

# HOA`ĀINA O MĀKAHA

*“Creating Peaceful Communities in Harmony with Nature,  
Through the Eyes, Hands, and Hearts of the Children.”*

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## THIS YEAR ON THE FARM

***‘Ano‘ai me ke aloha pumehana, greetings with warmest regards!*** We are happy to present our story of what transpired this year on the farm. Last year, we used this consolidated format for the first time rather than submitting individual program reports to funders. Feedback on this format was very positive, readers noting that they especially enjoyed seeing all programs presented together. In reviewing our report, they had a better sense of the entire scope of Hoa ‘Āina O Mākaha’s program offerings. So we are doing it again. We hope you will enjoy experiencing our overview of all the programs and how they fit together to serve the children of O‘ahu and Mākaha in particular. In addition to “the facts” we have provided both staff and participant reflections of their experiences as that is one of the primary ways we look to evaluate our program success. Programs and staff are closely integrated. Nā Keiki O Ka ‘Āina, Ho‘oulu I Nā Keiki (3<sup>rd</sup> Grade Immersion Program), Mālama Mākaha Credit Work and the Container Garden programs work together to serve the children, teachers and families of Mākaha Elementary School. Our Ke Ala program allows children from the more urban communities on O‘ahu to experience lessons of the farm—its land, staff and animals so generously shared. This past year the farm welcomed more than 19,000 visitors as participants in our programs and activities.

We received generous support from our foundation partners and private donors. Seventy-five percent of Hoa ‘Āina O Mākaha’s funding is provided by private sources. It is in these relationships, each one personal and precious—that we are allowed to thrive and continue to develop innovative approaches to improving the lives of the children and families of Mākaha. We also owe thanks to the generosity of the Catholic Diocese of Honolulu who allows us to work on this land.

### Highlights of the Year

- Successful implementation of the first year of our 3<sup>rd</sup> Grade Immersion Program, Ho‘oulu I Nā Keiki
- Initiation of an outcome evaluation of both Nā Keiki O Ka ‘Āina and Ho‘oulu I Nā Keiki
- Implementation of long overdue infrastructure improvements including the purchases of a new tractor and van
- Successful completion of our first external financial audit
- Completion in January of a strategic plan by our Board of Directors in which the mission, goals and guiding principles of Hoa ‘Āina O Mākaha were rearticulated, helping us to better determine our evaluation objectives and program foci

This year we began to conceptualize and analyze our programs in a slightly different way; consolidating them into two large venues. Programs that serve the children, teachers and families of Mākaha Elementary School fall under the banner **Nā Keiki O Ka 'Āina** and those that serve students and faculty from visiting schools throughout O'ahu as **Ke Ala**. For each program we are providing brief summaries of the year's highlights, and we will close our report by sharing plans for the coming year. Expenditure reports are attached.

## PROGRAM REPORTS

### Nā Keiki O Ka 'Āina

Established in 1987, Nā Keiki O Ka 'Āina is a partnership agreement between Mākaha Elementary School and Hoā 'Āina O Mākaha. Partners share the responsibility of providing a substantive and comprehensive learning experience for students from Kindergarten through the Sixth Grade. There are four components of this program:

- The opportunity for weekly visits, one grade per day, when teachers bring their students to the farm for participation in highly interactive, kinesthetic, practical and applied learning sessions
- Ho'oulu I Nā Keiki, the 3<sup>rd</sup> Grade Immersion initiative
- Mālama Mākaha Credit Work Program, helping children attend educational site visits
- The Container Garden Program supporting family engagement and outreach

Lessons were taught in the gardens, in the carpentry shop, in the gazebo, in the kitchen, in the Hale Haumāna or within Wao Nā Lani. While the children are at the farm, they also have myriad opportunities to practice social skills and reinforce healthy behaviors such as respect, humility, accommodation, forgiveness, compassion and altruism. During the first semester the program concentrated on agriculture. Each grade had a different curriculum that was prepared in partnership with the teachers. Curricula reflected Hawai'i State Department of Education (HI DOE) content and performance standards congruent with soil, compost, water, seeds, parts of plants, food production, nutrition, animals, their classification and habitats. Students in each grade level learned how to plant and tend their gardens with a variety of vegetables that were taken home at harvest time. They also learned to prepare and cook their vegetables in our kitchen facilities. We calculate that more than 7,000 pounds of food was produced. In the second semester, to celebrate the 50<sup>th</sup> anniversary of the founding of Mākaha Elementary School, each grade level studied the stories, traditions, food production, songs and dances of different ethnic cultures that make our Hawai'i so richly diverse and unique. Kindergarteners explored the Philippines. First graders chose China. Second graders selected Japan. Third graders picked Portugal. Fourth graders featured Hawai'i. Fifth graders focused on American Indian Nations and Sixth graders studied Sāmoa.

**Nā Keiki O Ka ‘Āina staff reflections for 2011:** to give you a sense of the flow of our Nā Keiki O Ka ‘Āina Program, please enjoy the following observations from the notes of Lead Teacher, Kumu Kiaha, in preparation of and during the first six months of school.

*AUGUST 2010 This school year the objective is to grow as much as we can as an ‘ohana. We have plotted things out by planting seeds in July in preparation for planting seedlings in the fields by August. We accomplished that! The planning proved to be effective.*

*SEPTEMBER 2010 Watching the progress of each garden of plants and measuring their individual growth. Realizing that the weeds are pilikia or problems and getting rid of them. Connecting the weeds to our own lives proved interesting.*

*OCTOBER 2010 Preparations started with pumpkins. The first graders had a pumpkin patch activity which astounded all who were present. From securing pumpkins to planning picture-taking, a hay ride and tasting various pumpkin treats, it all proved worthwhile for students’ self-esteem and healthy eating.*

*NOVEMBER 2010 November was a slower month in planting but a greater amount of vegetables were harvested and taken home by the students. Along with some recipes it has proven great for parents who are not familiar with the vegetable Swiss chard.*

*DECEMBER 2010 December had fewer visits. The students were able to expand their learning of turtles, chickens, goats, ducks, geese, rabbits, honeybees and tilapia (sunfish). They especially enjoyed the turtle races.*

*JANUARY 2011 January started off later after the break. The students reviewed their visit with the animals and continue to share what they learned to other students. New semester calls for a shift in lessons to ethnic group studies.*

*FEBRUARY 2011 Lots of hard work in the fields preparing for Farm Open House. Each grade level prepared their own gardens according to their ethnic group; K-Filipino, 1<sup>st</sup>-Chinese, 2<sup>nd</sup>-Japanese, 3<sup>rd</sup> - Portuguese, 4<sup>th</sup>-Hawaiian, 5<sup>th</sup>-American Indian, 6<sup>th</sup>-Samoan. Working together on a structure in their garden also proved effective for team work – alu like.*

**Major support for Nā Keiki O Ka ‘Āina Program is provided by:**

- The Alcohol and Drug Abuse Division of the Hawai‘i State Department of Health

**Number of Nā Keiki O Ka ‘Āina Program participants (duplicated) during visits in 2010 -2011**

MONTH	YOUTH COUNT	PARENT/GUARDIAN COUNT
August 2010	1,975	18
September	3,179	113

October	2,571	149
November	2,780	85
December	1,098	152
January 2011	1,940	152
February	1,552	139
March	1,478	170
April	1,839	89
May	1,502	26
June (School Year Ended)	0	0
<b>SUBTOTAL (by category)</b>	<b>19,914</b>	<b>1,093</b>
<b>TOTAL NUMBER OF PROGRAM PARTICIPANTS (Youths + Adults)</b>		<b>21,007</b>

**Healthy Snacks—Mālama I Ke Kino (Taking Care of Our Bodies)** An important highlight is the serving of healthy and nutritious snacks to teach the children that cookies and candies aren't the only sweets they can reach for. **This year the farm served 9,302 delicious treats** featuring fruits and honey from the farm. These include mango-, taro-, papaya- and avocado ice-cakes, taro rolls with honey, and taro cooked with coconut milk.

### **Ho'oulu I Nā Keiki – 3<sup>rd</sup> Grade Immersion Program**

From the very beginning of the 2010-11 School Year in August until the last class sessions in May, the entire third grade level committed to an immersion schedule of spending one-full-day-a-week at Hoa 'Āina O Mākaha (also referred to as "the Farm"). This simply means that teachers and a total of 80 students participated in project- and place-based activities and experiences every Wednesday in both the fall and spring semesters. Our original intent was to have all 3<sup>rd</sup> graders and their teachers on the farm every single school day, but as a new and yet untested initiative it was not feasible. What we did learn, however, was that one full day on the farm each week had a significant impact on teaching-learning processes in their "traditional" classrooms. Teachers were able to use the applied activities and experiences on the farm as an organizing principle, providing them with concrete rather than contextual examples to reference; for instance, facilitating student discussions about specific lessons with the prompt, "Remember when we...?"

The 3<sup>rd</sup> grade curriculum was adapted to meet required HI DOE core and content performance standards within the learning context of the Farm. For example, Math lessons were conducted in the apiary where

students learned how bees constructed their geometric-shaped hives; and, in the kitchen where they learned about measurements through following recipes while cooking vegetables they planted and harvested.

The implementation team consisted of Mākaha Elementary School and Hoa 'Āina O Mākaha staff including Principal Lynn Okamura and 3<sup>rd</sup> grade teachers Kristin Risberg and Noelle Pezzi; with Executive Director Gigi Cocquio, Farm Manager/School Liaison Pomaika'i Cocquio, and Consultant JoAnn Farnsworth.

Invaluable technical assistance and support in the design and implementation of program evaluation was provided by the Hau'oli Mau Loa Foundation and PREL (Pacific Resources for Education & Learning).

### **Ho'oulu I Nā Keiki – 3<sup>rd</sup> Grade Immersion Program Staff, Teacher and Parent Reflections**

In January 2011 a meeting was convened with Mākaha Elementary School's principal, teachers, assistant teachers and Hoa 'Āina O Mākaha staff who were involved in the project. It was a day for reflection on our first six months. Responses were overwhelmingly positive. Here are a few comments from those present:

- *The children are more willing participants in their own learning. They are actively involved, focused and self directed.*
- *Their writing is more purposeful, they are taking pride in what they write.*
- *As teachers we can reference the activities from their day on the Farm all week, it makes our teaching easier.*
- *We always have full attendance on Wednesdays; kids don't want to miss their day on the Farm.*
- *Being with the children on the Farm allows us to teach an integrated curriculum;*
  - *Integrating social skills, art and music with reading, writing and math.*

Family engagement is an essential part of this program model and components/methods include family gatherings, work days, tutoring, and container gardens. The Farm provides many opportunities for enriched parent involvement, witnessed richly and extensively in our first eight months. There were three "Parents' Evening" events, with more than 100 participants each time. The children guided their parents, siblings and other family members on tours of the Farm; sharing what they learned through their projects that included gardening, cooking, butter-making, lessons on the economy and bees, honey extraction, songs, ethnic dances and art. At the end of each evening, following a hearty and delicious dinner prepared with vegetables the children grew, parents and guardians were asked to write a few comments about their impressions of their children's experiences-to-date in the project. Here is a sampling of their comments in response to the statement, *"I feel my child's learning on the farm is a good/bad (circle one) thing because"*:

- *My son is learning that when you take care of the environment it takes care of you. He is learning social responsibility.*

- *She learns a lot of social skills; she is more responsible, helpful, caring and loves what she is doing at the farm.*
- *Children should learn more than what is in a book, being active on the farm is time well spent.*
- *It makes Makua [parent(s)] enjoy school more.*
- *I feel that you changed the ways you teach a child. Less chance of them getting bored.*
- *It teaches her responsibility and respect to take care of things*

Indeed, there are many, many more comments of similar nature. Our goal is to create an environment that is accepting, is fun, and where learning for all ages comes naturally.

*The children participated in sessions to talk about their community—about good things and what can be changed to make it better, safer and stronger. A question was raised, “How can we contribute to improve our community?” The children decided to make container gardens for the homeless. “If we give them food, after they ate [it] there will be no more, if they make a garden they will always have some food.” They prepared 80 containers with soil, seeds and instructions and delivered their gifts of life, love and food to the transitional housing project in Ma‘ililand.*

### **Staff reflection:**

*If someone told me seven years ago that I would be working with 3rd grade children, I would have laughed. I come from a professional background where child-like wonder and amazement has been lost for many years. I remember the first class that I taught by myself. It had to have been the most nerve wracking experience I have ever had. Not because I was afraid of the children, but because I did not want to let them down. I felt a responsibility that I have never felt with anything else in my life. I was given the opportunity to share knowledge that I have acquired over my lifetime. This opportunity reminded me of all the great teachers I had in my life and how now the student has become a teacher of some sort. Needless to say, the first class I taught went perfectly. Not because I am a great teacher, but because the children are great teachers. I stood there in amazement as I did my lesson which was basically asking the children questions and watching them come up with the most amazing answers. This furthered my belief that we are all born geniuses but the process of life de-geniuses us. Being with the children has rekindled a child-like amazement for my life. They have shown me how to learn, teach, laugh and play once again. It's funny how you think you are teaching children but in actuality you are learning from them as you grow together with them. (Pomaika‘i Cocquio)*

### **Major Support for Ho‘oulu I Nā Keiki is provided by:**

- Hau‘oli Mau Loa Foundation

- Atherton Foundation

**Number of Student Participants in 2010-11 Pilot Project:**

- 80 students of the entire Mākaha Elementary 3<sup>rd</sup> Grade Class

## **Mālama Mākaha Credit Work Program**

Established in 1998, this program provides opportunities for the majority of 4th, 5th and 6th graders from Mākaha Elementary School to participate in educational field trips. These students are from poor or “severely economically challenged” families as evidenced by an overwhelming number (85%) who receive free or reduced lunches. Approximately 67% of all students at Mākaha Elementary School are of Native Hawaiian ancestry. The program allows participating children and their family members to earn credits through service learning activities on the Farm, at the school or in the community. Activities are carried out on designated Saturday Work Days, usually by grade level. Work days also provide a wonderful venue to strengthen relationships within and between family members, friends and neighbors. Participants enjoy learning about growing and eating healthy and nutritious foods; about recycling and lessening the burden of waste on our environment; and about utilizing natural resources, especially solar energy, to impact their personal lifestyles. Credits earned equate to covering costs for students’ active participation in educational enhancements through specially designed grade level excursions. These costs include bus transportation, entrance fees and meals. Field trip destinations supported by Hoa ‘Āina O Mākaha are selected for their specific appropriateness and correlation to grade level curricular foci.

**Major support for the Mālama Mākaha Credit Work Program is provided by:**

- Nā Lei Aloha Foundation
- First Hawaiian Bank Community Reinvestment Program

**Number of participants in 2011:** A total of 459, with 198 adults providing 594 hours earning credits worth \$5,940; and 261 students providing 783 hours earning credits worth \$3,915 over the course of 11 scheduled work days.

**Total Participants in Educational Field Trips:** 177 students

**Field Trips Destinations:**

Polynesian Cultural Center, Pacific Aviation Center, Outrigger ‘Ohana Waikīkī West, Hard Rock Café, Magic of Polynesia, 6<sup>th</sup> Grade Day Camp

**Field Trip Participants**

Some of the highlights of this year’s field trips/activities include:

- 4<sup>th</sup> Graders visiting the Polynesian Cultural Center (PCC) where they learned about different traditions and customs in the “villages” as presented by actual practitioners. In traveling to Lā‘ie, where the PCC is located, many of the children ventured beyond their leeward coastal community to North O‘ahu for the very first time. They experienced different environmental characteristics of our island such as climate, temperature and terrain.
- 5<sup>th</sup> Graders at the Pacific Aviation Center and Museum viewed artifacts and read historical accounts of the December 7<sup>th</sup> bombing of Pearl Harbor that led the United States of America into World War II. Through the wonderful accounting of their docent, they were better able to understand the significance of other important sites such as the USS Arizona Memorial and the USS Missouri—Hawai‘i’s role in the military history of WWII, from beginning to end.
- 6<sup>th</sup> Graders enjoying their learning experiences at a Day Camp facilitated by Kanoa Kawai with support from his family and Hālau ‘Ike. They were eager participants in hands-on activities including ipu-making (traditional native Hawaiian gourd instrument used in hula), lei-making (flower garlands used to adorn them in their graduation ceremony), hula, laulau making (a traditional native Hawaiian food), and imu (underground oven) preparation and use. At their lū‘au that evening, they ate the food they prepared and cooked in the imu and danced a hula using their ipu made that morning.

Participating grade level students and teachers provided more in-depth descriptions of their experiences, personal reflections and original photographs and illustrations. These are available at our Hoā ‘Āina O Mākaha office, so please take some time to review these the next time you visit.

### **The Container Garden Project**

This project is an initiative that developed from within the Mālama Mākaha Credit Work Program. Families are engaged in learning how to establish, maintain and sustain portable gardens that enhance access to healthy foods in their households. During the course of a year, each family receives 15-20 containers depending upon the actual size of their household. Materials provided include the 5-7 gallon planter pots, soil, compost, and seeds or starter seedlings, watering cans, homemade organic pesticide, and a spray bottle. At six-week intervals, participants gather at the farm to share dinner and information facilitated by the coordinator. There are talk-story sessions, recipe creations and swaps, cooking demonstrations and more. Workshops teach and inform participants about composting and recycling, creating and using biocides, food growth cycles, harvesting, cooking and eating! One of the key elements of this initiative is that the project coordinator conducts regularly scheduled home visits with participants to follow-up on growth in the container gardens as well as of the family members’ own personal progress and general well-being.

With skills acquired through the container garden project, participants with adequate access to plots of land may even develop their own personal family food gardens or work in community food garden settings.

The engagement of families is a key component of all programs at Hoa 'Āina O Mākaha because we understand and recognize that education, personal growth and success are more highly valued by children when their families are actively involved with them, this is especially true for the Container Garden Project. The Container Garden project is designed to:

- Help meet families' need for healthy, affordable food
- Provide support to families making positive life choices
- Build and strengthen family connections
- Model altruism through *ho'iho'i* or "giving back" to those less fortunate in our community

**Major support for the Container Garden Project is provided by:**

- Hau'oli Mau Loa Foundation
- Bill Healy Foundation

**Number of participants and activities in 2011:**

Since October 2010 we provided five workshops to a total of 52 participating families. The program is still in progress. Recently awarded funds from the Office of Hawaiian Affairs (OHA) and the City & County of Honolulu's Community Benefits Program will support our goal of serving 100 families by 2012.

## **Challenges Faced and Upcoming Plans for the Nā Keiki O Ka 'Āina Program**

This year dealing with the weather has been one of our greatest challenges, with such a wet winter there were a number of days that the children could not come to the farm.

The pilot project for the third grade was surprisingly robust in both student and teacher involvement and commitment. With this success, however, we sensed growing awareness that our long-standing traditional program model for Nā Keiki O Ka 'Āina might require revitalization and fine-tuning. Grade level teachers (other than those of Ho'oulu I Nā Keiki) did not fully access the opportunity to utilize the Farm as much as they could or may have in the past. To a greater extent, we learned that much of this is due to the enormous challenges teachers feel they are facing in meeting requirements of the No Child Left Behind law, in addition to constant pressure to improve student performance in standardized test taking. Sometimes "going to the Farm" is deemed a luxury that the teachers feel cannot be afforded as it might take away from necessary classroom time that ultimately jeopardizes test scores. Our Board of Directors and staff with school administrators proactively reflected on this situation and made the decision to revise and update the overarching curriculum of Hoa 'Āina O Mākaha's Nā Keiki O Ka 'Āina Program. This may provide greater opportunities for the other grade levels to receive educational enhancement and support services similar to those received by the third grade in our pilot project.

We are, therefore, in the process of identifying and securing potential partnerships and resources to permit hiring of a curriculum specialist for the upcoming school year. This individual would be responsible for developing grade level appropriate curriculum encompassing suitable learning objectives; thereby making the entire Nā Keiki O Ka 'Āina Program a greater resource for both teachers and students. In July 2011, we are hosting a retreat to work with the teachers as we seek their input regarding curricular and structural changes necessary to entice and enhance their utilization of the farm. This occasion will also provide opportunities to orient new teachers to the farm and cultivate the development of a stronger working team and partnership.

### **Plans for Ho'oulu I Nā Keiki**

We will apply the lessons learned in year one to a new class of third graders. It is our aspiration to work with the teachers and incoming student cohort for two years (including matriculation and learning in the fourth grade). Students will spend one full day on the farm each week. Curriculum developed in Year One will continue to be refined. Classroom lessons throughout the week will be more strongly integrated with activities and experiences provided through curriculum delivery on the Farm. Additionally, an outcome evaluation of the project will be implemented.

**Ke Ala**

Ke Ala is best described as a classroom without walls. Schools from around the island of O’ahu have a day at the farm. The program targets pre-kindergarten through sixth grade students, although there are occasional visits by middle and high school classes as well. Curriculum delivery is adjusted so that the presentations and activities are age- and grade level appropriate, thereby ensuring relevancy and proper respect for our visiting students.

Ke Ala has hosted visiting schools to the Farm since 1996 and there is always a waiting list for this opportunity to experience our alternative learning format. More than 5,000 children each year are almost always first-time visitors; their teachers, who value our unique genre of applied and integrated educational activities, tend to be repeat customers. Hoa ‘Āina O Mākaha welcomes an average of 44 different schools through our Ke Ala Program annually. Despite a variety of public relations efforts and initiatives, word-of-mouth—or the “coconut wireless” among teachers—is proven to be our marketing tool.

Students are provided opportunities to observe and discover the living world around them by actively using their five senses. Their experiences are applied and integrated into their classroom learning, which we believe ultimately deepens their knowledge base.

<b>Ke Ala Goal</b>	<b>Objective</b>
Help students learn the interconnection of life on our ‘āina	Provide children from various schools across O’ahu with opportunities to learn about plant and animal life cycles and their importance and impact on our ecosystem through interactive, hands-on activities. Children will learn about the finite nature of our environment and why it is important to steward the land. They will also be able to participate in hands-on activities that permit experiencing many forms of renewable energy.
Provide and promote a deeper understanding and appreciation of native Hawaiian culture	Provide students whose social studies/ history curriculum is focused on Hawaiiana with hands-on, highly interactive lessons about the Polynesian triangle, ocean voyaging and migration, and traditional native Hawaiian land use and management.
Expose educators to experiential, more kinesthetic curricular delivery models and methodologies	Provide teachers with opportunities to explore interactive and metaphoric curriculum delivery methods that make learning in their classrooms more dynamic and subsequently have a greater impact on their students.
Improve and increase awareness of health and nutrition by introducing and promoting whole healthy foods and snacks in an enjoyable and exciting format that is fun-filled.	Provide children with hands-on opportunities to harvest vegetables that they will take home to eat with their families; and, during their visit allow them to taste fresh, healthy fruits.

**Major support for Ke Ala is provided by:**

- Kokua Foundation
- Friends of Hawaii Charities

**Ke Ala staff reflections for 2011:**

*Walking with the children in the farm and experiencing their sense of awe and wonder in everything they touch and see has been a great delight and learning experience for us. Their sense of revelation when they learn that papaya trees are both male and female – and we make that connection to them as boys and girls; and that goats have four stomachs! Their sense of tingling in their palms when they feed the ducks; their delight in seeing turtles; their screams of surprise when the fish are netted out from the fish tanks; and their sense of warmth when they pet the rabbits. Their feeling of playfulness when they discover that they can get a red color on their fingers from the lipstick tree; and their feelings of tenderness toward seedlings that they are going to plant in the earth. All these experiences connect them to the land and help the children discover that they are not alone in the universe – that they are not the only species in this universe and that everything and everyone is related, and thus gain respect for the land and all others that live on the land.*

*One of the best things for us is the good and harmonious teamwork between us and how we have continually supported one another in this program. We, of course, get a lot of support and help from the other members of the staff.*

*What we see in the future are changes in curriculum and remodeling of the animal structures and changes of personnel.*

*We see bigger area in the animal section where children can go in the structures to pet the animals, we see older children doing some alternative energy activities.*

*In the Nohonā (Hawaiiiana) curriculum we see that aside from concentrating on the kalo (traditional food tuber of Hawai'i and Polynesia), it is also important to be able to show the imu (underground oven) and how it is prepared, and to have something already prepared for them to taste together with the poi. Hopefully there will be time to demonstrate kapa (bark cloth) making.*

*Submitted by: Ceny San Pedro & Jeff Kiahā*

**Number of participants:**

Students: 3,355

Adults (teachers and parents): 650

Schools: 40 –

Schools on waiting list: 8

Because of the unusual weather, a lot of rainy days, we had to cancel many field trips. More than 400 children and adults were affected.

## **Challenges faced in 2011:**

Staffing is the biggest challenge for this program. With only two staff it is very difficult to accommodate all the schools who would like to attend.

## **Ke Ala Program Plans for 2011-2012**

In our Staff and Board reflections it was determined that next year will be significant as we pause and review our Ke Ala Program model. We will not be hosting schools in the coming academic year and instead will use this time to:

- Review, rewrite and create new curricula
- Upgrade facilities that include the animal husbandry area, outdoor classrooms and renewable energy demonstration sites
- Train new personnel (We are losing a core staff member in this program. Sister Ceny is being reassigned by the Maryknoll Order and will be transferring to work in Brazil)

The first six months will be dedicated to curriculum review (including the development of a renewable energy curriculum) and improving/building infrastructure. The second six months will focus on training personnel.

The outcomes we hope to achieve as a result of this pause are:

- Improved curriculum permitting expansion of program offerings to upper grade levels
- Integrated learning more closely tied to HI DOE core content and performance standards
- Well-designed renewable energy demonstration site(s), as requested by many schools, with a logistical plan and physical layout more conducive to teaching, learning and children
- Newly hired and properly trained staff to adequately address program delivery needs

## Key Infrastructure Improvements

**Sustainability:** Last year, with support from the **Hawaiian Electric Industries Charitable Foundation** (HEICF), we implemented Phase I of our renewable solar energy system and experienced an average daily reduction of 10 kilowatt hours (KWH) from the main power grid. This year, through the continued generosity of the HEICF, Phase II of the project was completed with the installation of an additional 32 photovoltaic panels. This effort increased our average daily kilowatt production by 28 KWH, bringing total production to 49 KWH. We require an average of 53 KWH to support the farm and its activities. This significant improvement to our infrastructure makes Hoa 'Āina O Mākaha virtually self-sustaining!

### Major support

- . **Hawaiian Electric Industries Charitable Foundation**
- . **HI Department of Health, Alcohol & Drug Abuse Division**



**A New Tractor** – With a gift from **General Atlantic Corporation** we were able to purchase a new John Deere, 43-horse power tractor to replace our well-worn Iseki tractor that we acquired secondhand, and used for the past 30 years. Having this new machine after the winter rains to help us with planting in our heavy soil was a Godsend and we are ever so grateful.

**A New Van** – With a gift from the **Omidyar 'Ohana Fund** we were able to purchase a community van to transport containers and other supplies to families participating in our Container Garden Project; to transport supplies for community gatherings; and to transport staff to and from homes where we provide support services.

## Financial Management

Changes in IRS 990 tax reporting forms and other requirements facilitated our efforts to improve our financial accounting and reporting capacity. During this program year we engaged an accountant on a

contractual basis to provide much needed services to upgrade and maintain our fiscal management system. It was also timely and appropriate for Hoa 'Āina O Mākaha to undergo our first external financial audit thereby providing a firm baseline and solid assurances of the organization's administrative and fiscal health. The result of our premier experience in undergoing a comprehensive organizational audit, with the absence of a management letter, attests to the high level of quality and proficiency in the excellent work that Fiscal Administrator Judy Seladis-Cocquio provided in her years of service to date. We express our true appreciation and recognize Judy for her outstanding work as she continues to unwaveringly support Hoa 'Āina O Mākaha.

## **New Publication**

Hoa 'Āina O Mākaha produced a ten-page booklet titled, **People are like Plants**. Created by author-in-residence Gigi Cocquio, with photos and graphic support from Pomaika'i and Judy Cocquio, this work is a reflection on how plants and people are truly interrelated, sharing similar life experiences and characteristics from birth to death.

## **Partners and Friends**

As a community-based organization we strive to be a good friend and an honorable host, and reciprocally, to enjoy the friendship of others and to be hosted warmly. People come to visit us from near and far. Visitors and volunteers continue to arrive from the University of Hawai'i at Mānoa's Kua'ana Native Hawaiian Student Services Program and its East-West Center; the Micronesian Community on O'ahu; Chaminade University, Kamehameha Schools, Merck Pharmaceutical, Macy's, Italy, Japan, the Philippines and more.

This year our annual OPEN HOUSE event was canceled due to heavy rain and thundershowers! It was the first time in 30 years, and we received dozens of calls from disappointed fans, supporters, friends and family members. Usually more than 1,000 people arrive at Hoa 'Āina O Mākaha to participate in the merriment and celebration featuring the children from the school next door as they share what they learned on and at the farm over the course of the year. We hope to be back on track in 2012.

## **Overall Challenges**

**Staffing:** Like many nonprofit organizations, Hoa 'Āina O Mākaha is doing so much with so little. Our overall budget is less than \$400,000 with a considerable amount allocated to farm maintenance, water and supplies. Unlike most nonprofits that may be forced to change the number of staff congruent with budgetary woes, staff at Hoa 'Āina O Mākaha remain committed and often work for the love of it. Wages are low, making recruitment of new staff particularly challenging. Adding to the staffing challenge is the values-based approach to teaching that is the heart of our organization's message. To

be a successful staff member at Hoa 'Āina O Mākaha requires a multitude of skills that include teaching, mentoring, hosting, and using an experiential approach to strengthen the teaching-learning process; imparting values of respect, responsibility and compassion. Training needs to be done through role modeling and mentoring, which takes not only the right person, but time.

So we struggle with how best to find and bring on new staff. A challenge we must face in this coming year as Sister Ceny prepares to leave for another adventure and Gigi hopes to play less of a hands-on role in operations.

**Tired Infrastructure:** Our goal is always to put as many resources as we can into serving the children and families, leaving our facilities short. The animal area specifically needs to be upgraded.

## Upcoming Plans

**In addition to the plans mentioned in the program summaries here are a few more—**

### **Renewable Energy Demonstration Center**

Our vision is to have a number of demonstration sites throughout the farm, many of which exist but need to be upgraded and made accessible to the children for manipulation and direct experience rather than passive observation. It is one thing to look at a solar panel on the roof and another thing to build a solar car that you can take home. In addition to the models and activities we will develop curricula that have specific learning objectives appropriate for elementary and middle school students. With this project we will have the capacity to demonstrate and teach about the following:

- Solar Energy
- Wind Generated Energy
- Biogas Fuel
- Sustainable Farming
- Recycling

We submitted grants seeking support to purchase materials and for curriculum development as we grow this project. Curriculum development includes lesson plans with age-appropriate learning objectives for elementary school children in each of the five content areas.

### **Succession Planning and Mentoring**

In this year of transition we hope to recruit, mentor, and train an individual who would step into the role of Director of Programs, thereby allowing our Executive Director, Gigi Cocquio, to assume a greater role as mentor with less responsibilities for program supervision and daily operations.

### Key Team Members

Pomaikai Cocquio, Farm Manager

Sister Ceny, Ke Ala

Jeff Kiaha, Ke Ala

Judy Seladis-Cocquio, Fiscal Administrator

Kumu Kiaha, Na Keiki O Ka 'Āina

Gigi Cocquio, Founder and Executive Director

Mariko Thompson, Board President

JoAnn Farnsworth, Consultant

Lilette Subedi, Ex-officio Board President

Lynn Okamura, Principal, Mākaha Elementary School

Kristin Risberg, 3<sup>rd</sup> Grade Teacher and Ho'oulu I Nā Keiki Pilot Project Co-Founder

Mahalo for your support

gigi cocquio