

KAUHALE: A SOCIAL ENTERPRISE APPROACH TO COMMUNITY EMPOWERMENT

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Summary

The word *kauhale* describes an extended family or community living and working within interconnected spaces fostering interconnected relationships. Kauhale O Wai`anae is a collaboration of different partners that are all working to empower Wai`anae youth through work and education. This project began in 2010 with funding from the W.K. Kellogg Foundation to support the development of vibrant collaborative learning contexts with diverse cohorts of vulnerable youth, and builds upon the two previously established and successful youth entrepreneurial programs, the Wai`anae Digital Media Hälau and MA'O Organic Farms. By synergizing these two schools of learning, they are developing a replicable model for more effective, long-term movement toward the systemic change needed to achieve youth and community transformation in Wai`anae. Kauhale O Wai`anae has created an interconnected network of social enterprises that aim to nurture and develop youth along a comprehensive pathway of educational and entrepreneurial immersion. There are three eduprise spaces within Kauhale that consist of a unique combination of project-based learning and revenue generating, enterprise activities: Searider Productions Academy at Wai`anae High School, MA'O Organic Farms and Mäkaha Studios. Through these outlets, the youth are exposed to relevant, project oriented and entrepreneurial pedagogy and practice.

Social Enterprise Model for Youth Empowerment

Over the past three and a half years Kauhale has developed its partnerships and programmatic elements in order to better implement their social enterprise model of youth empowerment and community development. There are key staff positions that help to counsel youth through their experience with Kauhale, both within the eduprise (intersect between education and enterprise) as well as within the Leeward Community College system. The education resource specialists (ERS) work with the youth directly at each site to provide an array of support; tracking grades in school and attendance at the eduprise; offering emotional and academic counseling and providing life guidance, which is often rooted in traditional cultural practices or knowledge. The Leeward Community College academic counselors and faculty are also an integral part of the students' matriculation through community college. All of the leadership staff, which includes the ERSs, business managers, Social Enterprise Director, Executive Director and others, works together across eduprise sites to develop and enhance the different internship programs.

Wai`anae as a community is considered to have more vulnerable youth than other communities around the state. Studies show Wai`anae Youth suffer from many social challenges: high rates of children living in poverty, high child abuse rates, and widespread school safety problems. The statistics for Wai`anae High School parallel larger community trends. The percent of students eligible for free or reduced lunch is 59 percent. The school has a dismal drop out rate of 32 percent. The Nänäkuli and Wai`anae schools have the highest and second highest rates of teacher turnover in Hawai`i. In general, Hawai`i has one of the lowest completion rates compared to other states and Wai`anae schools repeatedly rank as the lowest in the state. These schools also have low rates of graduating seniors applying and enrolling in college. Yet these Kauhale initiatives are demonstrating that the external negative forces, which leave limited economic choices, can be countered. Kauhale staff have strengthened existing relationships and developed new partnerships



throughout the community. These relationships include the Leeward Community College Campus, the West Oahu Campus and the Mānoa Campus of the University of Hawai`i, INPEACE, and Kamehameha Schools. These partnerships have resulted in increased support systems for the vulnerable youth of Wai`anae. Project support and partnerships have enabled Searider Productions to report an increase in the number of graduates going on to college from 30% a decade ago to over 60 percent over the last few years. There is also support from partners to help interns succeed in college.

Demonstrated Success

It is clear that the project is demonstrating substantial success at meeting the project objectives. They are demonstrating success in building education programs that allow youth to matriculate toward their higher education goals as well as success in developing the current social enterprise programs of MA'O Organic Farms, Searider Productions and Mākaha Studios into social enterprises with increased stability, continuity and sustainability. MA'O Farms has grown from 5 acres to 23 acres in production with plans for further expansion. There are two digital media sites hosting interns. Combined farm and digital media enterprises reported over \$800k in revenue for 2013. Since Kauhale began there have been 230 YLT interns. Over the last three years there have been 168 Youth Leadership Training (YLT) interns at the three sites admitted into the program and college. Increasingly interns are completing their AA degrees and continuing on in school to achieve their BA degrees. The project goals achievements are further made evident by the transformation expressed by the youth themselves.

Interns Grow into Leaders

The Youth Leadership Training (YLT) internship is articulated as kuleana (responsibility)-based leadership and the YLT interns learn and grow through the unique eduprise spaces that are the heart of Kauhale. The eduprise or edupreneurial spaces, either organic farming at MA'O Organic Farms or digital media production at Mākaha Studios and Searider Productions, are the spaces where the interns learn through doing and find mentorship through working alongside their peers and key staff. The interns are becoming leaders and developing different styles of leadership. They are dedicated workers, learning to appreciate school, and are truly committed to the goals set before them, whether it is working on the farm or aspiring for a college degree. These students have learned important and transferable skills such as time management and life balance, communication skills, social skills and conflict resolution skills. These skills help them to create the foundation that is necessary for their current and future success. There is evidence of students changing various elements of their lifestyle, from sleeping habits to eating habits, to how they spend their free time. Students are internalizing the concept of sustainability and incorporating elements in their life in order to practice sustainability. There is evidence that students have become more community-minded and that they understand the larger implications for the work that they are a part of. These students want to be a part of positive change for their community.

The interns are mentored to become more responsible for their success by viewing themselves as an asset that is worth investing into. As the interns internalize this value they begin to take on more responsibility for their immediate 'Ohana by stepping up within the edupreneurial spaces to lead their peers and take more



ownership over the enterprises. It is through this growth that the interns begin to feel responsible for their greater community and become involved in leading community change. All the while interns are learning transferable skills through managing and operating each enterprise. The organization invests into each YLT intern through a tuition waiver to the local community college and a monthly stipend for their work at the eduprise site. Kauhale is the vehicle for which the youth can realize their power and harness it in ways that challenge them to grow beyond what they may currently expect of themselves and think they are capable of. By having more youth matriculate and graduate from the internship program the youth become the drivers of these unique eduprise spaces that are both producing revenue and providing an 'auwai for students from K-12 into college.

Youth Empowerment & Community Development

The youth are recognized as the source of power to help transition the Wai`anae community toward a connected, sustainable, resilient and thriving future. As the youth are empowered to be resilient, thriving, and contributing citizens within their community, the community will in turn become empowered and self-determined. Through both the formal educational 'auwai (pathways, pipelines) as well as hands-on edupreneurial learning (intersect between education and enterprise), young people will grow into agents of change. Kauhale O Wai`anae is a collaboration of multiple partners that are all working to empower Wai`anae youth through work and education. By Kauhale consisting of eduprise or edupreneurial spaces, a unique combination of project-based learning and revenue generating, enterprise activities, the different enterprises become the engine that propels Kauhale's empowerment model. Each eduprise is a unique space for interns to develop transferable skills and also a lifelong love of learning. At the same time these spaces are creating viable employment and developing local agricultural and digital media industries through training the interns to be top professionals in each field. For example, Searider Productions and Mākaha Studios internship programs build the foundation for both academic success and professional preparedness as students are engaged in real life projects, working with clients in the community and driven by deadlines.

The interns of Kauhale demonstrate on a daily basis how they are becoming the change that they would like to see in their own community. This demonstrates the power of the Kauhale philosophy as they attribute their personal growth to the mentorship provided and the higher standards expected of them within the unique edupreneurial spaces. The interns come to understand their own empowerment through the Kauhale 'Ohana, which is an organization based in strong relationships. Interns become leaders through acting as leaders as interns are provided opportunities to teach younger interns on the job, ranging from technical skills to communication skills. The youth learn how to become stronger mentors as they nurture their own power and strength. They realize their own strength by being pushed in the eduprise spaces and this helps them to aspire to achieve higher goals and expectations for themselves. This is the generational approach to community change manifesting in the interconnected Kauhale 'ohana. The interns articulate how they are starting to see themselves as agents of change and learning the value of education in the act of attaining a degree that provides avenues of agency in the broader community. The students see the value in their own self-growth, which is inextricably linked to acting through self-empowerment. Interns articulate that they see themselves as the change agents and they are finding the support within Kauhale to push their own self to excel in school and in work and engage within the community.



Introduction

Wai`anae as a community is considered to have more vulnerable youth than other communities around the state. Studies show Wai`anae youth suffer from many social challenges: more children living in poverty, high child abuse rates, and school safety problems. The statistics for Wai`anae High School parallel larger community trends. The percent of students eligible for free or reduced lunch is 59%. The school has a dismal drop out rate of 32%. The Nānākuli and Wai`anae schools have the highest and second highest rates of teacher turnover. The schools repeatedly rank as the lowest high schools in the state. Hawai`i has one of the lowest high school completion rates compared to other states and Wai`anae schools rank lowest in the state. Currently success for Wai`anae youth is not clearly defined as the public schools continue to underserve and disserve students, and students that are successful despite the systemic failures, tend to leave Wai`anae in order to apply their skills in the job market elsewhere. Kauhale is generating definitions of success that reinvent a traditional Hawaiian context of wellbeing within a 21st century landscape that is marked by a market-based economy and standards-based education. As will be shown in this evaluation each eduprise is a unique space for interns to develop transferable skills and also a lifelong love of learning. At the same time these spaces are creating viable employment and developing local agricultural and digital media industries through training the interns to be top professionals in each field. In the high school Searider Productions and at Makaha Studios the foundation for both academic success as well as professional preparedness is developed as students are engaged in real life projects, working with clients in the community and driven by deadlines. They have achieved the project goals as laid out in the original proposal.

Project Goals:

- Consolidate partner organizations into a cohesive movement to build capable programs.
- Transform individual youth programs/projects into broader multi-generational community-wide social change endeavors.
- Enhance enterprise programs to grow increased stability, continuity and sustainability.

Evaluation Approach

Our design relies heavily on qualitative methods to address the evaluation questions in greater depth. Previous evaluation reports have relied heavily on capturing the stories though the realization has become increasingly evident that our reporting cannot fully capture these stories. Increasingly the video reporting of the interns document the impact of the project in ways that the narrative accounts of evaluators cannot capture. The evaluators utilized qualitative methods interviews, focus groups and observation following the goal laid out in WCRC's proposal to Kellogg:

Our goal over the three-year grant is to provide an indigenous framework of evaluation that utilizes conventional practices through the lens of a contextualized, place-based, and established Hawaiian worldview, presenting a unified, cohesive and focused values-based process of inquiry and knowledge development (WCRC 2010, p31).

The focus on using the digital storytelling captured by interns is meant to honor indigenous ways of knowing. Storytelling is a method of evaluation that revolves around narrative descriptions and metaphors.



Storytelling as a method of evaluation is described in the AIHEC Indigenous Evaluation Framework Workbook, (2007). Kawakami et al (2007) assert that evaluations of projects in “indigenous communities must (a) be viewed and implemented in the context of a specific place, time, community and history; (b) promote and practice an indigenous worldview and (c) facilitate collaborations that embrace both cultural and academic perspectives” (p.319). The emphasis on using videos grounds the evaluation in these ways. The intent is that through their voices the context of Kauhale and their worldviews are more fully captured and that the process has resulted in a collaborative and participatory evaluation process.

Linda Tuhiwai Smith in *Decolonizing Methodologies* emphasizes the contrast of indigenous methodologies in that they approach cultural protocols, values and behaviors as an integral part of methodology. Her last edition has a revised chapter entitled Getting the Story Right, Telling the Story Well. She concludes the chapter stating that “there are no neutral spaces for the kind of work required to ensure that traditional indigenous knowledge flourishes; that it remains connected intimately to indigenous people as a way of thinking, knowing and being; that is it is sustained and actually grows over future generations.” (p.226) The use of excerpts of videos that interns, staff and students captured both for other purposes as well as specifically for the purposes of this evaluation report is meant to value these voices and more clearly articulate what Kauhale is achieving.

Data Sources

The data collection methods included structured and unstructured interviews, focus groups, observation, surveys, review of documentation and tracking current and past students in the MA`O and SP intern program as well as students in the SP academy. The YLT interns have been interviewed individually and through focus groups at various times both at the beginning and various times during the internship and during exit interviews. Surveys have been administered to all YLT interns and to all juniors and seniors at SP. Evaluators, staff and interns viewed archival videos and photos to determine which excerpts would best capture the project’s elements. In addition staff, evaluators and interns discussed additional videos that could be produced to further tell the story of Kauhale. What you will see is the stories they want others to hear. We have also tried to contextualize the stories and provide some potential insights and lessons that can be gained through listening to these stories.

This report will use narratives, data, videos and photos to demonstrate how Kauhale is addressing the evaluation questions:

1. In what ways did youth experience positive learning outcomes through activities funded through *Kauhale O Wai`anae*?
2. What structural and personal barriers do the project youth encounter in applying, enrolling and succeeding in college? Is there a relationship between participation in the Kauhale project and the rate of enrollment in institutions of higher learning?
3. What internal and external factors influenced the implementation of the project objectives?
4. How effectively did the project implement this social enterprise model for workforce development?



Kauhale philosophy:

Kauhale O Wai`anae is a community driven re-development initiative... [That] immerses Wai`anae Youth in culturally relevant enterprises, utilizing both sustainable agriculture and digital media to instill academic and entrepreneurial competencies. It also serves to promote appropriate and vibrant economic development on the Wai`anae Coast (<http://kauhaleoWaianae.com/>).

The founders of Kauhale represent a movement that is fueled by a deeply rooted philosophy. While the individual programs differ the underlying philosophy is a unifying theme. This philosophy weaves together an array of relationships, spaces, programs, tools, and technologies in order to simply *grow the youth of Wai`anae*. The youth are the source of power that will transform the Wai`anae community towards a connected, sustainable, resilient and thriving future. As the youth are empowered to be resilient, thriving, and contributing citizens within their community, the community will in turn become empowered and self-determined. Therefore the programmatic vision is sought through mentorship in spaces that combine education and enterprise, learning through doing. Through both the formal educational `auwai (pathways, pipelines) as well as hands-on edupreneurial learning (intersect between education and enterprise), young people will grow into agents of change.

Kauhale, collaboration between MA'O Organic Farms, Searider Productions and Mākaha Studios can be described as a collective of youth leadership training initiatives, yet it is much more. Kauhale is a movement that is growing through the relationships that make up the Kauhale `ohana. There are many moving parts that work collaboratively and also autonomously. There is a great deal of faith placed within relationships and trust is essential in order for the collaboration to solidify, adapt and grow. The leadership is empowered to make decisions and act on the best interest in the moment because of this trust. The leadership team embodies empowerment and this is imperative as they are the mentors for the youth, leading by example in their commitment, engagement, intention and reflective care for the Kauhale `ohana.

We are creating community members, community development, community builders, strong men and women, strong parents. . . We place faith in our youth to guide, how we place faith in our staff to try new ideas and to try different things.

Four years ago the three organizations came together to form Kauhale because of their deep respect toward one another's commitment to community empowerment. The digital hālau views the agricultural hālau as an older sibling in the development of the college internship program and the agricultural hālau views the digital hālau as the older sibling in developing the high school `auwai. These two hālau are learning from one another and this learning takes place because of the trust, loyalty and respect that is built and sustained in their relationship toward one another. This is kuleana-based leadership in action. It is because of their relationship that they have responsibilities toward one another. Kuleana is collaborative... We are a community made up of families. And through the collaboration their assets grow, their power grows. It is also pragmatic for these organizations to come together and form one kauhale because this makes it easier to replicate and evaluate programs within the system. Because Kauhale is constantly pushing at social change there is more force and power through their collective commitment. Kauhale also creates a space for



practitioners to inspire one another as they continue to push the bar of what is possible for their community. It is through this that the leadership staff finds strength to push themselves and grow the Kauhale model.

You realize that kind of positive energy and that kind of building of identities is way more powerful than what we are used to, even in our internal organizations.

Change requires committed people taking responsibility for themselves and their community. This is why the flagship program within Kauhale, the Youth Leadership Training (YLT) is articulated in kuleana-based leadership. The interns in this program are mentored to become more responsible for themselves by viewing themselves as an asset that is worth investing into. The organization invests into each YLT intern through a tuition waiver to the local community college and a monthly stipend. As the interns internalize this value they begin to take on more responsibility for their immediate 'ohana by stepping up within the edu-preneurial spaces to lead their peers and take more ownership over the enterprises. It is through this growth that the interns begin to feel responsible for their greater community and become involved in leading community change. Kauhale is the vehicle for which the youth can realize this power and harness it in ways that challenge themselves to grow beyond what they expect of themselves and what they are capable of. By having more youth matriculate and graduate from the internship programs the youth become the drivers of these unique edu-prise spaces that are both producing revenue and providing 'auwai from K-12 students in to college.

Therefore Kauhale takes a generational approach to overall community empowerment and this is a philosophical underpinning on multiple layers. The staff view themselves as creating the "blueprint", "building the ship", "laying the foundation" and creating the spaces so the youth that are currently coming up and going on to four year colleges, masters programs, more self-determined and becoming committed to their community will eventually captain the ship. A legacy is being born that will take generations to fully realize. It is because of this understanding of generational transformation that Kauhale insures its longevity as a driver for change in the community. Kauhale is alive, it is an organism that is growing and the more that the youth become empowered in these spaces the more Kauhale can grow, adapt and aspire to better the community of Wai`anae more and more.

Another layer to this generational approach is that Kauhale seeks objectives that are two fold: to both empower the marginalized Wai`anae youth while also creating the industries along side youth development. This is a phased approach in the sense that Kauhale is striving and succeeding to build sustainable industries through reciprocity with the youth. The youth are empowered through their work within the edu-prise spaces and through their empowerment they propel the social enterprise engine so that more youth can matriculate through the 'auwai. It is a social enterprise because there is both a non-profit arm and a for-profit arm; the enterprise revenue feeds into the non-profit to create more resources for the programs. The interns drive the edu-prise spaces and they gain this footing through mentorship, which helps them decide and understand how to create a vision for themselves and work toward it. This leads them to actively change themselves, how they relate to their family and then eventually drive community change. Furthermore, as more youth are empowered through the 'auwai the more entrepreneurs there are dedicated to building up the local Wai`anae economy, which will hopefully lead to a diverse array of edu-prise opportunities for future youth.



The youth are an integral asset for the social enterprise model.. Learning to value themselves as assets worth investing into, the youth produce within their eduprise and then receive an investment in their individual education from the profits of the enterprise. Therefore, the more productive the enterprise becomes also means then more youth can enter the program and benefit from Kauhale's investment. Higher profits for the enterprise means more financial wealth to invest back into the youth of Wai'anae. When the enterprise flourishes the youth flourish. As the youth learn to value the investment into their own education, they also learn their responsibility or kuleana to their 'ohana that is investing into them. The youth become the vital assets because the harder they work and the more they work the more they are able to produce for their community and the more they learn the value of their personal investment. Therefore there is a reciprocity between the youth and the eduprise spaces, the harder the youth work and the more they become engaged in the spaces, the more they are empowered to make meaningful contributions toward the work and the sustainability of their community. The more that they see the value of their work and contribute then the more eduprise space's longevity is strengthened.



This philosophy weaves together an array of relationships, spaces, programs, tools, and technologies in order to grow the youth of Wai'anae. The youth are the source of power that will transform the Wai'anae community towards a more connected, sustainable, resilient and thriving future. As the youth are empowered to be resilient, thriving, and contributing citizens within their community, the community will in turn become empowered and self-determined. Therefore the programmatic vision is sought through mentorship in spaces that combine education and enterprise, learning through doing. Through both the formal educational `auwai (pathways, pipelines) as well as hands-on enterprise learning creates the eduprise or edupreneurial space (intersect between education and enterprise), where young people grow into agents of community transformation.



Description of Kauhale Programs:

MA`O Organic Farms Youth Leadership Training (YLT) *immerses cohorts of students in reviving cultural stewardship values while growing Hawai'i's organic agriculture sector through culturally and commercially relevant farming practices, school-based organic gardening programs that teach contemporary agriculture science in the context of traditional Hawaiian culture, and entrepreneurial-agricultural-educational youth leadership training*

Kauhale YLT interns, the cornerstone of the Kauhale youth empowerment social enterprise model, work 20+ hours a week in their specific eduprise or edupreneurial space, either MA`O Organic Farms, Mākaha Studios or Searider Productions. Through their work they receive a monthly stipend and a tuition waiver to Leeward Community College (LCC). These spaces are referred to as eduprise or edupreneurial because they represent a unique combination of project-based, team learning incorporated into revenue-generating enterprises.

Searider Productions Academy is the digital media academy located within Wai`anae High School. Students major in one of three media majors: digital media, video production and journalism. Through applied project-based learning students meet their high school requirements while also learning technical and creative media skills. There are several Kauhale programs that exist within the SP academy that offer students more opportunities to enhance their skills and take on additional leadership responsibilities. SP YLT college interns are based in the high school where student interns aid the teachers and also help to produce revenue for the department.

Mākaha Studios (MS) Youth Leadership Training (YLT) recruits college-bound graduates from Searider Productions. Mākaha Studios is a media production company that produces original content and content for hire. The YLT cohorts are immersed in the fundamentals and business of storytelling, journalism, print and digital media arts, production and post-production to give them the skills, knowledge and experience required to pursue their chosen career and educational pathway (<http://kauhaleowaianae.com/programs>). The founders of Mākaha Studios are mostly graduates of Searider Productions high school academy that have left the island and chosen to come back to Wai`anae to form this social enterprise.

In addition Kauhale offers programs to high school students such as the Fall/Spring Break Internships where students are selected to participate in a one-week internship. Students are chosen based on their perceived potential for developing their community consciousness. The main goals of the internship are to encourage the students to explore college opportunities and expose them to college Kauhale programs. The internship is run like a mini-YLT, students go to MA`O Farms and Mākaha Studios to work along side the YLT interns. Along with working, the High School interns visit colleges around the Island. Once the students complete the internship they are assessed based on their daily reflection papers and provided feedback, helping to establish mentored relationships.

As one can see each eduprise is unique. The last three and a half years the key staff and matriculating interns have worked across enterprises to create the language for the various enterprises to become one, in the sense of their common mission to grow the youth of Wai`anae. It is through common programmatic components that each site has found common ground over the formation of the Kauhale collaboration.



Programmatic Components:

Over the past three and a half years Kauhale has developed its partnerships and programmatic elements in order to better implement their social enterprise model of youth empowerment and community development. There are key staff positions within and outside the organization that help to counsel youth through their experience with Kauhale, both within the eduprise as well as with in the Leeward Community College system. The education resource specialist (ERS) works with the youth directly at each site. The ERS' provide an array of support. Everything from tracking grades in school and attendance at the eduprise; to offering emotional and academic counseling; to providing life guidance, which is often rooted in traditional cultural practices or knowledge. The Leeward Community College academic counselors are also an integral part of the students' matriculation through community college. All of the leadership staff, which includes the ERS', business managers, Social Enterprise Director, Executive Director and others, works together across eduprise sites to develop and enhance the different internship programs.

Mentorship

The business managers at each site are integral to mentoring interns in developing the skills necessary to both produce for and manage their respective enterprises. And as the YLT model solidifies through each matriculating cohort, the peer mentorship component continues to be strengthened. For instance, the first cohort of YLT interns at Mākaha studios, cohort 6, worked directly with the business manager to learn all aspects of the digital media business. As each new cohort enters into the eduprise space the older cohorts then trains them. To illustrate, Keoni Fernandez directly trained cohort 6 in all aspects, and cohort 6 then mentors cohort 7, cohort 7 mentors cohort 8, which will continue on. Keoni is still present to assist the other cohorts and offer guidance. And furthermore, each cohorts learning is genealogical connected to Keoni, yet educated by their older peers. This is the similar model that has developed at MA'O, the flagship YLT program. The importance of the relationship between the staff and the interns is paramount to Kauhale's success. Also, in the literature this relationship has been cited as vital for community transformation. "Strengthening local youth and adult relationships could potentially be a successful strategy for addressing community issues and a tremendous learning process for both youth and adults. However, adults all too frequently perceive youth as most often in need of assistance rather than being community assets" (Jones & Perkins 2006, 91). The staff represents to the youth what is possible, the students can see living examples of adults following their passion, working and raising a family in their community. And yet it is also crucial that the staff view the students as key leaders in the success of Kauhale. The youth are seen as the assets that the adult leaders are investing into to ensure the vitality of their community. It is a reciprocal relationship, a sharing of power that is crucial for everyone to feel that their time and commitment is valued as they work collectively toward community transformation (Jones & Perkins 2006).

Peer Mentorship

The edupreneurial spaces are founded on hands-on, collaborative learning and peer mentorship. Therefore



the YLT program is based on a cohort model where students enter the program as one large team or family. If Kauhale is thought of as a family then each cohort may be likened to siblings. Before students are fully accepted into the program they must complete the Summer Ramp Up (SRU) program. Part of the intention with this time is to help students build relationships amongst their cohort. Throughout their time within the YLT internship, students tend to bond most strongly with their cohort. On the farm the cohort model is key to creating the spaces for peer mentorship. The cohort model creates the natural progression for the older interns to teach the new interns.

Through MA'O's 12 years of experience in developing the YLT program they have been able to refine the model. Introducing the Step Up Internship (SUI), where the older YLT apply to become SUI and directly lead their younger peers in the daily farm production. As cohorts 5,6 and 7 have started to attain their AA's and move on to four-year degrees the SE model has expanded to accommodate more students to take on leadership roles. For instance, when MA'O lost a farm manager they decided to create more spaces within the auwai. The farm manager position was broken up to create multiple co-manager positions for outstanding graduates of the YLT. As the co-managers take on more responsibility the farm manager is able to step into other roles such as outreach and continuing to expand the YLT model to other sites and help other communities develop their own edupreneurial models for youth empowerment. Currently MA'O has three co-managers and recently hired their first student to graduate with a BA to be the farm manager to oversee all production.

In 2012 Cheryse Sana, who is the first graduate of the program, graduated with her Bachelor's of Arts in Hawaiian Studies from University of Hawai'i Mānoa. Cheryse was promoted to Farm Manager/Director of MA'O Organic Farms. At this time Cheryse took on the overall management of farm operations, promoting the social mission of the venture while advancing the business position of the enterprise itself. Cheryse is the embodiment of the Kauhale narrative. She is one of the youngest organic farm managers in the country and is an example of the power of the Kauhale auwai. The youth farm is now fully operated and managed by the youth. Cheryse has been working as farm manager for the past year and continues to reflect on the daily practice of the work. She is deeply reflective in how to continue to improve the enterprise while also continuing to build strong relationships amongst the interns. Cheryse is dedicated to helping her peers find their voice and reach their dreams. She is dedicated to her community and embodies this in her daily work.

In addition to creating the co-manager position, in the past two years Kauhale has also created the Ho'owaiwai Youth Leadership Training (HYLT). This is for outstanding YLT graduates that show more of an aptitude for programming and administration. HYLT interns work with the administrative staff and take on more administrative duties, learning skills from internal evaluation such as database management and program assessment, to curriculum development and fundraising. There are currently three HYLT representing outstanding YLT graduates from both the digital hālau as well as the farm hālau.

The interns of Kauhale demonstrate on a daily basis how they are becoming the change that they would like to see in their own community. This demonstrates the power of the Kauhale philosophy as they attribute their personal growth to the mentorship provided and the higher standards expected of them within the



unique edupreneurial spaces. The interns find through the Kauhale 'ohana, an organization based in strong relationships, that they become leaders in their ability to teach younger interns on the job, ranging from technical skills to communication skills. The youth learn how to become stronger mentors as they nurture their own power and strength. They realize their own strength by being pushed in the eduprise spaces and this helps them to aspire to achieve higher goals and expectations for themselves. This is the generational approach to community change manifesting in the interconnected Kauhale 'ohana. The interns articulate how they are growing to see themselves as agents of change and learning the value of education in the act of attaining a degree that provides avenues of agency throughout the broader community. Also they demonstrate that they see the value in their own self-growth, which is inextricably linked to self-actualization and empowerment. Interns articulate that they see themselves as the change agents and they are finding the support within Kauhale to push their own self to excel in school and in work and engage within the community.

Time and again interns expressed the importance of mentorship for their own success, particularly in helping them to achieve personal empowerment. They attribute this to understanding that they find strength in themselves through their commitment to their extended 'ohana. One co-manager expressed, I stand not only for myself but also for the people that I work with at the farm or in my community.

Having that mentorship from a lot of people is making me think a lot about how to build my community and the future for people in Hawaii in general, people who live here. . .

The interns are becoming leaders and developing different styles of leadership. They are dedicated workers, learning to appreciate school, and are truly committed to the goals set before them, whether it is working on the farm, making films or aspiring for a college degree. YLT interns are learning important and transferable skills such as time management and balance, as well as communication skills, social skills and conflict resolution skills. These skills also help them to create the bonds that are necessary for their success. There is evidence of students changing their lifestyle from sleeping habits to eating habits to how they spend their free time. Students are internalizing the concept of sustainability and incorporating elements in their life in order to practice sustainability. There is evidence that students have become more community-minded and that they understand the larger implications for the work that they are a part of. These students want to be a part of positive change for their community.

Summer Ramp Up (SRU)

Summer Ramp Up is a pre-internship program intended to introduce students to both the rigor of college level courses as well as to learn hands-on the responsibilities expected of them at their respective eduprise sites once they become YLT interns. Each summer the program is refined based on learnings from the previous summer. This past summer (2013) the SRU program was offered to 48 potential YLT interns. It was an intensive seven week course consisting of Summer Bridge courses offered at Leeward Community College Wai'anae campus along with a congruent worksite internship. Through this seven week program SRU interns are immersed in the challenge of managing both their work responsibilities with academic responsibilities. The work schedule is similar to the YLT intern work schedule, where SRU interns are mentored by YLT and



SUI interns, which are overseen by co-managers. For the academic component the Kauhale staff work with the LCC-W staff to create the curriculum, teach the classes and assess the students through the Summer Bridge program. Students take three intensive non-credit courses two days a week, learning Hawaiian Studies, Study Skills & English, and a third course split between a Leadership course and learning Hawaiian traditional protocol. Both at the worksite and in the classroom Kauhale staff and potential interns can assess if the YLT internship is a good fit for each individual candidate. Successfully completing SRU most often leads to entrance to the YLT.

This past Summer Ramp Up several additional components were added to enhance the experience for the potential interns. In addition to the worksite internship and the Summer Bridge classes students were required to participate in a 2.5 study period every Wednesday afternoon. LCC-W hired four Kauhale interns as peer mentors for the summer. The peer mentors, ERS and SRU instructors were all available to assist the students during this mandatory study time. Students also had access to all of the LCC-Wai'anae services such as computer labs, academic advising and writing tutors. By the end of the summer 33 interns advanced into the YLT program. In the past the students have gone on field trips to cultural sites along the Leeward Coast, this is part of helping students to see their community differently, to see their community as an asset. This past summer Kauhale was not able to go on the field trips due to the larger numbers of students. The education team is hopeful that in the future they will be able to continue with the field trips through more advanced planning and communication.

The Summer Ramp Up program ended with a ho'ike (to show, exhibit), where students were able to share their learning with their family and the broader Kauhale 'ohana. The ho'ike this year was presented as an Art Galleria Showcase, where students were prompted to challenge the negative stereotypes of the Wai'anae Coast through an art project and personal statement. The students transformed an area on the farm into an art gallery and presented their work with pride to the visitors that admired their art.

Over the years Summer Ramp Up is becoming more grounded in culturally relevant pedagogy. This is demonstrated through the ho'ike galleria show, introduction of Hawaiian protocol to summer bridge curriculum, continued improvement of the Hawaiian Studies course, and the introduction of the leadership course, which has a community-based leadership focus. By grounding the introduction of praxis in a Hawaiian cultural identity helps students to wrestle with their own identity, their place in this world and gives the students a space to find their identity and in hand their voice. Juxtaposing a Hawaiian worldview with a Western worldview helps students develop their critical consciousness (Oyler 2012). A major component of SRU is to shift students perspective in not only viewing themselves as an asset worth investing into, but also to come to see their community as an asset. By deconstructing the negative stereotypes of Waianae students come to critically understand the narratives that aid in perpetuating inequities and a deficit framing for a paternalistic social service culture. Kauhale then takes this critical questioning a step further and asks students what they can do to address the problems within their community (Oyler 2012, 83). In order for students to engage in social change they first must be able to critically analyze social phenomenon to understand how to act in the most effective ways.



IDA program

Another programmatic element of the YLT internship and Social Enterprise model is the Individual Development Account (IDA) program. This is a program offered to YLT interns in their second year in the program. The students voluntarily opt in to the program. The commitment is to open a savings account and deposit at least \$50.00 a month into the savings, or \$25.00 each pay cycle. This money is then matched 2:1, so each \$25.00 a student deposits, Kauhale deposits \$50.00 into their account. The money must only be used for something that a student can argue will help them with their education. This means that it can be for anything from tuition to purchasing a computer to a car. Students that are disciplined and stick with it are able to save thousands of dollars toward their educational pursuits. This program is another example which helps to demonstrate to students that as Kauhale interns they are an asset to the community and worth the investment. The students are also required to take a nine-session financial literacy course that takes place over the 10 months of their second year in the YLT.

Community Food Security Certificate

The YLT internship at its core resides in the intersection between entrepreneurship and education, i.e. hands-on, applied learning. The eduprise sites are a natural intersect between classroom learning and real life application. Having a mission founded on justice, students are engaged with issues that affect their community and then called to action to create positive change. This is enhanced by the Community Food Security Certificate (CFSC), as the students work toward their AA at LCC; they are also then required to attain the CFSC. The curriculum of the food security certificate combined with the praxis of producing organic food and telling local stories helps students to raise their own consciousness, which in many cases motivates them to action. Education as raising ones consciousness is beneficial toward students engaging in collective action with their broader community (Oyler 2012). To complete the certificate students are required to complete a capstone project, which is focused on researching a problem in their community and offering solutions. This past spring students researched a wide array of issues, from students dropping out of high school, to health issues such as high rates of diabetes, teen suicide, to industrial food monopolies and GMOs. The research project is based on problem-solving and students are challenged to offer possible solutions for their community.

This then, is an invitation to see the world in all its complexity, to analyze how it came to be this way, to listen to others who have ideas about amelioration, and to engage in collective action to make the world a better place (Oyler 2012, 86).

Kauhale is actively engaging students in retelling the story of their community. Summer Ramp Up, The YLT program, peer mentorship, the IDA program and many other programmatic elements come together to help students raise their critical consciousness so that they can act and eventually rewrite the narrative of Waiānae (Oyler 2012). In many ways it is in the day-to-day operations where this critical consciousness is being developed. Such as in the daily check out circle, students inviting other students to engage in community activities, talking about local issues as interns weed in the fields. It is also in the daily practice. Kauhale is actively changing the dominant story that Waiānae has undesirable land by growing food and telling the story.



As the interns internalize this value they begin to take on more responsibility for their immediate 'ohana by stepping up within the edupreneurial spaces to lead their peers and take more ownership over their respective enterprises. It is through this growth that the interns begin to feel responsible for their greater community and become involved in leading community change. Kauhale is the vehicle for which the youth can realize this power and harness it in ways that challenge themselves to grow beyond what they expect of themselves and what they are capable of. By having more youth matriculate and graduate from the internship programs the youth become the drivers of these unique eduprise spaces that are both producing revenue and providing a pathway from K-12 to college.

Therefore Kauhale takes an intergenerational approach to overall community empowerment and this is a philosophical underpinning on multiple layers. Intergenerational interconnection “serves to build a higher degree of relationship networks across ages while simultaneously maximizing the potential for community mobilization” (Jones & Perkins 2006, 105). Over the past three years the staff have viewed themselves as creating the “blueprint”, “building the ship”, “laying the foundation” and creating the spaces for the youth. As the youth currently coming up go on to four year colleges, graduate programs, create their own enterprises, become more civically engaged and more self-determined they then will take on navigating the ship, finding new horizons for the community to work toward. A legacy is being born that will take generations to fully realize. It is because of this understanding of generational transformation that Kauhale insures its longevity as a driver for change in the community..

Positive Learning Outcomes experienced by students through Work and School

Kauhale is moving toward redefining the meaning of workforce development. The focus is on creating community-based sustainable industries that reflect the values and traditions of the place. Sustainability is understood on multiple layers: socially, economically, environmentally and culturally. Sustainability in this sense is about justice and creating a community-based economy that is grounded in local values and redefines wealth beyond financial assets to a more holistic understanding. This is in line with the idea of a living economy (Shiva 2005, James & Schmitz 2011). Such as a thriving eco-system, where the people of the place receive an abundance of wealth in regards to food and other resources because of their love and care for that place. It is with this vision that Kauhale is working to develop the industries that reflect the values and traditions of the Leeward Coast, and in this sense “worker” development is really about youth empowerment. Kauhale interns learn through experience a wide arrange of transferable skills, learning in an authentic context is vital for teaching skills that will be applied to collective social change (James & Schmitz 2011). Therefore Kauhale is implementing their SE model toward workforce development in the sense that Kauhale is growing leaders that feel both empowered and also accountable to others in how they choose to engage and act within their community and beyond.

It is through engaging with the SE model that not only are the students matriculating through college and gaining valuable skills that can be applied to local budding industries (Agriculture and digital media), interns are also then learning transferable skills and experiencing positive learning outcomes that will help to enhance all aspects of their lives, their families wellbeing and the strengthening the community.



It is clear that the youth are experiencing positive learning outcomes. The Partnership for 21st Century Skills proposes that students need a framework that combines life and career skills with learning and innovation skills if they are going to master the multi-dimensional abilities required of them in the 21st century. The interns are in a program that emphasizes these skills and values as well. Within the following narrative we will describe in depth the learning outcomes through the participant voices using the following categories of life and career skills, learning skills and innovation skills. We will also be highlighting how the interns are integrating the specific project goal of communal sustainability---the value of re-establishing communal aspirations in a way that is consistent with the values of aloha 'āina. We will use the voices of the youth to demonstrate how they are learning and developing these concepts and skills:

- Leadership and Responsibility
- Communication and Collaboration
- Initiative and self-direction
- Communal Sustainability

Leadership and Responsibility: *Kauhale is growing people*

The summer of 2012 Ho'owaiwai Youth Leadership Training (HYLT) interns, co-managers, and a few Youth Leadership Training (YLT) interns from cohort 5 came together to organize the 1st Kauhale Annual Youth Summit, a weekend intended to engage the youth of Kauhale in order to build stronger relationships through meaningful and transformative activities. All of cohort 5, 6 and a handful from cohort 7 joined the HYLT and the co-managers for two days to talk story, play games, learn about protocol as well to learn from one another. Through different group activities interns explored and expressed their personal aspirations for themselves and their community. Interns spoke of deep concerns for their own community and articulated clearly the changes they aspire to create.

The summit has officially become annual as this past summer SUI from cohort 7, with help and support from cohort 6 and the ERS, organized and hosted a second Kauhale Youth Summit. This past summer the theme was "initiating change" with a focus on team bonding activities. The activities centered on how to move from learning to action. One activity, titled "I can help with that," students were asked to make commitments to each other in how they were going to change themselves or work toward change in their community. Their peers then offered commitments to how they would help them achieve that goal. The organizers invited key social change leaders from the community to help inspire the students as they take steps to act on their future goals. At the heart of the event is the opportunity to bond with each other. At its core Kauhale is about relationships, and the Youth Summit is an opportunity for interns to bond across hālau and strengthen bonds within hālau. The energy ignited at the Youth Summit carries forward as the older interns begin to teach the new entering interns how to run the enterprise.

This annual youth summit demonstrates how the youth are engaged at a level where they understand the mission of Kauhale and embrace the call to be the change they want to see and to help create positive change throughout their own community. The interns see that at the core of this is the importance of strong relationships. One YLT intern reflects:



Once you have the bond within the group or within the organization everything else is going to slowly follow.

Therefore, a common theme woven throughout the summit was the older interns desire to help the younger interns to be successful and thrive. The theme was memorialized in the informal slogan for the weekend, rooted we shall rise.

The interns find strength in the interconnected relationships of Kauhale as they push themselves to balance work and school and family responsibilities. The interns attribute a deeper self-awareness to higher expectations felt from the older staff. The staff is conscious of the example they are setting, desiring to be an example for what the interns can aspire toward and become one of within the community. Through this generational approach the community becomes vital for the individual interns personal growth. As the interns aspire toward higher goals they also tend to express a feeling of kuleana or responsibility for their community, whether that community is viewed as the Kauhale 'ohana, their immediate 'ohana, or the broader Wai'anaee 'ohana.

The interns expressed nuanced perspectives to their kuleana, which shows as one co-manager expresses: *We all have the same goal but we all have different parts and different ways to get there.* Yet overall the older interns expressed a deep kuleana (responsibility) to the generational approach to community development. Specifically interns expressed feeling a responsibility in helping to mentor the youth recruited into the YLT program and helping them to find their voice, while also advocating on behalf of them in the broader community. One co-manager spoke of his kuleana to encourage students to help students succeed in school and at work. *Don't think you have to stand by yourself because you have all these people standing there with you. We understand just as much as you, we are all together.* Older interns shared how essential it is to let the younger interns know how important they are and that their roles do matter. One older intern feels she can help by relating to the younger interns personal struggles and then through this becoming an example to follow. Another HYL intern expressed the importance of listening to younger interns:

I feel that my role is to connect with the interns on that personal level. A lot of them come up to me and present their problems and I just listen and give them as much mana`o as I can. I just feel like that is my place.

The Kauhale staff model leadership and mentorship in their relationships with the interns and this empowers the interns to become peer-mentors to the cohorts coming up behind them. A number of interns attributed their success in school to the good friends that they have within Kauhale that help to encourage them and provide that family support. The older interns find great joy in seeing younger interns grow. They can see that they personally are part of larger efforts to create positive change in their community. *Just being a part of their transition and helping them better their education; it's an awesome experience to watch that.* When interns discussed what leadership meant to them a number discussed being a leader as being a teacher, being a leader is teaching others what has been taught to you. The interns work to share their knowledge and lead by example by following the example that has been set before them.



Many interns are experiencing leadership roles for the first time and many expressed being scared or nervous about leading a group but are learning through practice that they can be fair and effective leaders by challenging themselves and being reflective. One intern states,

In the end they really do make you become leaders, because I recently stepped up and took on a leadership position. Something I never thought I would do if it had ever been offered to me. It really changed my perspective of what it means to be a leader and what it means to take on the responsibilities of being responsible for other people and things like that. It really changed me a lot in that sense.

At each of the sites the interns are expected to take on leadership responsibilities. Some interns are selected to take on the role of Step Up Interns (SUI), which comes with additional tasks and responsibilities. Some of these responsibilities consist of SUI teaching and mentoring younger students. The next level to aspire to after SUI is a co-manager position, which essentially means the youth are running the enterprise operations. One intern expressed that overall the more she has gotten involved the more she has gotten out of the experience. She attributed the speeches and the staff sharing their experiences as inspiration for her to push herself to be a better leader. Another student feels that he is an effective leader by leading through the example he sets. This intern also understands the importance of being a more active leader and explained that because the interns are all put in different roles amongst different people that he was often able to learn by watching others... Learning from each other. It's probably the best skill.

When asked the questions "What kind of leader are you?" there were a wide array of responses, which shows that Kauhale is helping to bring out students personal strengths and challenging them to grow in areas where they would benefit from critique. It also shows the hands on, experiential approach to helping students learn not just what a leader is but what kind of leader they can be. A couple of interns felt that they were strong supportive leaders, helping others to be an effective leader by supporting them from behind the scenes. Another explained his style is to turn negatives into positives and give lots of positive reinforcement to motivate the other interns. This same person also explained that leadership is situational and sometimes he feels he must become a bit more assertive in how he relays information. Through being challenged in leadership roles both the Kauhale interns recognize that they are also then learning how to be mentors and help others to grow and learn.

A common discussion throughout the interviews focused on the interns transition from viewing the farm or digital media work as a job they go to purely for income to a place that they are committed to and motivated by. One intern states,

I was just here to go to work and go to school and get my degree. I wasn't planning on doing SUI (Step Up Intern) but then when I got asked then I kind of felt like I had potential and needed to do stuff like that. So it kind of boosted my confidence to work here, work more on this farm than I usually do.

Successful interns are not only committed to their work and school work, along with this they understand that to be successful they need a strong work-ethic and this is something that they apply to their work at the different sites. Many students expressed that they used to not understand the value in working hard but



this is something that has changed. They also recognize that they have become more organized due to the necessity of organization while working at the farm and school. And there is also the understanding that working effectively within the group, which takes organization, is necessary in order to accomplish tasks and get things done.

Communication & Collaboration:

As the interns internalize the mission growing the youth they feel a sense of self-empowerment as they take charge of their own personal growth. Interns discussed how they see that they have changed throughout their time with Kauhale. One co-manager spoke of how she is better able at opening up to people, where as before she was more closed off and would choose to remain silent. She, like others, attributed finding her personal voice through strong mentorship. And like many, another intern says that she used to be shy and quiet and that working on the farm has helped her to come out of her shell and see her potential. *I came to the realization that if I really do care it is better for me to say something then not, to say nothing at all.*

Many of the students shared that they were shy and introverted in high school and because of Kauhale they are more open and comfortable talking to groups of people and being assertive in sharing information. Students are learning social skills and how to communicate effectively. One student attributes working in different groups to helping her open up, *I am very introverted most of the time. So having to be put with a lot of different people it kind of challenged me to be a lot more social. And I had the hardest time because I only socialized with people that I knew so sticking me with people that I don't know taught me how to have more social skills.*

A number of interns described how their relationships are much stronger now than before and how they are more deeply developing their future goals. One intern discussed aspirations of being a teacher, another a farmer, another a professor. Whatever role they personally aspire to become, they all understand the importance of education and attaining a higher degree. There are a number of interns that see themselves as the change agents in their community. *We are going to initiate the change and create the action. We need to initiate change.*

Interns expressed the feeling that Kauhale gives them the opportunity to give back to their community in meaningful ways. Interns are out in the community testifying against rezoning prime agricultural land; advocating for healthy communities by educating people about the realities of domestic violence; participating in community symposiums that bring together community practitioners from different fields; as well as presenting at conferences across the country to promote systemic change. For example, a number of students are proud of their efforts against the potential rezoning of prime agricultural land for light industrial development along the Leeward coast.

One student discusses how her involvement in speaking out against the purple spot helped her to change. *What has changed for me on the farm was the dedication and the participation actually in things that's going on with the farm outside of the farm. . . .getting involved within the community and off of the farm, stuff with our co-workers, socializing with our co-worker. . . .s.* Students worked with outside organizations such as the



Concerned Elders of Waiʻanae to actively resist the rezoning of the purple spot from agricultural to industrial land. This effort is an example of how students are raising their critical consciousness and also actively working with others to advocate change, which is crucial for community activism (Oyler 2012).

By utilizing a cohort model YLT interns learn many skills through group work. For example by working in groups interns learn how to better handle conflict. In many instances students expressed that the interns became closer to one another through experiencing conflict and learning how to resolve the conflict in a healthy way. Many students expressed that their experience with hoʻoponopono brought them closer to their peers and to the staff. (Hoʻoponopono is the Native Hawaiian tradition to resolving conflict.)

And also through hoʻoponopono, we had a lot of those. The meetings that we would have together. I think those were really good and what showed everyone's maturity. Sitting in the room, listening to everyone's point of view, there is always laughter and then there is crying. It was good though being able to handle it in an adult way.

Conflict is approached as an opportunity for growth and transformation. For example, when there was a group meltdown the ERS facilitated a discussion where she had each person on the team describe what a team meant to them and then she had each intern draw what a team looked like to them. Each team member was then asked to share and interpret what people were expressing. It is at this point that the group was able to connect to the issues and work through them because they were able to address clique dynamics, and identify that more open communication was needed.

Developing communication skills is stressed at all the sites. Communication with their peers as well as communicating with outsiders is emphasized as an important skill. One student noted how he is learning how much he really enjoys teaching others and his confidence comes from his knowledge gained from his experiences working as an YLT intern. One can observe the co-learning that takes place in the different sites as older interns teach the younger interns skills.

Initiative & Self-Direction

The further that one matriculates through the Kauhale ʻauwai (waterway, pipeline) the more empowered they become and the more engaged in the broader community they become. Yet even upon the first year or so in the program interns develop skills and assets that are transferable to all aspects of their life. Some of the interns interviewed expressed that they either never liked school or they used to be indifferent toward school. Although many of them knew they wanted to go to college, they only saw the importance of the degree itself and not necessarily the potential in the process of learning and going to school. Many explained that their perception of school has changed and now they are excited about learning and continuing their education, some of the interns that have now graduated from the program envision themselves going on to get a masters, which is not something they envisioned for themselves when they were graduating from high school.



One intern explains,

I never liked school. I couldn't wait to get out of high school, but still I wanted to go to college because I wanted a good career and a better life. And after being in MA'O and learning how much hard work you have to put into being a farmer and being a leader I realized school is just another part of that and it requires just as much hard work that you have to put into and that you have to be willing to keep pushing forward no matter how much you don't like it, same with farming.

When school is a struggle the interns attribute overcoming adversity to the support of their mentors. One intern at SP explains College has been a struggle at times. Mr. O'Connor has helped us learn new habits and not to procrastinate. I am learning so many things in this role. I can be a mentor to others. Another intern at the farm expresses,

I think the people that I work with at MA'O. . . I see them, [they] went to college and they are doing something that they like... And I know that they all went to college, they all got their MA in something. And they went through the whole process, a lot of research, studying, homework. Things that I don't like to do but it's just something like anything in life, the thing you don't like to do sometimes is a must.

Others expressed how they changed through their experience and these changes helped them to succeed in school. One shares that transitioning from high school to college helped him to envision how to prepare for and envision his future.

There was a lot of maturing that took place. Or that needed to take place. I just feel like there is more of a connection from college to life. High school just seemed like a life experience, something you are just going through, it didn't feel like a real preparation. But going through college it really seems like it is preparation for what I want to do after, for life itself, the whole atmosphere of it I guess. Everyone there is willing to learn.

Many of the interns understand that to succeed in school takes discipline and hard work. One student explained that his experience working on the farm helped him to gain this perspective about school.

Just the farm work itself. Just understanding the operations of the farm. Understanding and knowing if you don't plant one field every week, two weeks from now you are going to be scraping for stuff. This whole concept works with school, understanding that if you fell behind, if you don't do one thing now it's gonna come back eventually. . . Its not the exact same process as school but it is very similar.

Another student has gained a sense of determination through this experience, she now feels empowered to find her way no matter what it takes. Before this experience she may have let the financial burden of school prohibit her from enrolling. Now she says,

I am determined. I will find my way there. I found MA'O, I am going to find something else, or MA`O found me but I am going to find something. . . That's why I am just looking for jobs, looking for different scholarships that can help and I am just putting myself out there and going for it... I am more willing to put myself out there, out of my comfort zone. My determination from MA`O boosted so much because I would push myself to continue and its more so because I think I have been able to see the foundation of the farm and like how far we have come now.



Time Management & Life Balance

In addition to commitment and self-motivation many students shared their own struggle to learn time management skills and learning to balance school, work and their personal life. A number of the students shared that their experience working helped them to learn time management skills. One intern explains,

they showed me I can balance work and school, its not hard, you just have to make the effort and that's one of the big things I was scared of, going to work and going to school.

Being a part of a cohort and working in small groups creates the opportunity for students to learn from one another. Interns learn how to improve their leadership skills by observing one another; students pick up study tips from each other and help each other in many ways. As they work in groups the interns motivate each other to persevere.

Being in the cohort it teaches you a lot about yourself and how you view yourself and your own values and things like that. . . .because being in a cohort you find that support and your able to open up and you see what your problems are and people help you through it.

A number of students expressed that they learned time management skills through working with their co-interns, being in class together and learning from each other's mistakes.

I kind of learned from my mistakes from that to try even harder so then if one of the girls on the farm can take seven classes and do SUJ and go to all these meetings and be in clubs and she got A's, I think I can do it. But I think my downfall was probably slacking off. Another states, I do better in the classes that I have fellow interns inside my class. Cause then if we are stuck on a problem then we help each other out. Or if you are lazy then they force you to go to class. It's like a team effort.

Others add:

The connection [helped balance school and work]. And that goes for anything, even on the farm, if we need help we can ask anybody. So it carries to school, same exact thing, anything.

It's probably the most fun and best job I have had because you get to work with peers and during work you talk about what you did over the weekend or what you are going to do tonight but you also talk about what's hard with your classes, your assignments. . . the most important thing to me probably is that we are killing two birds with one stone, we study during work, we will be washing vegetables and be testing each other about our class that we have.

Communal Sustainability: *I see that I can better myself through my culture*

The organization helps the interns to find grounding in their culture. Like with ho'oponopono, it is through cultural practice that the interns see how they can become a better person. Also the interns are learning to see the connection between the different industries within Kauhale from a Hawaiian perspective, both the importance of storytelling and farming, as cultural practices. By telling the stories and growing the food the



enterprises provide nutrients for the body, mind and soul. For example, one intern discussed how storytelling is important for passing on knowledge and creating the positive images to help re-shape the community. Interns also discussed the importance of growing food for the overall community's well being.

Kauhale has introduced Native Hawaiian protocol, oli or chants, into the daily operations on the farm and in other Kauhale facets, for example this is how the interns welcome guests to the Kauhale spaces. The interns feel that the protocol helps to bring meaning to their daily work. Some interns are challenging themselves to speak Hawaiian daily, and they also see that they mentor through the Hawaiian language. Specifically some of the HYL T and co-managers feel it is their role to teach the younger interns how to take ownership for cultural revitalization and empowerment. One co-manager comments that he feels his personal kuleana is in continuing that initiative to give everybody here a more cultural experience. The co-managers use Hawaiian words to facilitate discussions at checkout around interpersonal issues such as mihi (forgiveness). You learn [through culture], you learn how to be yourself. One intern describes the importance of the word Kauhale and how the Native Hawaiian meaning helps to ground the work they do: In the old definition of it Kauhale is the community center, the meeting place for all the people, not just one group.

In the future Kauhale will be something to fight for... It is a generational chain reaction.

Kauhale is creating a network model for more enterprises to take shape and prosper. This is a community-based economic development approach and the interns understand the need for different roles within a community in order to create economic sustainability. One intern described Native Hawaiian systems and how people each played a different role in order to ensure the wellbeing of the entire collective. This intern then connected the importance of different roles needed in the modern context. She sees how Kauhale can help facilitate this. We need all those parts back in our Kauhale. . . What I learned is that in every community every person has their role and it is really important for them to know that role. This is part of a larger understanding of sustainability. For example sustainable farming practices has helped to foster students' connection with their ancestors and see the potential generational impact of decisions made today.

This is part of my culture and I am glad that I did learn it because I like farming. And I love being able to grow my own food and enjoy it. And it's like something to teach the later generations. . . It's just like that saying if you give a kid a fish then they eat for a day, if you teach them how to fish then they will eat for a lifetime.

The generational perspective is evident when asking the interns what they envisioned for their community's future. The industries Kauhale is creating are necessary for the sustainability of both the land and the people of Wai`anae and the interns understand that this importance must be taught and passed down from generation to generation to ensure sustainability. Interns are seeing the changes that they aspire toward as they see more students graduating high school and college. When asked about the future an intern comments I see a community that supports their kids to go to school and want something more out of what we can just offer them now here.



Knowing that the interns are a part of something positive in their community is a source of pride. The interns see how they are changing the narrative of what it means to be from Wai`anae and also are proud to be connecting and making a difference with their fellow community members. One student explains,

When I went to LCC for the first time you see people don't think people from Wai`anae can do good. . . . I'm gonna do better just because that guy said that. That's what pushed me to have better grades, values, not trying to prove somebody wrong, just try to change their perspective. . .

One student expresses gaining strength through her classes at LCC and how Kauhale has helped her to take charge of her own personal development.

I have spiritually changed a lot. Cause of the classes I am taking at LCC, the more trials and tribulations I go through the more its like a test of who I am. And what I am doing on this farm, you got to keep going for those who don't have nothing or those who are going through diabetes and stuff. So everything is worth it, working out here and going to school. Learning different stuff to broaden my views on everyone's life and I am only in the beginning part but you know. . . I see where I am trying to go. It's amazing where I am going.

Through this generational perspective students see the bigger picture as well as their personal role within it and their responsibility in also helping others to identify their personal role. It is a "generational chain reaction." One co-manager explains,

we all want the younger generations to be successful and thrive but what we all need to understand is that we all have a role.

One of the common themes amongst the interns interviewed was a strong identification and connection to the Wai`anae community and a desire to want to change the existing dynamics. Although it is probably slightly different for every student, a common trend is first there is the connection to their peers, then the staff, and gradually they are driven by the broader connections they make, and finally see themselves as agents of change. A number of students see themselves coming back to Wai`anae after completing their education. They see themselves as future teachers, counselors, pastors or ministers and professors. They want to be in positions where they can teach others what they have learned and change disparaging community narratives.

It is not only about education . . .it is about good food, good health and it all connects. It really does all connect and I really want to be there to talk about it and be there to let people know and educate people.

Students are demonstrating their empowerment through their ability to manage and operate their respective enterprises while matriculating through school, going on to achieve degrees, organizing the youth summit, taking on leadership roles within the organization, broader community, and beyond.

Two interns from MA'O Cohort 5 are now Kauhale externs, working at Nānākuli High School through a partnership with Kamehameha Schools. One of the externs describes her new position:



I was given the opportunity to participate in an externship with Kamehameha Schools Ka Pua Initiative also as a student Intern. The work that I am currently doing with Ka Pua involves a lot of community interaction such as being a mentor at Nānākuli High and Intermediate schools Sustainability Academy and participating in community meetings. While working at the high school it is my responsibility to help the teachers build up the student's knowledge, interest, and engagement in community, organic agriculture, and college. We built and maintain a garden with the students and host guest speakers from the community to inspire students and present them with examples of community leaders. Also we take them on field trips to sites along the Waianae coast to give them hands on experience. When not at the school we are at the KS Community Learning Center at Nānākuli. It's here at the learning center where we participate in community meetings and college workshops, which we host for students and their families along the coast of Waianae. During these meetings we try our best to address the needs and concerns of the community and then create action plans or provide resources to solve the problems.

She goes on to explain how Kauhale has helped her to excel in her new role in the community:

Because of Kauhale I was able to first gain confidence in myself to establish connections with the people and organizations within my community to help better the community itself. Kauhale established a solid connection and foundation with Kamehameha Schools, which then allowed them to develop this externship. The skills that I have gained from Kauhale involve communication skills, time management, facilitation, and overall planning and organizing of events. I took these skills that I had gained with me to my externship and now I am in a phase where I am sharpening and continuing to develop these skills. Kauhale provided the foundational stepping-stone for me to continue to move up and grow within the different organization of my community. The goals of these organizations is to better the community of Wai'anae and to increase the number of students who pursue a higher education. This is something that I am passionate about and Kauhale has continued to provide me with many opportunities to pursue this passion. For that I am very grateful.

Kauhale Overcomes Barriers through Partnerships and Collaborations

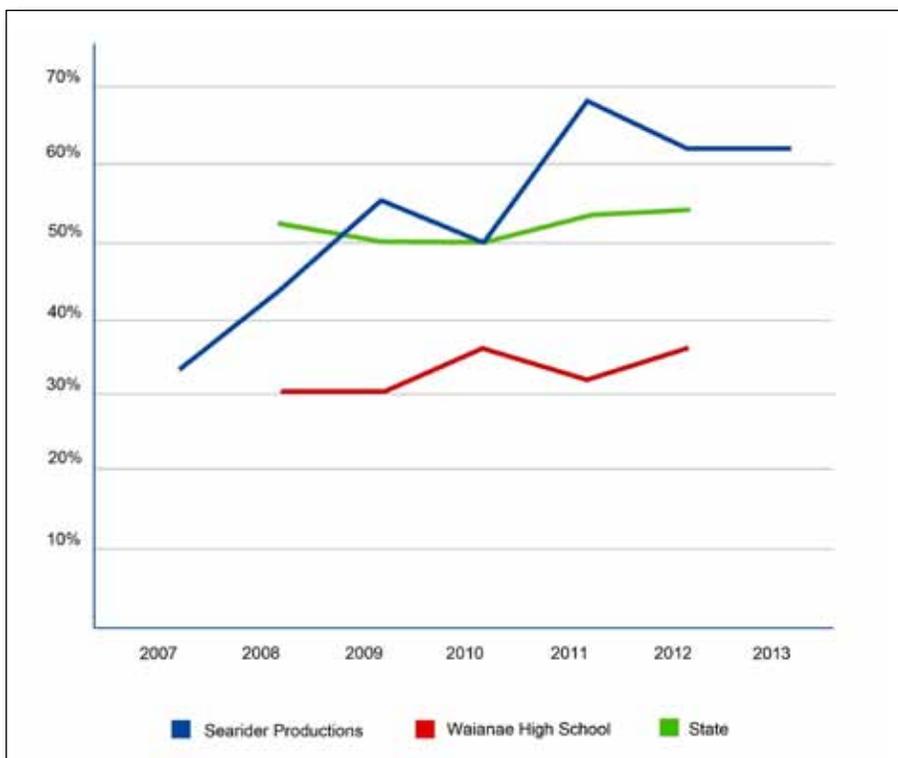
In general the Waianae youth have not been meeting the indicators for success as defined as completion of college and high wages. It is clearly a problem that the public schools continue to underserve and disserve students. Many students that are successful tend to leave Wai'anae in order to apply their skills in the job market elsewhere. Kauhale is making a difference in changing not only the perceptions of Waianae but also the graduation and enrollment statistics of Kauhale participants clearly demonstrate positive results.

There has been a dramatic increase in college enrollment at Searider Productions over the last five years. It demonstrates the power of the initiatives that the program has initiated. Searider Productions through various initiatives have resulted in increases in college enrollment. Linda Tanaka has been instrumental in developing programs and curriculum with the teachers at SP to create a college-bound culture for the students of Waianae High School. While the Kauhale partnership with Waianae High School, through the Kellogg Foundation funding, has enabled her to work directly with Searider New Tech Academy digital media students, this has also set the parameters for Ms. Tanaka to pilot programs that now are being scaled up and implemented to



benefit the entire school population. Tanaka brought in partners and new programs. She has helped bring in programs to promote a college culture. For example she brought in Running Start, a federally funded program through Gear Up, which is a partnership between WHS and Leeward Community College (LCC). These are dual enrollment courses taught at the high school with Leeward Community College instructors. Students who attain a C or better in the course receive three transferable college credit and one high school credit. Currently Tanaka is working with the Searider New Tech Academy teachers to develop and administer a college preparation course that will now be required for all seniors. When Ms. Tanaka first started creating and implementing these programs within SP, SP had similar graduation and college entrance rates as the entire WHS population and both were around 30 percent. Now 60 percent of SP students are entering into some sort of post-secondary degree.

The success is due to specific project activities of additional counseling on college, working with teachers, support of SP instructors and developing relationship with other educational partners. In 2011-2012 surveys of SP seniors a high proportion of seniors at SP report the intent to go to university or college though over 90% also report that they need help on financial aid applications. Although on surveys most students indicate that they are aware of the necessary steps to reach their goals, when interviewed it is apparent that most do not know the necessary steps nor have they accessed the resources available. Most students do not come a home environment nor does a college culture exist at Waianae High School. Tanaka's work with the teachers has created this culture at Searider and the graph below demonstrates what can be done. The principal at WHS has indicated that he intends to continue to support this initiative post Kellogg funding.





Kauhale staff have strengthened existing relationships and developed new partnerships throughout the community. These relationships include the Leeward Community College Campus, the West Oahu Campus and the Manoa Campus of the University of Hawai`i, INPEACE, and Kamehameha Schools. These partnerships have resulted in increased supports for the vulnerable youth of Wai`anae. Wai`anae as a community is considered to have more vulnerable youth than other communities around the state. Studies show Wai`anae Youth suffer from many social challenges: more children living in poverty high child abuse rates, and school safety problems. The statistics for Wai`anae High School parallel larger community trends. The percent of students eligible for free or reduced lunch is 59%. The school has a dismal drop out rate of 32%. The Nanakuli and Wai`anae schools have the highest and second highest rates of teacher turnover. The schools repeatedly rank as the lowest high schools in the state. Hawai`i has one of the lowest completion rates compared to other states and Wai`anae schools rank lowest in the state. Yet the different initiatives are also demonstrating that the external negative forces can be countered.

The relationship between Kauhale and the University of Hawai`i West Oahu is a powerful example of how Kauhale is influencing educational institutions of the State of Hawai`i. Kauhale has had a unique effect on the development of the University of Hawai`i West Oahu (UHWO) campus. Through their partnership the former Chancellor embraced the social change messages of Kauhale and has worked hard to ensure that the UHWO campus infrastructure is energy-efficient and built with sustainable materials. All those interviewed at UHWO speak of the influence that MA`O has had in developing a new program and curriculum. Professor Monique Mironesco has been working with MA`O and has the highest regard for their dedication in helping to develop of the Sustainable Community Food Systems concentration. They have partnered with Kamehameha Schools to bring a subject matter expert in the field to work at developing the concentration and working with the interns at the farm. Dr Albie Miles has begun teaching courses in Spring 2014. This program is being modeled as UHWO and Kauhale work together to design a new agro-ecology program for Hawai`i. It is through these conversations that UHWO is considering how they can extend the `auwai for the YLT program from the associates degree to a bachelors of arts or science. The plan is also that the campus will be both a student-run farm as well as another Kauhale- MA`O edu-prise farm space. The edu-prise farm will be leased to Kauhale and will generate profits that will go to pay for students' stipends. Kauhale and UHWO are working together to solidify grant funding for programs.

The partnership between UHWO and Kauhale has helped the University to consider more deeply issues of retention and drop-out rates for students along the Leeward Coast, particularly Wai`anae. In order to combat the poor statistics UHWO is looking at more cooperative program designs where joint initiatives can lead to more cutting edge, engaging, project-based learning. UHWO really sees the key to student development in the power of mentorship, which is exemplified within the Kauhale model. It is through their partnership with Kauhale that UHWO aspires to be the best at project-based applied learning to help build the local workforce and the overall local economy for a more sustainable, self-sufficient Hawai`i.

The other partnership at UHWO involves Searider Productions. Chris Lee, a long time advocate of the abilities of the SP students and who developed the Academy for Creative Media at the University of Hawaii Manoa campus has obtained positions in the field of digital media at UHWO. These positions are intended to develop



a new digital media program. Such a program has long been a dream of the students at Searider Productions to have an advanced program on the Westside that they could attend.

Another longstanding partnership is with LCC-Wai`anae. In the Fall semester of 2011, Wai`anae High Schools Searider Production Program started articulating with Leeward Community College (LCC) to have the compass test administered to the seniors in the Searider Production Program. The compass test is the placement test used by the community colleges to place students in English and Math courses. Students from Wai`anae high school have a history of being placed in the remedial courses for English and Math. By providing the test in the school, the test can be given earlier and LCC can provide a diagnostic review for those students who score low in the placement exam. Once the diagnostic review is completed, the students can then focus in the areas that they perform poorly and retake the test. There has been a marked increase in the number of youth scoring higher on the test and being able to be admitted in higher level courses. This is one example of the partnership between LCC, Waianae High School and Kauhale. This is one way that the partners are addressing the frustration of youth taking multiple remedial courses that often lead to dropping out of school.

There are many positive comments from the Kauhale Educational Resource Specialists and the students about the teachers and mentors at LCC Waianae. They feel that having this satellite office in Waianae with teachers and advisors that understand and care about them helps them to succeed. In the Fall semester of 2012, to promote college readiness the Searider Productions Program initiated to have a Running Start program at Wai`anae High School. The Running Start program allows students to earn high school and college credit. Working with Leeward Community College, Wai`anae High was able to offer students a college credit class in Psychology to be taught at Wai`anae High School. The director of Leeward Community College at Wai`anae in conjunction with Gear up and Wai`anae high school was able to fund 25 students who will take the course during the spring of 2013. Searider Production was also able to partner with the Wai`anae Comprehensive Health Center to administer the mandatory TB test in school which is a requirement for admission.

Also in line with college readiness, Wai`anae High School Searider Productions Program has partnered with Queen Lili`uokalani Children's Center (QLCC) and Kamehameha Schools to have a workshop on financial aid for Searider Productions seniors and families in the Spring of 2012 and Spring 2013. Searider Production provides the facilities, Kamehameha Schools personnel administers the financial aid workshop, and QLCC provides coordination and meals to the individuals who are administering the financial aid.

There are many examples of partnerships between the project the University of Hawaii, the Community Colleges, other non-profits in the community and private organizations. All the partners and others in the community interviewed respond with admiration for the founders of Kauhale. Candy, Gary and Kukui are admired for their work. They are frequently honored for their work by community organizations as leaders who are making a difference in Hawaii. They get multiple visits and requests from organizations to visit their sites and bring others to experience the project. The relationships with chefs, restaurant owners, digital entrepreneurs, funders and other community leaders also exposes the Kauhale youth to different leadership approaches and an appreciation of how valued Kauhale is in the community. The youth gain new appreciation for the work by hearing how these leaders are inspired by the project.



Challenges

There are many reasons why interns drop out of the program. Some cite personal reasons, others find balancing school and work difficult, and some youth are released for failing to maintain academic standards. In the past there has been a higher drop rate due largely to a lack of students being college ready and being released for failing to meet academic standards. It is clear from tracking data that although some interns drop out of the program they still continue in school or return later. In interviews youth often admit that they were unprepared for college and face many challenges they hadn't expected. They do report that the mentoring they receive from staff has been important. One of the positive outcomes is the higher GPAs that a number of students are able to attain. The success that many interns achieve is due to stable staffing, and both new and strengthened initiatives to support interns. New procedures are constantly being implemented to address issues. Procedures such as grade checks, mandatory counseling and study sessions have helped address some of the problems. At focus groups the interns unfortunately still express how they have made mistakes by not going to class, missing assignments etc. but that they have learned from these mistakes though in some cases they go on to repeat these mistakes. It is clear that college represents a new culture and the balance between work, school and home is often difficult. Sometimes because they value their work site more than school and they lack planning skills they have made choices that have resulted in negative consequences for school. There is often not a home environment that values education. The students recognized that staff support is invaluable to their success and although they understand that self-motivation and discipline is necessary for success, they also realize that they would not feel this internal strength if it was not for the mentoring that they have built with the staff and knowing that they can go to different staff members with issues and concerns and feel supported.

Conclusion

The Kauhale initiative has made substantial progress toward project goals. In three and a half years each of the three sites have built strong programs. Through the application and manifestation of Hawaiian sciences and technologies within a 21st century context Kauhale situates itself to take the lead in the emerging green economy, both through mālama 'āina (taking care of that which feeds or farming) and mo'olelo (storytelling). The project has become known throughout the state as an innovative model making a difference in the community. Kauhale is raising the bar for the students of the Leeward Coast, pushing beyond a deficit model that perpetuates a culture of poverty to help students confront injustice with real skills and tools that enable the youth to build their community beyond current limitations. Because each eduprise is organic, complex and always evolving toward new aspirations Kauhale has a pluralistic identity where success cannot be defined by simple outcomes (Miller & Wesley 2010). It is clear from the narratives and actions of the youth that they are experiencing multiple positive learning outcomes. The social enterprise model for workforce development that the project has implemented is a model that should be replicated in other communities. It is demonstrating how at youth risk can overcome the educational and structural barriers succeed in school and develop leadership and workforce skills. It is clear that some interns are not prepared for college and drop out of the program. Some return to the project later, some drop out of the program and continue in



college, others decide college is not for them at this point. It is also clear that the lack of preparedness is a responsibility of the educational institutions and the community at large. The W.K. Kellogg grant has been a major factor contributing to overcoming these challenges and making the successes of the program possible. The project leaders have found grants to help in the transition from the grant but long-term support is critical to developing the potential of this model to make a difference in the Waiaanae community.

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Word Glossary

Ōlelo Hawaiian

Ahupua'a - watershed system creating naturally demarcated land divisions

Āina - land, that which feeds

Hālau - meeting house

Hana - work

Hō'ike - to show, exhibit

Ho'oponopono - to correct

'Ike - to know, knowledge

Kauhale - collection of houses comprising a Hawaiian home

'Ohana - family, working together

Mihi - to apologize