands-on activities. • I gained self-esteem. • Getting a chance to fully understand the importance of the 'āina; to get a chance to connect with my culture • I liked making friends and I learned a lot. • Was having fun and to learn. • Working with our supervisors and other interns. • The staff intern program. Also, the different groups that come in. • Being able to give back to the community and being able to see progress of all your hard work. • The trips and the group of people that helped out. • The workers. • The work we did in our community. Keeps you busy and occupied. • This program does a good job of creating jobs for us and providing the materials we need to do our job. They give us moral support. The outdoor supervisors have a lot for us to do. We are very productive. • I love coming to work here because of everyone here! It's not work, it's fun! • Becoming an 'ohana with my coworkers. • The new fields be made and learning new info about Hawaiian culture. • The environment. • Becoming a family and learning with everyone. Also doing work for our land and community also just learning who and what our people had done. • You get a cultural feeling like no other. • Making new friends and our huaka'i. • The many supportive people. • The bond you make with your fellow interns. • The whole thing.

Best Thing About the Program

- Learning! Learning more about culture.
- Trips.
- Mud.
- Meeting new people – becoming a community.
- Networking – connecting with others in outside community.
- Work days in the lo'i – getting to know Hāloa. How our ancestors lived.
- Learning about our self. Teaching younger students.
- _____ (is) kind of an educational exchange program.
- The best thing about this program is the end result of each project we do, just seeing the people's faces and seeing them tearing up on (about) their new house or ramp etc.--now that's the best feeling you could ask for!
- That we help out our kūpuna and 'ohana
- You can have more confidence in yourself.
- Getting to know the people and kids you work with.
- Learning how to use multiple tools and hands-on jobs instead of staying at school and do paper work.
- I think the best thing about this program is building houses and ramps for our kūpuna. The feeling of love and gratitude from them is irreplaceable and priceless.
- Having to HELP the community build houses and building different things in this program.
- It makes you gain confidence in what you're doing.
- I can help my community that I live in.
- The way each and every one of us can get along and work efficiently.
- Team-work!!! It teaches you really how to treat people, make friends and have a good time.
- The feeling you get after finishing a project for a kupuna and to see them being grateful.
- You get to learn about it construction while being treated with respect.
- _____ is the best.

Staff

- The best thing about the program is the keiki really get to get their hands dirty and work the 'āina as how our kūpuna did.
- Now we have the means to grow more on our campus. Our role really is flourishing. Kala'i is a great resource when it comes to planting the way our kūpuna did. He is very knowledgeable.
- _____ is learning how to care for and to grow plants. In particular, native Hawaiian plants. Especially the kalo, the keiki understand its significance to our Hawaiian culture and the importance to maintain it.
- Children enjoy the hands on learning.
- The relationships with farmers and community partners.
- The youth-led approach.
- One thing that the program does really well is to build relationships. Relationships within themselves and among one another.
- I think the kids feel really safe here. We just try to make learning fun.
- The teachers know that (with regards to the program), the possibilities are endless. I was just talking to _____ and he was completely open to engaging in a new project. I think some teachers might not even attempt to start a project but here, it's pretty well known that Mr. _____ will try to do anything for a teacher or class. So there's no real boundaries of what teachers might be able to do out here to apply what they're teaching in the classroom.
- It's just a really positive place. In the class, there's always a few kids who dislike math or any other subject. But I feel like whenever we're going to go to the farm, there's just an excitement that builds. So it's a positive place to be.
- The people and their support. The love and genuine commitment to the kids. The way

Best Thing About the Program

everyone looks at my kids with appreciation and caring eyes.

- Hands to take care of our outside plants/fish/etc. Beautiful!
- Intern program.
- Showing compassion. Staff modeling.
- Being accepted for who you are.
- Calling us, "Mom."
- Want to offer different things, because each group is Different and unique.
- (Interviewer asks about students' composure, maturity.) Lots of improvement all around.
- Students can participate. Taking ownership. Try new food and see their products flourish. Educating students and seeing them try new things.
- The community dinners have been amazing! Students interacting with natural elements. Taking time to enjoy the sun, wind, soil, and work to nurture the land. Hands-on, real life connection to classwork and the outdoor environment.
- There is a lot of good hard work. A lot to learn. Sharing, continue to grow.
- There are so many different opportunities for them to learn and experience. A lot of different things through the garden - culture, science, self-respect, respect for their home, plants and the importance of a healthy garden. Healthy lives and it's on our campus.
- The best thing about this program is the outdoor learning. It's very important that our students learn both indoors and out.
- Many students are "hands on" learners. I know of students who went home and started their own gardens. I've also had a student who has refused to eat any vegetables or fruits but after going to the garden has tried something twice.
- Different setting than classroom.
- Some didn't want to go – not really. Some don't WANT to get dirty (at first). Can see which are going by how they dress.
- Look at differences over time in the site itself.
- First planted Norfolk Pines (10 years ago). They have grown huge. The site itself has grown a lot.
- It gives students a chance to try new things in a supportive environment. Example of student who doesn't eat fruit & veggies. Took some sugar cane home. Tried it, liked it. Now asking for seeds to take home & plant. And they have seeds to give!
- Credits to the staff /teachers there for emphasizing "trying."
- Lots of information shared.
- The teachers are learning too!
- Cooking – get stuff from them for special events.
- Makes kids proud, from growing all the way to selling and buying things.
- _____ can identify with the kids. He's more of a friend than a tyrant like some teachers. He's still stern and on-point. He's real, and they have respect for him. He makes sure we are all paying attention AND we can go surfing with him!
- You get to meet new people and learn how to work, mālama the 'āina, and the ocean. You get to learn things you never knew before.
- Being able to make a difference in the youth of Hāna and in turn they make a difference in the community by helping our kūpuna.
- The best thing about this program is that you get to visit a lot of people that you don't even see in the community! Help out with the kūpuna! Working with one another and treat others with respect!
- Kids get to be taught things they thought they would never do and it doesn't matter who you are they will all be treated the same.
- Working with peers that you feel comfortable with. Being proud in looking back at your work that you have done. Just working every day and watching this house or project being built in

Best Thing About the Program

front your eyes.

- The ability the kids get to better their community, and learn skills and confidence along the way.
- Where it's located, the people who work there, and the executive direction-the way this program operates.
- I think the best thing about this program is that the kids get to come to _____ and learn the Hawaiian culture and have fun at the same time. They also get to grow their own food and share it with their family.
- Being able to continue our practices as it grows each time
- Having the keiki on the 'āina, learning hands-on, outdoors. Disconnecting with technology and connecting with the 'āina. Having _____ to be a safe haven for these keiki w/ adults/mentors that truly love and care for them and their well-being.

'Ohana

- The glow on their faces: "We're making kūlolo!" And we ate some too!
- It encourages kids to be more responsible and develop leadership skills.
- The program prepares and teaches the children to appreciate the environment, teaches community service, and teaches them to be future leaders of the community.
- The teachers who are dedicated to teaching these kids.
- Helping my son build confidence with peers and other teachers.
- Helping him have a sense he belongs somewhere.
- Leadership and socialization. Learning about culture.
- Cultural enrichment and gardening field trips.
- The opportunity for children to learn and appreciate caring for the 'āina. The program provides awareness of the responsibility of an individual and of the whole community in taking care of each other and their environment.
- The opportunity for children to learn and appreciate taking care of the 'āina. The program provides awareness of responsibility of the individual and the community in taking care of each other and the environment.
- I think that in the classroom, the kids get all bored and antsy. So them being out here in nature kind of helps them to see things in a different light and get hands on experiences
- Her learning about planting and being able to bring some home after.
- The staff here treats them like one big family. The kids really feel like they belong, so they're more acceptable to learning and more eager than they would be otherwise.
- It keeps the kids out of trouble. They learn values, culture and skills like using tools and how to get along with each other and respect elders.
- I feel that this brings forth the leaders in our culture in our community.
- Its availability to our community.
- They understand their kuleana and know that only with hard work will they achieve it.
- I feel that this program provided peer connection as well as the connection with the kumu's knowledge.
- Students engaged in hands on learning.
- Snacks and recycling with _____.
- Time outside doing hands-on activities.
- Is available to the school, community especially.
- Love the garden - even beyond the connection to curriculum, it connects the kids to nature.
- This program gives the kids something to look forward to. We don't have any electives here, no music, no art, nothing. _____ is incredible. The school didn't hire him but he brought this program to the school. It's the best thing at Hāna School. Everyone benefits from it.
- (The best thing) is hearing the stories of adventure and excitement from our son every day

Best Thing About the Program

that we pick him up. There has not been one day that he didn't talk our ears off about how much fun or what he learned about that day.

- You get to build other people's homes, and be proud of what you can get out of the program.
- How much this program helps our kids with life skills- and it teaches the kids about culture combined with basic to challenging tasks and helps them grow as individuals.
- (The best thing is the) life skills it provides my child, and the opportunity it provides and how the program brings in professionals to work with our children.
- The kids experience getting wet, getting dirty. If only more kids could experience this!
- It's been really valuable to have the leaders that they have here. It's someone else our children can trust. For me, our family works until 5pm and our children get out at 1pm. So we know they are safe here. Here—it's extended family.
- For me the biggest thing that _____ offers is learning about the culture. They come in the morning and sing chants. They are learning respect and caring for each other and also taking care of the land.
- They plant, water, pick the plants and even cook it. It's full circle.
- The people that work here –it's their heart and soul and they are very passionate about what they do.
- I just hope people really understand what a great program this is. My favorite thing is that they are getting out there (all kinds of experiences) and at the same time they are safe. We are so blessed to have this program.
- The feeling of belonging and its consistency! Learning the language and the connection to family and the land!
- The people and the outdoor experience the kids get--culture, music, education and fun!!!
- My son has a good sense of who he is and what he can do. He always takes care of his responsibilities. He respects his heritage and loves coming to program. He's found a real bond with _____ and listens to what he has to say. Uncle believes in him and tells him so. It's been great this last year with him.
- I like that the program teaches them more about the area they live in and its natural resources. All the working together between the kids and adults.
- The community and being with peers in a rich learning environment.
- Interacting with others making friends learning many cultural things. Working outside either in the lo'i or hiking up Mauka.
- _____ loves it! She is learning new skills and gaining confidence, she is taking pride in her work and enjoying the outcome.
- Learning the Hawaiian culture in a fun environment and with all her peers is the lessons being given to our kids that can be used in everyday life.
- _____ is outside, having fun, with friends, in the beautiful valley of _____, learning good things - ALL GOOD.
- The philosophy of what they teach. The aunties who are leading in the program. Great role models.
- Instilling good values and morals so my child will become a community contributor while perpetuating our Hawaiian culture.
- (The best part) is hearing the stories of adventure and excitement from our son every day that we pick him up. There has not been one day that he didn't talk our ears off about how much fun or what he learned about that day.

Recommendations for Improvement

Recommendations for Improvement
<p>Keiki</p> <ul style="list-style-type: none"> • Grow other things, 'uala. • Things we could eat in salads. • Nani ka 'āina. • Get more animals • Maybe the bad kids can stay here longer to chill out. • I want to see more detail in the stuff we're going to learn. I want to learn like MORE about the things (the staff) teach us. • Fix up some of the houses that need fixing. • Nothing. I like everything here. • Maybe if you're student of the month, you get to stay here for the whole day. No learning, just stay here and help _____. • I would want a force field over the farm to protect it from people who break in. • We learned lauhala and I want to learn more about it. • I would like to go on more hikes. • I would like to go to Alan Davis more than once. • I really don't think we can do any more. The only problem is we have some behavioral issues with the kids. I think they need more parent support. • Pounding poi more. • I would not change anything and just a little bit of the behavior. It's already as good as it can be. • It's already so good, there's nothing to change. • More (easy) work! • Longer periods of time out there. • Having more jobs. • Longer periods of time out there. • Planting more plants and getting more people in _____. • Nothing could make it better. It's good as it is now! • When we help each other and learn more chants about this program. • Having more guest speakers. • Coming out here for every class. • Cook more often. • To make the garden bigger. • More food. • Just be happy. • Something that would make this program better is that we plant more native plants. • I don't know. • Not building the new science building on some of their property! • More meat and drinks. • To take care more of what you have and of your garden. Or anywhere. • Don't stop the program. • To do kaizen. • Nothing. It's good as it is. • More games and jobs. • The students being able to eat the food from the garden more often. • More variety.

Recommendations for Improvement

- Bringing in goats!
- More time to come here.
- More activities to do.
- Scavenger hunts.
- Cook more.
- Field trips.
- Grow a big tree for shade.
- Have long term projects.
- More Science – example: radish experiments. (half grown in sun, half in shade, measured weight right after harvest. Radishes grown in sun won).
- I would want to make this place even bigger by planting trees and making it look like a forest. 'Cause my school shut down and now I hope other people - not just people from school but people from around the world - to come over and see what we've done for them.
- More fun activities.
- I would wish for a big playground.
- Maybe having another tent for bigger groups.
- Nothing!
- Nothing would make it better. Maybe more kids so they could experience what we have. It would be nice to have more kids but then, we feel close to those who are here already.
- I wish _____ could go past eighth grade. (Staff) is da bomb!
- I think that _____ doesn't need to improve. It is perfect the way it is. (x7)
- More kids and money to make more fun activities.
- Lots of more people come to help our community.
- If more kids come to _____.
- This program could be even better if _____ can get funded to continue this program.
- Letting us go up high.
- Going to the beach more and go fishing more.
- Free lunch that tastes good.
- Having a teacher for sports.
- More hiking
- More camping trips and more hiking up mauka.

‘Ōpio

- I think this program is already better but I think it will be a little better if we had more field trips.
- To expand it and have more people learn about the land.
- This program is perfect.
- Work books. Connect with one another.
- Stronger focus on Hawaiiana.
- Better leaders.
- Listening "get real" deep thinking.
- More people.
- I would love it if more students, or high school students like me attended this program. I would love to feel more connections with others; also, to learn what the true purpose of a high school student is in _____.
- I wish there would be more people. There are about 20 of us. It would be good to have 30-35. That would be enough. Forty would be too much.
- We should have more field trips and more stuff about what's going on here in Kona like animals or plants becoming extinct.
- To be better organized.

Recommendations for Improvement

- Better communication within team. More funds.
- More funds to keep this program moving forward and keep going.
- Nothing. It's a great learning experience.
- I think they need to do more to get the word out. I am not sure if our local community knows all that we do. They may not know that we are more than just a fishpond. I think we could do better. It was one of my goals to open the minds of the locals to take interest in what we do. We get a lot of kids (from schools) and tourists. We try to motivate attendance at community work days; like we feed them at lunch time ('Ai pono with Uncle _____)
- We had a booth at Earth Day at the baseball park. We need to do more in the community like at Makahiki and Ka Hula Piko and have an information booth. (Had a discussion about writing an article in the local paper; after all _____'s husband runs the paper!)
- One little thing; better communication. Letting everyone know what's going on and better information for staff.
- I'd like to learn more about fishnets and how to sew nets. It would be great if they asked us what we want to learn.
- Sometimes we need better resources, like it would be great to have a tiller. So often we are digging by hand. We have a lot of secondhand tools that are already broken but we have to fix it.
- Getting more involved with funders.
- I can't say. It is good.
- Nothing; is perfect the way it is.
- More events.
- To continue this wonderful program so that many other generations can learn their culture.
- Nothing; it is good as is.
- Expanding it so our bond with the children, staff, and fellow interns can be stronger.
- More huaka'i and interacting with keiki.
- If they made us lunch.
- Funding, so this program can continue to service this community.
- Extra people/funding.
- Have sites to work on every weekend if possible.
- More funding so that we can do more projects.
- Have more students to join the crew so we can help more people in the community.
- Help more families. (x5)
- I don't know? It's really good how it is now. (x3)
- I think we should travel and build houses.
- For more people to know how great this program is so that this program can help the future generation and the ones that want to make an improvement of the community.
- Nothing could make this program any better.
- I think I like the program how it is, and I wouldn't change it, because it is just an awesome program.
- Taking more field trips and to understand a little more about the big machines and how and what we use them for.
- More field trips. (x2)
- If people who are more fortunate could send us some money cause we only have a limited amount of supplies here.
- More young kids on the job site learning early so they have a head start on life skills.
- More snacks and new places to build around the world.

Staff

- More field trips on island where the keiki can go and see different things.
- Figuring out a way to incorporate our families.

Recommendations for Improvement

- Having a parent/child partnership that would enhance and strengthen the importance of our kalo and perhaps the families will be encouraged to have their own māla and lo'i kalo at home.
- Having a full time garden worker - someone dedicated to the garden - really helped.
 - To build boxes, structures, take care of things.
 - Teachers are trying to take on that role but that takes time from teaching
 - Advances kids' learning.
- Trying to continue the integration with the classroom.
- Kids help make it work
- We are building an online resource center. It will have resources for staff, family, and children.
- We want to use the online resources to support current lesson plans as well as stimulate new plans.
- We will be able to store pictures there.
- Emphasis on Hawaiian moon calendar.
- Partner with other community agencies with similar goals - for us this includes _____, and _____.
- Get parents more involved to help take care of māla. Helps kids' self-esteem.
- Work with mākua.
- Learn how our kūpuna planted.
- One of the biggest goals of Laukupu is to have our keiki and 'ohana grow kalo and sweet potato for their graduation ceremony. This activity is in addition to taking all that is taught at school and starting a garden at home.
- More staff –that would help us offer more diverse programming.
- Being consistent. Talk the talk and walk the walk. The students need to respect elders. I am strict but we still have that good relationship.
- Having more time for the students to be out here. Some of the classrooms only come out for a half hour, and it's just not enough time to go in depth. Especially since some of the kids were expressing interest in wanting details or going deeper. So I feel like there's never enough time. Also, a challenge is just getting DOE on board to supply more time and really just support it. So there are bureaucratic issues that are out of our control.
- Another thing that's somewhat out of our control is just funding. Being a nonprofit means that _____ spends so much of her time chasing down funding. Maybe there will be more stability in the future, but I think the operation of a nonprofit that wants to do all these great things but having a small staff is just a real challenge. It'd be so cool if we had a full-time professional grant writer.
- Funding and time. With everything that teachers are expected to do now, it's just challenging to find the time to get out here.
- More cultural activities. We got to brush on topics like fishing but we never got to go more in depth. How to catch them, what to do with it, cutting it open, cleaning the fish, how (Hawaiians) lived back in the day.
- I think it'd be good to have staff trained in the summer time. We've done training during the year but it would have been nice to take the time for staff do that before the year starts and plan out when in the year it's going to happen. I definitely could have benefited from that time and training to get more ma'a with it.
- It would be good to have different kūpuna come out here to show us how to teach different cultural activities.
- More time.
- Since our mission is to cultivate leaders, I've been thinking about how we can help to "track" or set the expectation of growth. So maybe they can be aware throughout the year of how

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they are becoming leaders and what that leadership looks like. How can we still have a clear concept of what we want a leader to look like without making it feel like "school."

- More sessions, more opportunity to work with _____.
- Funding.
- We could use more interns
- From last year to this year it's gotten better, but communication is still an issue.
- We could fine-tune existing programs and make them more applicable to here. We are still trying to feel it out, too. We have good forward movement, we are not stagnant! We came a long way and I've seen a lot of good changes! For example my friend stopped by and told me "I never know inside here was so nice!"
- N/A. Don't really have anything to change.
- We need to start teaching the next generation on mālama 'āina.
- Kids reflect family issues. Some negativity, but peers helped.
- Kids come from (3) different schools. But this has not been a big issue. They bond pretty quickly.
- Ability to offer after school activities for interested students. Supervised and connected to curriculum.
- Having all faculty and staff use and support the garden.
- Higher level thinking skills - content skills taught through garden lessons. Scientific process involved in all aspects of the garden would be great.
- Well maybe expand it bigger. It's already a huge _____.
- More time to do more projects or spend more time in garden - expand.
- More animals students can learn how to take care of, and maybe more classes to show students different meals that can be prepared from things from the garden, and uses.
- More volunteers, adults in garden and mentors.
- Science perspective – longer periods for scheduling.
- Science projects – longer periods help.
- Holly working with digital curriculum.
- By end of 8th grade they have to be able to do their own science.
- Integration is easier at 7th grade because that is when they study life science.
- Na Mea Hawai'i.
- _____ and _____ attend science meetings.
- Stable funding.
- More funding.
- More stable funding.
- In the end, the people are so important. Our staff are really a powerful force, not just here but in our community. Our staff is important. The work our staff is doing for the kids, for the families, for the plants, for the medicine, for the lāhui, this is important work. It would be so wonderful for our funding to be STABLE.
- We as an organization spend probably 3-5x as much resources as others on developing our staff's capacity. It's all optional so you can learn about anything, from agroforestry to chanting to raising pigs to building *hale*, we build that into our functioning because we don't see our staff as only employees that are serving children...this is nation-building. So everybody needs to have the capacity to develop their gifts. So that's built into our functioning and is absolutely necessary, but it's not available without funding. As far as other capacity, our parking space is always needed.
- We're often saying "Man, if we only had a couple more guys or a few more machines or if we just had a backhoe that didn't break every month." Because sadly, money pays bills....until we grow our own medicine and we don't need money. But even then, we still drive and use our backhoe to move dirt. So we're still stuck on that and the stable funding is

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key. To feel like we all have to meet this and do that just to have a job. We all do this because we love it. We're passionate and we're trying our best in any way we can.

- We have a much bigger staff than many other programs of our size. We spend much more, percentage wise, on staff than what goes to programming. We're spending a whole lot less on machetes and a whole lot more on paychecks yet the reason why we're able to have a large staff is because all our paychecks are very small.
- An unlimited budget would be pretty cool cause then we would be able to help everyone that needs.
- This program been doing a lot of grand things in this community of Hāna! There's one thing that I would like to see is to work outside of Hāna to help people at Ke'anae and Kaupō not just in Hāna!
- I don't know how this program could get any better because it is a great program already and don't need to change.
- Working with other islands and showing them what we can do. Giving back to others the skills we have learned so we can teach others. Getting our name out there so everyone can know us for what we do in this program.
- More opportunity to learn about ocean sustainability.
- More kids to attend.
- If there was more funding for more staff so we could serve more kids. I think it's a small handful that can come because of the number of staff we have, but it could be beneficial to many more in the community.

'Ohana

- Parents want to get involved. Need guidance.
- Community volunteers can help with clearing sites. Farming is not a part-time thing.
- Challenge of time. Fitting it all in.
- 'Ohana Day?
- For the leaders and teachers to be more focused on what they impart to the kids.
- Provide more funds so the program can give more to the kids and community.
- A year-long program.
- More strong focus on things Hawaiian.
- More teachers or longer year schedule (throughout summer).
- More cultural foods introduced and made by students.
- I think there would be increased participation if there were a couple opportunities during the year of activities scheduled as field trips during school hours. A calendar of activities given with at least a month's notice would be helpful in planning.
- Year long, through the summer, camping trips, maybe fishing trips. Learning about native species.
- I would like them to share about all cultures. My son is a mixed plate kid. They could have everyone to share—it's about diversity.
- People in the community may not have heard about this program.
- More people like _____. She teaches the kids respect. We love it.
- This program is not very well known. They need to get the word out. I don't even know this program's focus, its motto, its plan, or its schedule. I put a lot of trust in _____ so I send my son there, but otherwise I wouldn't send him. We don't know the other people. As a new parent it would be important to know more about the program; like maybe an orientation or to meet to the other parents. Maybe they need a website or fliers. I think it's a community resource, like when I got help at the Neighborhood place.
- I think they should just get more families involved. I know they already do a lot here, but maybe just get the families to come more often.
- Pretty much more time in the farm. Maybe one after school program or something.

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- I'd love to see everybody just come out and volunteer their time more. This is actually a good place and they get plenty good programs.
- Just more stuff where we can come and interact with the kids while they're doing it. So more bonding opportunities.
- I feel like the kids would benefit greatly from starting the program a year earlier, because they're so readily influenced at this age. If they have exposure to more role models and peers, it would go a long way for their development.
- Because _____ has a high standard of participation and commitment, it can be good and bad. Bad because sometimes when my son has other commitments, now with _____ Canoe Club, it's challenging to decide. I would definitely like to see _____'s hand reach out more into the community and actually integrate somehow with the sports community. It's awesome to learn about your culture, but we cannot forget that we're modern Hawaiians. We cannot just close our eyes to that, we have to move forward with the times.
- I feel the same way. _____ is a great program. But there are other programs that exist and help the children to develop, like sports and whatnot. I know it's hard to have one program running when half the children go to sports and all that, so I can understand that. But it would be great to see if _____ could find some kind of balance where it would allow students to participate in sports AND _____ without them being penalized.
- I know that _____ for the staff is a full-time job. I can also understand the importance of commitment to a program, like when you dance hula you gonna strictly dance hula. But again, the students are young and this is the time they should test the waters to see what fits them. So I understand that it's a hard decision to make for them.
- Having more community work days during school break times.
- More funding. More communication with administration and workers. Integrity within program.
- It's doing good, I wouldn't change anything.
- It's pretty good right now but maybe more work days during break times, like Spring, Christmas Break, and times where there are a lot of kids running around. Maybe they could work on more ponds? I don't think they work on that other one, the one I used to fish and crab at, when I was a little girl.
- More staff like _____ and _____.
- It was a small group but they had to start somewhere. Hopefully it will get bigger. The community needs to know more about _____ and what is involved. They need more funding. They should do a car wash! They have to learn to help themselves. That way you might get more parental involvement.
- Continuing to provide this culture and how important it is.
- Timely progression.
- Transportation for kids.
- Transportation has always been a challenge on the coast, and especially to up here. Better now than before. 'Ohana needs connections for transportation. Takes resources. But generally the students get rides from _____ up to the site.
- The valley- how land works.
- Learning how to blend and respect each other.
- Structured learning. i.e., bee guy.
- 3 year project with each class to produce something...i.e., honey, smoothie.
- More time in the garden.
- More time in gardening class.
- Bigger property to produce more vegetables or resources.
- More time. "I didn't have enough time." A common theme.
- Dream about production healthier choices.

Recommendations for Improvement

- Fresh salad bar in cafeteria. "Eat a rainbow in school."
- More land; more to plant.
- Idea that garden overall is community-owned. Collective effort. Conscious decision. Physical handprint.
- Higher level academic piece. High level of hands-on learning. Every kid is meaningfully involved.
- Nematodes. Big research topic. Worm guy.
- Could one elective course be a garden class? Small group could do more intensive work/study.
- "Super kitchen." Cooking for the community.
- Classes for families? For gardening and or cooking.
- Kids could give tours for families.
- Bring in more community folks.
- Food truck!
- Class project across grade levels: 6/7/8. A three year effort with culminating or overarching class project: "Class Salsa."
- Open it up to the community too during the summer.
- Nothing. I just think it's wonderful.
- We would have like to be more a part of the program, even if the school isn't. It'd be nice to maybe have something twice a year, like a get-together
- What would make this program better...that's hard to say? Well more funding so they could do more things. They need more support, if they could see what these guys are doing! We would like to see more kids in the program to build and fix. Auntie in Ke'anae could use help. Maybe they could do more outside of Hāna?
- Maybe more time out of the classroom, more funding so they could get more activities to do. I hope the amazing stories keep this program going.
- Nothing could make this program any better.
- It would be great to be able to help more people in need not just kūpuna. Many young people who struggle economically are not able to get help from the program because time, money or they are not a kupuna or disabled person.
- It would be great if _____ could serve more kids. They do as much as they can do at here at _____. I'm working two jobs so this is great for me; I know my kids are safe here.
- I wish they could be more people in it; you know it's first come; first served, with priority if a sibling is in it-- (while that makes you feel good -as a family) but others are missing out. It would be good for a kid to experience this at least once in their life!
- More outreach with other communities would be nice. The kids come here from Anahola and down the coast. We haven't really branched out to other areas. Well we went on a Kōke'e trip but that was the only thing.
- We need more staff too. I'd like to see them do a trade here, maybe learn a skill. Many of our kids are artsy. Maybe a ceramics class?
- Not really...the crew is doing a great job!!
- More field trips to learn more places on our island.
- It's great, but more funding leads to more education for the kids and maybe more room for more kids!
- More programs!
- Continue it.
- Continuing this program for others to respect our 'āina and know our culture.
- This is a GREAT program! Mahalo!
- She loves it just the way it is.
- Continually offering new programs for the kids - but you are doing this already!

Recommendations for Improvement
<ul style="list-style-type: none">• I am very pleased.• As the keiki get older, educating or leading them in making good choices - such as continue education. Providing support through teenage years.• More funding to be able to include more keiki. The skills, the opportunity, the adventure and love for their culture is priceless.