STATE OF HAWAI'I OFFICE OF HAWAIIAN AFFAIRS

Kūlana 'Ōiwi Hālau

600 Kamehameha Highway Kalama'ula, Moloka'i, Hawai'i 96748

Record of the Testimony and Presentations made to the Board of Trustees
August 8, 2018 at Kalama'ula, Moloka'i.
6:00 pm

ATTENDANCE:

TRUSTEE COLETTE MACHADO TRUSTEE W. KELI'I AKINA TRUSTEE CARMEN HULU LINDSEY TRUSTEE JOHN WAIHE'E IV

ROBERT G. KLEIN, BOARD COUNSEL

EXCUSED:

TRUSTEE DAN AHUNA
TRUSTEE LEINA'ALA AHU ISA
TRUSTEE ROWENA AKANA
TRUSTEE PETER APO
TRUSTEE ROBERT LINSDSEY

ADMINISTRATION STAFF:

KAWIKA RILEY, ADV
JASON LEES, DPM
JOCELYN DOANE, PP
KAWENA CARVALHO-MATTOS, DPM
MISTI PALI-ORIOL, OUTR
ALICE SILBANUZ, DPM
GAYLA HALINIAK-LLYOD

BOT STAFF:

CAROL HOOMANAWANUI CRAYN AKINA DAYNA PA LEHUA ITOKAZU LAURENE KALUAU-KEALOHA MARIA CALDERON KAMA HOPKINS NATHAN TAKEUCHI

GUESTS

ELIZABETH FUJII LOHIAO PAOA SYBIL LOPEZ YAMA KAHOLOAA KEANI RAWLINS-FERNANDEZ JUDY CAPARIDA

I. CALL TO ORDER

Chair Colette Machado – Chair apologizes to the community as tonight they fell short of a quorum. She states that this is not a community meeting but will be a community gathering and this will allow the Trustees to hear the five presenters tonight. She invites those who would like to address the Trustees to please sign up with staff. Gathering begins at 6:13 pm.

Welcome protocol and songs from the students from Kula Kaiaupuni Kualapuu.

II. INTRODUCTIONS

Trustees Akina, Hulu Lindsey, Waihe'e IV, and Machado introduces themselves along with their staff that are present. Kawika Riley introduces himself and administration's staff that have traveled from Oahu for the meeting and the Molokai Staff.

Robert Klein, Board Counsel – Introduces himself to the community. He also explains the circumstances for tonight because of the lack of quorum. He states that technically, there is no meeting as defined by Hawaii Revised Statutes, but Trustees can listen to all your concerns. Because of the lack of quorum there can be no decisions or deliberate towards decisions. They can interact but in a limited fashion.

III. COMMUNITY PRESENTATIONS

A. Molokai Robotics STEM Project - Kumu Kaeo Kawaa

Chair Colette Machado – Invites Kumu Kaeo Kawaa and his wife Kumu Kahoiwai Kawaa up to share about the Molokai Robotics STEM Project.

An article that appeared in the Hawaiian Air Inflight Magazine was distributed to Trustees present. (Article is attached)

Kumu Kahoiwai Kawaa – States that she is half of the coaching staff of the robotics team. She shares with the Trustees how the robotics team began. Their first year they went to World Competition at Disneyland. From there they have gone to Worlds every year. She shares they have worked to grow their program not only on Molokai but on Maui also.

Students of the Robotics/STEM team share their experiences in various competitions they participated this year along with their competition in Louisville, Kentucky.

Kumu Kaeo Kawaa – States that he is the head coach as well as the STEM teacher. He states that Robotics is a great and fun way to do STEM. He states that they started with one team that went to Worlds. He said that they have been able to turn it into a 5-year program. It is not just a win for him, or for the students but for Molokai wins. This year they took their babies to Nationals and Worlds. They are a VEX Official, they can send kids from Worlds, to States, to Internationals to Nationals, straight from Molokai without them having to travel. Molokai has 20 Robotics Team, they are the first league in Hawaii and among the first in the World. They are able to hold their own tournaments on Molokai. From Molokai last year, they were able to send 10 Robotic teams to the State Tournament. They are the first native Hawaiian team in History; this includes the coaches along with the students.

He shares what Robotics has done form STEM on Molokai. Because of Robotics they have now become a STEM Hub, they are recognized as the STEM Contact on Molokai. They are also the first K-12 Robotics Program in the World. He states that the Ali'i Trusts wants to join them, along with NHO want to joint in with their projects.

Chair Colette Machado – Encourages Kumu Kaeo to talk with Kawika Riley to see how OHA might be able to engage or how they may fit with our grant process. She calls on Kau'i Manera and the Alu Like Kupuna Program.

B. Alu Like Kupuna Program – Kau'i Manera

Ms. Kau'i Manera – Introduces herself along with Kupuna present. She states that she has been working with the Kupuna for over 20 years. She thanks Office of Hawaiian Affairs for funding their project. They collaborated with the immersion schools and did a beautiful history on the Kamehameha Dynasty.

The Kupuna of the program share their thoughts about the project and their experiences on Molokai.

Iolani Kuoha – States that she is the Hawaiian Language Teacher at Molokai Middle. The students worked with the Kupuna of Alu Like to study the Kamehameha Dynasty. She shares in a PowerPoint what their project entails. Students along with the Kupuna worked together. Trustees were provided with a short PowerPoint presentation, which is attached.

Chair Colette Machado – Calls on Nahulu Maioho with the Poi Pounder Workshop.

C. Poi Pounder Workshop – Nahulu Maioho

Mr. Nahulu Maioho – Shares with the Trustees the workshop that taught the community about carving poi pounders. With the help of OHA, the parent organization of Punana Leo on Molokai was able to participate in project focusing on Hanau No'eau. The project helped the participants by connecting them to the 'āina and help them become stewards of the 'āina. They also focused on cultural by providing this opportunity in recreating tools that have been lost. They were also able to strengthen the family through economic self-sufficiency by providing another means of income. They also increased academic success by supporting parent engagement. This project also laid a foundation of knowledge by teaching about the history of our government through the story of Papa and Wakea and Haloa and Kanaka. This also helped the participants to be less dependent on others and depend on themselves and the 'āina. This project also encourages health by eating kalo and activities such kui kalo. He thanks OHA and Gayla for the support.

Gayla-Ann Haliniak-Lloyd – Explains the type of funding that OHA provided. She states that they did a I Mana Ka Lāhui. Nahulu did a poi pounder workshop for the parents. She also explains that for the Alu Like Kupuna program, OHA did another I Mana Ka Lāhui and they were provided \$700 for material. She explains for Duke's project she partnered with Alu Like summer youth program, with the I Mana Ka Lāhui they bought safety gear for the summer youth that participated.

Chair Colette Machado – Calls on Dukie Kalipi.

D. MAANA Project – Dukie Kalipi

Mr. Dukie Kalipi - Introduces himself and thanks OHA and Gayla for her hard work. He states that 30 kids were able to participate. He explains to the Trustees his project. MA'ANA – Maoli Aquaculture and Agriculture Native Assistance. He states that the whole reason is for Molokai to produce enough food to sustain the island.

Attached is Ma'ana Mission Statement.

Trustee Keli'i Akina – Asks what kind of aquaculture is happening on Molokai.

Mr. Kalipi – States that on a small scale is shrimp, sweet potato, and vegetables. He states that if they can produce more it can sustain the island. He invites Trustees to visit his project when they have free time.

Chair Colette Machado – States that in filing the agenda we listed Walter Ritte would be presenting for Moloka'i Pule O'o. But he has stated that Pulama Lima Maioho will be presenting.

E. Moloka'i Pule O'o – Aloha 'Āina Fellows

Ms. Pulama Lima – States the before their presentation Matt Yamashita will share a video.

Mr. Matt Yamashita – Greets the Trustees. The video will provide context as to who this group is all about. He explains that Molokai Ranch announced that they were for sale and immediately community members started coming together. The video will give a history of the community and how the community has been engaging in this process, which leads to this group.

Ms. Lima – She introduces herself and states that she is here on behalf of the Aloha 'Āina Fellowship program. It is a partnership with the nonprofit Āina Momona, Kamehameha Schools and the University of Hawaii Maui College Molokai Education Center. She explains that the whole purpose of this program is to train and foster the next generation of community organizers and leaders here on Molokai. The students were trained in different aspects of Aloha Āina and applied that to what is happening on Molokai today while receiving college credit from UH Maui. The fellowship program decided that the sale of the Ranch was a huge concern here on the island. They wanted to have the community to have the opportunity to be part of that discourse and participate in the discussion. The Fellows developed and administered a survey to analyze the community's priorities and needs in regards to the lands owned by the Ranch.

Students introduces themselves and discusses the results off their survey. The survey is attached.

She states that the survey was done in a week. Their goal was to survey at least 555 adults on Molokai and to target at least 10% of the adult population.

Trustee Carmen Hulu Lindsey – Asks from their studies, why do you think they said no when asked if they wanted to come back and talk to them again.

Mr. Lohiao Paoa – States that they wanted to remain confidential.

Ms. Lima – States that if you look at the age of the majority of our survey takers they were in the age of the working class, or going to school, or families. Having time is probably what hindered their wiliness to participate in further discussions.

Ms. Shaeralee Manosa – States that on the OHA website it listed all these different focuses that OHA is concerned about. She states that for anything Hawaiian to work we all need to be brought together.

IV. STATUS OF OHA ACTIVITES

A. Ka Pouhana/CEO's 15-Minutes Update on Ho'oulu Lāhui Aloha and OHA Activities

No update was given.

V. COMMUNITY CONCERNS

Chair Colette Machado – Thanks the group and calls on Liz Fujii representing the Molokai Child Abuse Program.

Ms. Elizabeth Fujii – Introduces herself, she is the Executive Director of the Molokai Child Abuse Prevention Pathways. She calls a board member Keani Rawlins to speak.

Ms. Keani Rawlins – Greets the Trustees and introduces herself. She sits on the Board of Directors for Molokai Child Abuse Prevention Pathways. She shares that sexual abuse among children was a big concern on the island. The Consuelo Foundation formed MCAP and committed to fund it for 5 years, after that they became a nonprofit 501 (c)(3). They were successful in obtaining State GIA and Federal Funding for the work that MCAP does on Molokai. She shares why she sits on the board and shares her experience of what she saw, as could be a destructive path for the children.

Ms. Fujii – Gives an update on their group as well as a background on their organization.

Chair Colette Machado - Calls Lohiao Paoa.

Mr. Lohiao Paoa – Greets Trustees and thanks them for coming. Shares that we here on Molokai they hold strongly 'ohana, perpetuating the Hawaiian Culture and sustainability or living off the land. He states that OHA and Molokai share similar values. But what differs is the reputation. He feels that OHA has a bad reputation in the community right now, with the audit. OHA has lost the trust of the community. He states that they have 5,550 adults on the island and we have less than 30 people here that is less than 1%. He states that Molokai needs OHA's support in legislation so that legislation comes from the people of Molokai, making Molokai its own County.

Chair Colette Machado - Calls Sybil Lopez as the next speaker in Community Concerns.

Ms. Sybil Lopez – Introduces herself. She states that her main concern is regarding the Molokai Community Plan update. For a community plan, we need more community engagement. They can exemplify, relate, and interpret what local people want to say to Government to process to planning and how that correlates to the end goal and end result is. She states that her concern is when OHA, public Policy Advocate Wayne Tanaka submitted a testimony on behalf of Dr. Kamana'opono Crabbe of the Office of Hawaiian Affairs submitted to the Planning Committee of the Maui County Council on July 24th, 2018. My concern is where and who is he advocating for when he said, he has three supporting measure supporting East End Policy Statement, West End Policy Statement, alternatives to appendices 6.1, 6.2. The testimony that was provided is on the County Council website. I want to know who they engaged the community here on Molokai to be able to put in a testimony on behalf of all the Native Hawaii. Who does it really represent? Who are the native groups you are advocating for? We want perspective and we need it if you are testifying on our behalf as Native Hawaiians.

Jocelyn Doane – Introduces herself she is the public policy manger. She explains that Wayne is the submitter and ultimately it is my recommendation that goes to the CEO. She explains that she has been to meetings, community planning, land use meetings since 2007. She has specifically been to community plan meetings for this reiteration of the plan for the last 2 years. She has been to numerous planning commission meetings. She explains the importance of a community plan is the only opportunity for the community to have a say in the planning of their community. She explains the process and how OHA got involved in the community plan. She clarifies that when OHA testifies they are not testifying on behalf of the community, on behalf of the native Hawaiian community. In this instance, OHA is supporting the voices that were heard for the last two years about the fact that they wanted more say. What OHA is advocating is for the community to have a

voice. She clarifies that the Board has a long-standing support of Community Based Subsistence Areas and advocacy was being done consistent with that decades long position since Governor Waihe'e.

Chair Colette Machado - Calls Yama Kaholoaa

Mr. Yama Kaholoaa – OHA shouldn't be the ones to decide. He states that he is a native Hawaiian and a beneficiary of Molokai. He doesn't support anything that comes from a committee unless it addresses his concern. He shares with the Trustees his background. Molokai states that it has to be a Molokai Community, they are very knowledgeable. He is here to let OHA know, don't listen to anyone, if there is an issue on Molokai, come to Molokai and come here yourself. He states that we don't need anyone to talk for us. OHA should be representing us. OHA should put money in Hawaiian Home Lands, the farmers; water shouldn't go to the West End. He states that we need to manage the resources.

Chair Colette Machado - Calls on Keani Rawlins-Fernandez.

Ms. Keani Rawlins-Fernandez – Thanks OHA for their strong support for the Community Plan. She states that the community plan is unique. She thanks Jocelyn and Wayne for the letter of support. What they supported was our East End Policy Statement that was drafted in 1981, the West End is something new and most of the information came from the Mater land use Plan that the community spent a lot of time on. Because of the inclusion of the Chapter 10 and 11 in the community plan, the Chair of the County Planning Committee renamed it Molokai Island Community Plan in recognition of the island not being one community but being multiple communities. She thanks Chair Colette Machado for the strong support of the Community Based Subsistence Fishery Area designation. She states that a lot of the community does support the CBSFA and that it is important to support the subsistence fishery.

Chair Colette Machado – Calls on Judy Caparida.

Ms. Judy Caparida – Greets the Trustees. She shares the importance of community and that they are so blessed here on Molokai. She asks why did OHA put in that fishing stuff when OHA has no business. She states that OHA didn't even participate. She wants to know where all the money is going, there is no sustainability. She states that she is upset because there are so many needs but we don't know where the money is going. She states that OHA should buy the ranch so that they can get what they want to have. She voices concerns about everyone buying up the lands, all the bed and breakfast. She will stand for the righteousness of the land and it belongs to God.

VI. ANNOUNCEMENTS/FYI

None

IX. ADJOURNMENT

Chair Colette Machado - Concludes the gathering and invites the community to the BOT meeting tomorrow.

The Community gathering was adjourned at 8:22 pm.

Respectfully submitted,

Dayna Pa, Board Secretary

Report distributed to the Board of Trustees at the September 27, 2018 Board of Trustees Meeting.

Attachment:

- 1. Trustee Dan Ahuna Excused Memo
- 2. Trustee Leina'ala Ahu Isa Excuse Memo
- 3. Trustee Rowena Akana Excuse Memo
- 4. Trustee Peter Apo Excuse Memo
- 5. Trustee Robert Lindsey Excuse Memo
- 6. Article from the Hawaiian Airlines inflight Magazine "Isle of the Automatons"
- 7. Na Lei Trustee Carmen Hulu Lindsey O Nā Ali'i Alu Like Kupuna Program PowerPoint
- 8. Ma'ana Mission Statement
- 9. Moloka'i Pule O'o Aloha 'Āina Fellows data results



OFFICE OF HAWAIIAN AFFAIRS STATE OF HAWAI'I RECEIVED-BOT

2018 JUL 31 P 3: 54

Office of Trustee Dan Ahuna OFFICE OF HAWAIIAN AFFAIRS Interoffice Memorandum

Date:

July 31, 2018

To:

Trustee Colette Y. Machado, Chair

Board of Trustees

From:

Trustee Dan Ahuna

Subject:

Molokai Island BOT Meetings Absence

I am unable to attend the Molokai BOT meetings scheduled for August 8-9, 2018. Please extend my excused absence and my sincere apologies to the members of the board.

Mahalo.



OFFICE OF HAWAIIAN AFFAIRS Interoffice Memorandum

DATE:

July 24, 2018

TO:

Trustee Colette Machado, Chairperson

FROM:

Trustee Leina'a/a Anu I

RE:

Molokai Community Meeting - Wednesday, August 8, 2018

Aloha,

Please excuse my absence for the upcoming Board of Trustee meeting scheduled for Wednesday, August 8, 2018. Should you have any questions or concerns please feel free to contact my office staff.

Mahalo.



OFFICE OF HAWAIIAN AFFAIRS MEMORANDUM

Mea ho'omana'o a ke Ke'ena Kuleana Hawai'i

To:

Chairperson Colette Y. Machado

From:

Trustee Rowena Akana

Date:

August 7, 2018

Re:

Excused Absence

Please be advised that I am unable to attend the Board of Trustees' Molokai Island Community meeting on August 8, 2018 at 6:00 P.M.

Mahalo!



INTEROFFICE MEMORANDUM

TO:

Trustee Colette Machado, BOT Chair

Trustee Dan Ahuna, BOT Vice-Chair

FROM: Trustee Peter Apo

DATE: August 7, 2018

RE: BOT Meeting Absence on August 8, 2018

I am unable to attend the BOT Meeting on Wedenesday, August 8, 2018 to be held on Moloka'i at 6 p.m. Please excuse my absence and extend my apologies to the members of the Board.

If you have any questions, please call my office at 594-1879.

Mahalo.



STATE OF HAWAI'I OFFICE OF HAWAIIAN AFFAIRS

560 N. NIMITZ HIGHWAY, SUITE 200 HONOLULU, HAWAI'I 96817

July 13, 2018

TO:

Trustee Colette Machado

Chair, Board of Trustees

Trustee Dan Ahuna, IV

Vice - Chair, Board of Trustees

Members of the Board of Trustees

FROM:

Trustee Robert K. Lindsey, Jr.

SUBJECT:

Excused Absence Moloka'i Community Meeting

Aloha e Chair Machado:

I am unable to attend the Moloka'i Community meeting at Kūlana 'Ōiwi on Wednesday, August 8, 2018.

Please extend my excused absence and sincere apologies to the board members.

With sincere aloha,

Trustee Robert K. Lindsey, J.

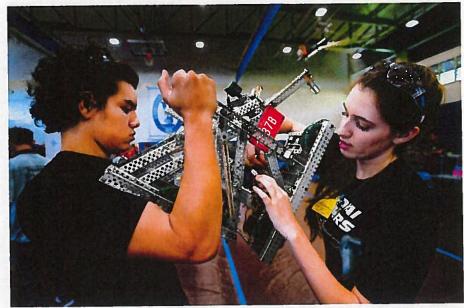
Hawai'i Island, Board of Trustees

Moloka'i is the last place you'd expect to find globally competitive robotics teams. So why are they winning?

STORY BY LAVONNE LEONG
PHOTOS BY PF BENTLEY

corrugated metal roof, a dusty cement floor, big garage doors and a couple of stand-alone fans blowing hot air around: It looks more like the auto shop it used to be than the robotics room it is.

"I love this room but I hate this room," laughs Moloka'i High School junior Makanilealea Davis. When her father, now a mechanic, attended Moloka'i High, this was where they parked cars for students to work on. These days it does double duty as both robotics room and storage for a massive wood-shop saw and the large wooden stages on which Davis and her classmates will one day graduate. Davis points to the dusty footprints of red Moloka'i soil on the concrete. Problematic: Dirt tracked onto a robotics field can accelerate wear and tear at best, and at worst gum up the works. Although there are three high school robotics teams going to the state competition this year from Moloka'i, there's room for only one twelveby-twelve-foot VEX robotics fieldalthough today, coach Edwin Mendija's elementary school teams have also set up a much smaller VEX IQ (the simplified



VEX tournament for younger kids) field so they can practice every day, straight through Christmas break.

Between the two fields, the saw and the graduation stages, there's hardly room to walk. And yet this room and rooms like it across the island have served their purpose well. In any given year, around eighteen

thousand VEX robotics teams from more than forty countries design, build and program a robot for the year's "game," a performance challenge that changes every year. The goal: to do well enough in the season's many local and regional competitions to win a place at the annual VEX Robotics World Championship—"Worlds"



Top: Moloka'i High School students Ilima Ka'awa-Richardson (left) and Evelyn Haase work on their team's robot. Above: The former auto shop that houses coach Edwin Mendija's robotics teams. During holiday breaks, all ages and grade levels work together in a single space. "My goal is exposure for these students," says Mendija. "The great thing with robotics is it encompasses everything: math, computer science, engineering. Plus communication skills, teamwork, organization and leadership."

— which will be held this year in Louisville, Kentucky.

Since they began competing in the VEX (middle and high school) and VEX IQ (elementary and middle school) platforms in 2014, Moloka'i's middle school teams have traveled to Worlds three times, coached by husband-wife team Kaeo and Sarah Kawa'a, whom everyone calls "Kumu and Kumu" (teacher and teacher). An elementary school team, coached by 24-year-old Edwin Mendija, went to Worlds for the first time in 2017—and took second place globally.

Sleepy, rural Moloka'i, half the size of O'ahu and with one percent of its population, is known for its uncrowded beaches, its homestead farms and its kani ka pila music sessions. It's not the first or even fiftieth place you'd imagine VEX robotics teams would thrive.

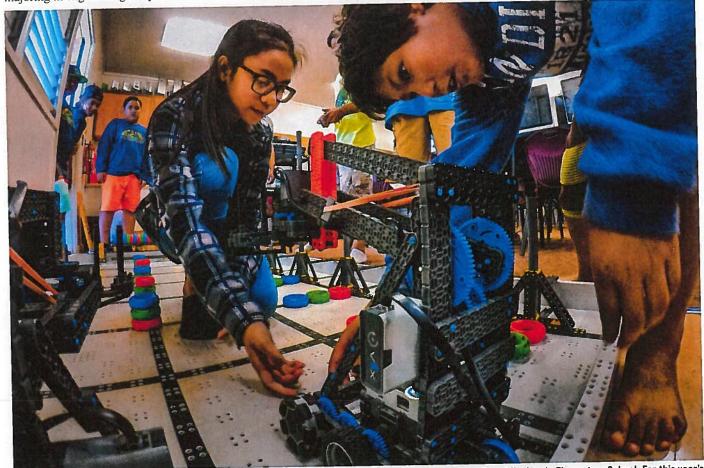
For one thing, success in robotics is often a matter of money. "We can't buy all the hydraulics and some of the other things the other teams have," says Erik Svetin, a Moloka'i VEX robotics alum who's now majoring in engineering at Syracuse Uni-



versity in New York. But there's advantage in that, too: Moloka'i's teams know how to squeeze the most out of their materials. "Sometimes we see other teams using hydraulics when some of those pieces aren't even needed," Svetin says. "We're at a disadvantage, but we're still making the most of our opportunities." That can mean

pillaging last year's robot for parts, as Davis' team did this year.

Faced with intense and well-funded competition ("Hawai'i is one of the hardest regions to qualify from," says Mendija), the island's high school teams have not yet made it to Worlds. That's the goal for this year, and it won't be easy.



During the school year, Mendija's younger students (at top, above and on the title page) skip recess to practice at Kualapu'u Elementary School. For this year's competition, they had to design, build, program and operate their robots to collect and move colored rings with precision. Moloka'i's many elementary school teams help to seed the intermediate and high school teams.

This year's VEX "game" is all about stacking cones and getting them into an end zone. In the statewide tournament's early rounds, all forty-eight teams will be paired randomly with one collaborator and matched against two randomly paired opponents. To win, teams must strategize to outmaneuver their opponents against the clock. Every robot, like every teammate, is better at some things than others. A robot can be precise but slow, or it can zip but drop things or knock them over if the driver isn't careful. Some robots do a single job exceptionally well, operating like farm equipment; others are flexible generalists. And teams must adapt to the unexpected. Robots break, seize up or get entangled in each other. Drivers or programmers choke. Sometimes collaborators don't show up, and you have to figure out how to win solo against two teams.

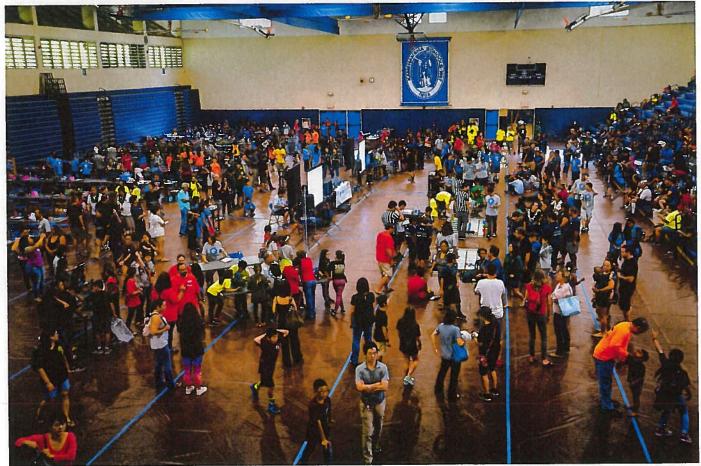
Kelly Ka'awa-Richardson, whose sons Ilima and Kamalu compete on the high school team, watches off-island tournaments on livestreaming. "So much is going on," she says. "We do heart flips because, wow, they are under pressure." Even if Ka'awa-Richardson isn't always there for



moral support, she's reassured knowing that "Coach" Mendija is. His youth—he graduated from Moloka'i High School himself just six years ago—and his laidback demeanor make him seem more like a colleague than a coach, but he's always right there when he's needed. Mendija volunteers during his daytime breaks to

coach the elementary school ("It's mostly a recess team," he says), and after school he drives up to the high school and stays in the school's old auto body shop until dinner time, making suggestions and encouraging students to take the lead.

"He allows them to think for themselves," says Ka'awa-Richardson. "And he



Top: Coach Mendija jumps for joy as victory is declared for his Kualapu'u Elementary School teams. Above: The gym is packed with families at the younger students' VEX IQ game. Forty-eight VEX (high school and middle school) and forty-eight VEX IQ (elementary and middle school) teams competed this year at the state championships. Hawai'i has one of the nation's most robust fields of competition for VEX robotics.





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Isle of the Automatons

lets them calibrate. Say they go to a tournament and didn't do well. They're back in [the robotics room] for a week afterward, pushing it out. Then they go back to another tournament, and they dominate." Competitive robotics builds grit, that ineffable quality so many colleges are seeking, says Kim Svetin, who manages the island's drugstore and ice cream shop: "Grit is one thing that robotics taught both of my boys. When you're making a robot, you're not going to be successful every time, so you want to improve. You can get an adrenaline rush from continuous improvement."

It turns out that many of the things for which Moloka'i is known—its smallness, its ruralness, its focus on community—are what's propelled this under-resourced team to the forefront of Hawai'i student robotics.

Robotics is where STEM (science. technology, engineering, mathematics) disciplines intersect with hands-on experience. Evelyn Haase, another Moloka'i High School team captain, explains that most students gravitate to one of several roles: designer/builders who create the robot, programmers who code it, drivers who control it. That's where non-urban experience comes into its own, says Dan Mantz, CEO of the Robotics Education & Competition (REC) Foundation, which created the VEX platforms. Great drivers might be video gamers, but they might also be kids who have driven things IRL—in real life. Farm kids, says Mantz, "can do really well because they're used to dealing with farm equipment." The same goes for those who design and build the robots; growing up around people who can take things apart and put them back together can be a huge advantage. And the social skills that develop when screens aren't the primary mode of communication come in handy when you want to build successful real-life alliances.

The influence of Moloka'i's 'ohana-based culture also sets its teams apart. Older students mentor younger ones, which means that newbies have not one coach, but many. On the high school teams, juniors Haase and Davis describe themselves as "the moms of the group." Pointing to Kamalu Ka'awa-Richardson, a freshman who loves to drive, Haase says, "These guys are still learning, so we can make them well-rounded, not like us." She counters the tendency to overspecialize by encouraging others to step outside their comfort zones: "I'll say, 'I'm building, come help. Get over here."

The same goes for extending robotics back to the elementary grades, says Davis: "We don't just want to win. We want to give back to the community and teach the newer kids that this is something they can do." Being able to start in earlier grades means more time to grow, she says. "If you start earlier, you can learn from your mistakes. If you mess up and it's your last year, you can't fix it."

Kumu Kawa'a agrees that an islandwide, K-12 robotics network rooted in Hawaiian culture is a strength. "Because we're strong culturally, it's our kuleana, our responsibility, to give back," says Kawa'a. "Our alumni recruit and mentor. We're thinking whole-island. It's not 'I win.' It's not even 'We win.' It's 'Moloka'i wins.""

The 2018 Hawaiian Electric Hawaii State VEX and VEX IQ Robotics Championship unfolds over two days in the Kamehameha Schools gymnasium, high on a hillside overlooking Pearl Harbor. The morning of day one is off to an unsettling start for the high school teams: An incoming ICBM alert, which sets smartphones buzzing and will later make worldwide headlines as a false alarm, has everyone huddling together in the gym until the all-clear comes thirty-eight minutes later.

The tournament begins late but now is in full swing. The randomly assigned initial matches are over, and the quarterfinals, in which the top eight teams can invite two collaborators each to join them, are about to begin.

Haase's team has run into spectacularly bad luck: Two of their collaborator teams didn't show up for the early matches, leaving them too low in the rankings. Davis' team fights their way to fourth seed, securing a place in the quarterfinals and the option to choose their collaborators. Davis invites Kamehameha Schools and Pearl City, a top-ranked team who beat them last year. Pearl City deliberates for several minutes before agreeing. Everyone's taking longer than usual. "Usually these things go real quick," muses Haase from the bleachers. "That thing this morning threw us off."

But Moloka'i's luck runs out. In the first afternoon match, Pearl City's audaciously high stack of cones collapses just before the driver can tip them into the zone, to audible groans across the gym. The second match is even worse: During the initial "autonomous" round, where robots operate driverless, both robots get tangled up or freeze. When it comes time for the drivers

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Isle of the Automatons

to take control, they can't. There will be no Worlds for Moloka'i High this year, and the disappointment is palpable.

Mendija and Haase, coach and student, sit next to each other in the stands. Mendija is philosophical: "At least we lost to the best, eh?"

Haase nods in agreement. "We gave 'em a good fight."

"Someone out there is always better than you," Mendija had said before the tournament. "You just have to be humble enough to learn from them and accept your loss. And when you win it's not about the winning. The winning just shows how much you've actually learned. You don't win or lose: You win or learn."



The next day, the VEX IQ tournament for elementary and middle school is more lighthearted. Whole families pack Kamehameha's gym, bringing snacks, drinks and cheer. Among the crowd are the Svetins, who have turned out en masse to support Owen Svetin, an eighth-grader at Moloka'i Middle School. Mendija is here again, coaching his elementary teams from Kualapu'u School. Several games run simultaneously all day, with scores tallied on screens in the middle of the gym.

Owen's already had a setback this morning, says Kim Svetin, his mother. He disagreed with the way a match was called but forgot that contestants aren't allowed to make a case for more points after they exit the area. He'd left to confer with Kumu Kaeo but couldn't return to argue his case with the judges. This is his last year with VEX IQ, so it's a mistake that won't

benefit him next year—but, says Kim, "he can tell his teammates, 'This is the mistake I made," so they don't repeat it.

But when the scores for the final matches pop up, Owen's team, the Menehune Farmers, have 247 points. It's the highest score that Mantz, REC's CEO, who has come to watch the tournament, has seen all season in his travels across the United States. Then the elementary scores scroll past, and Mendija, normally so reserved, leaps up, pumps both fists in the air and shouts for joy. Moloka'i's elementary and middle school teams have swept the top spots at the state VEX IQ robotics tournament, a first. Invitations to Worlds, in Kentucky, are in the bag. Many of these students have never been out of the state before. Mendija heads off to celebrate with Kumu and Kumu. Moloka'i wins.

For the parents and teachers, racking up the wins is just a means to an end. On an island that acquired high school science labs only last year, robotics can connect the dots from real-world learning to STEM, and from STEM to the soft skills they'll need IRL. "STEM is the buzzword," says Mantz, "but at the end of the season, it's the life skills." Art Kimura, the man who brought VEX to Hawai'i a decade ago, agrees: "No doubt [robotics] leads a lot of kids into STEM careers," says Kimura, "but let's talk about 'soft skills.' It's teamwork, communication, problem solving. To me that's more important."

For Mendija it's personal. When I first spoke with him, he told me that he hasn't yet graduated from college; there's no money, and because robotics started up in his senior year, he had no shot at a STEM scholarship. These days, VEX robotics takes up all his spare time. "I never got a chance to leave," he said. "If I could go back to school, I would. But right now I'm the person responsible to see this through—to make sure kids won't miss out on opportunities like I did. I expect these kids to pass me once they leave high school. As a coach and teacher, that's what you want."

In the meantime Davis, who makes time for VEX robotics between helping out on her family's seasonal watermelon farm and caring for younger siblings, is back in the old auto shop she hates and loves. As a junior, she has another year to make it to Worlds. "Robotics is my life," she says. "I've spent the majority of my high school years in this room. I spend my study halls and my free periods in this room. If people want to find me, I'm here." **HH**



Together we can supports vital m

Ka Lei Hulu o Nā Ali'

Hā'awi'ana OHA 8 'Aukake 2018 Kau'i Manera lāua 'o 'Iolani Kū'oha

On November 1, 2017, 'O Hina i ka Malama had the opportunity to collaborate with the ALU LIKE, Inc Kupuna program. The mo'olelo, mele, hula and 'oli shared were in celebration of our Kamehameha Genealogy. The haumana of ke kula waena researched and shared about Kamehameha I, II, III, IV and V. Information of Queen Emma, Princess Ruth, Princess Pauahi, Princess Likelike and Prince Leleiohoku was shared by the students as well.

Ka Lei Hulu O Nā Ali'i

Aloha mai Kākou,

Hele mai...e kipa mai...hele mai...e kipa mai Come and celebrate our Kamehameha 'Ohana through oli, mele, hula and mo'olelo.

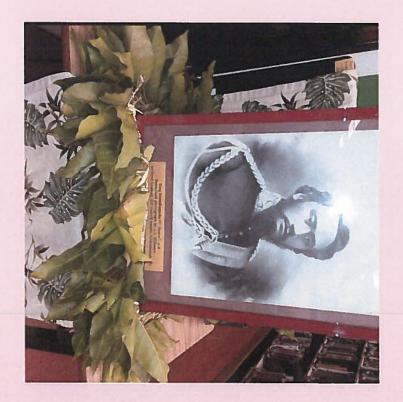
Pōʻakolu, I Nowemapa 2017 Ma ka Hale Waihona Puke o ke Kulu Ki'eki'e 'o Moloka'i

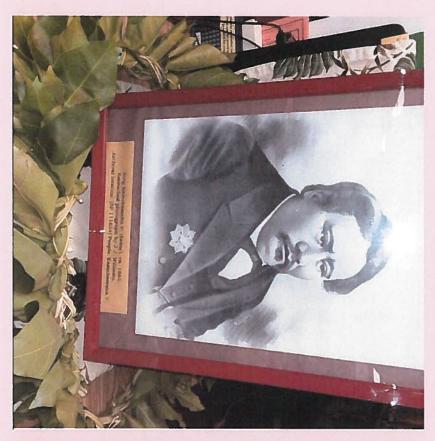
Ka-hota: 10,00am - 12 noau

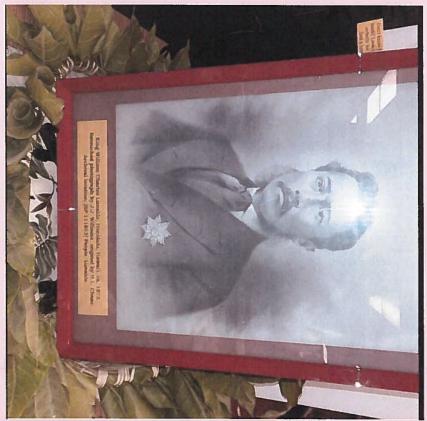
O Hum I ka Malama, Ke Kuta Waena

Moloka'i High School Hawaiian Language/History Class



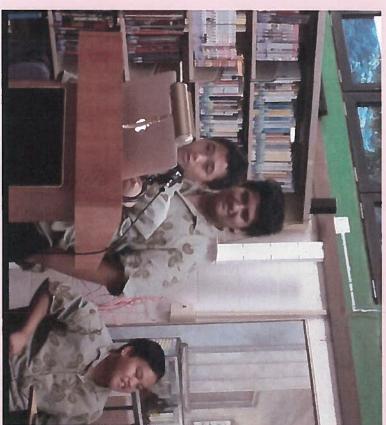








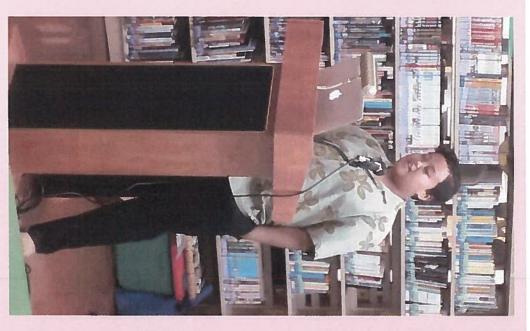


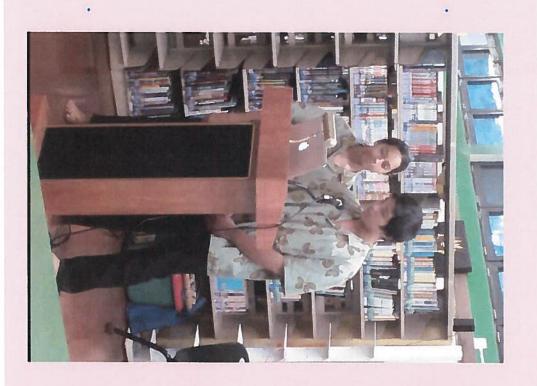




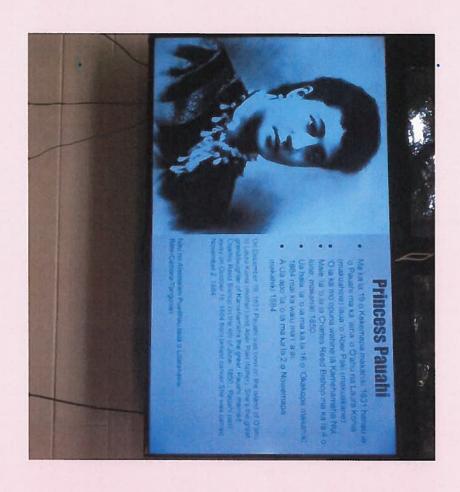


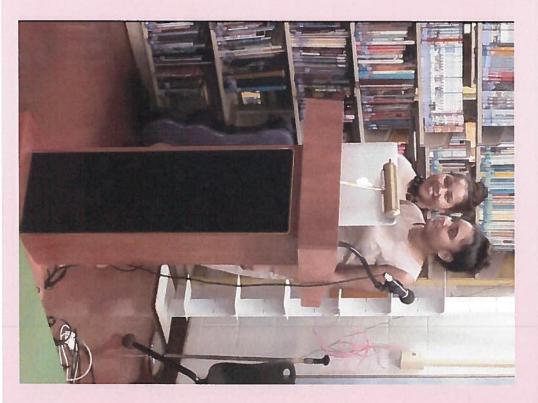


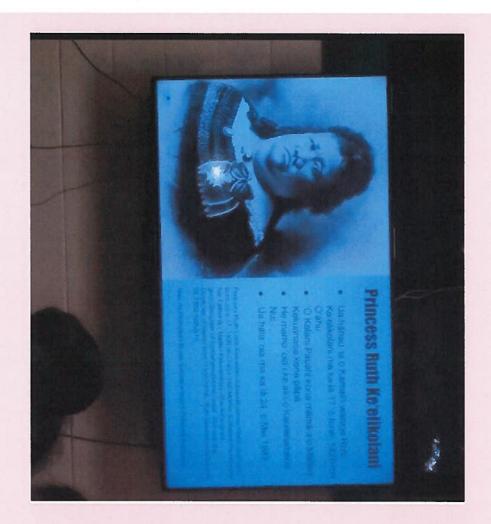


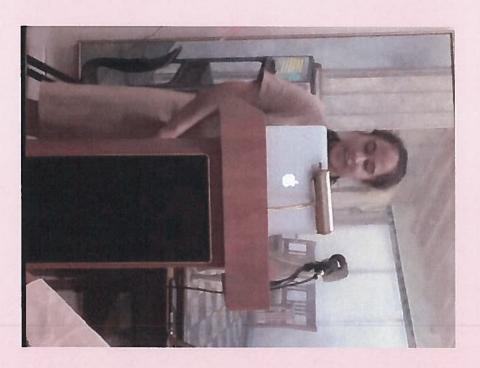


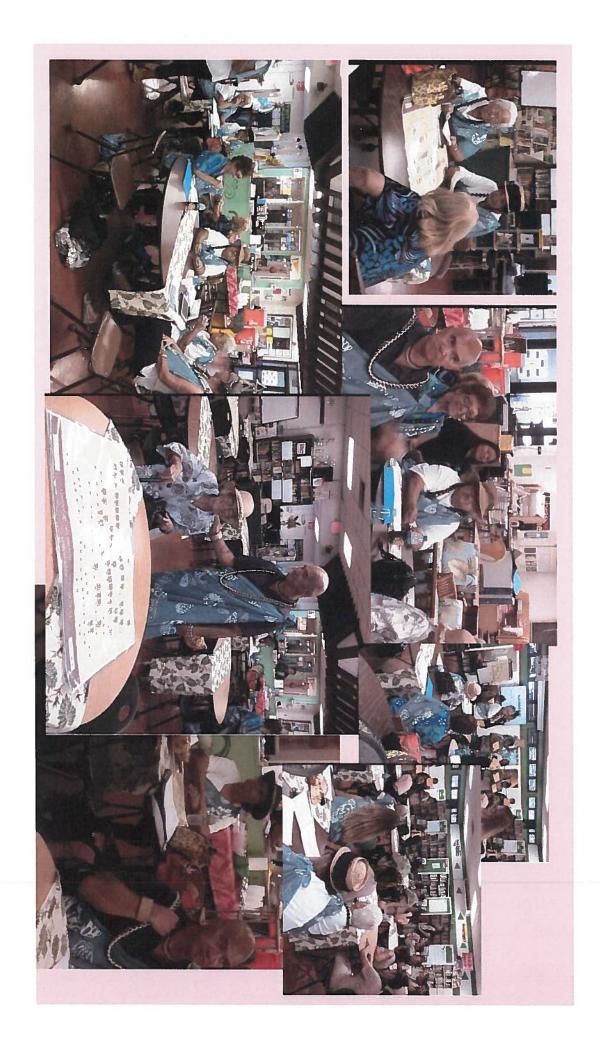














Mahalo nō ko 'oukou kōkua 'ana mai e pili ana i ka hui pu 'ana maika'i loa me nā kūpuna mai ALU LIKE.



The mission of MA'ANA is to facilitate the restoration of the aina and the health of the people of ko pae aina, by proactively providing sustainable measures, education, and vital resources, while maintaining the perpetuation of ancestral ingenuity and traditions. Jump on our wa'a (canoe) MA'ANA... an ancestral value-based organization that preserves, protects, and educates the people of Hawaii so that we can support a healthy, self-sustaining model of food production.

• Maoli Aquaculture and Agriculture Native Assistance or "MA'ANA," is a nonprofit organization founded to help the indigenous people of Hawai'i continue the
aquaculture and agricultural traditions of their ancestors. It was created to educate
and to inform people about the importance of resurrecting the fish ponds (loko i'a)
and taro patches (lo'i) that our ancestors built by hand to feed their communities
for over 2000 years. The Hawaiian people lived in unity and cared for one another
under the principle of Ohana (family). Ohana was comprised of all community
members, regardless of blood relation, and all of the Hawaiian communities
worked together to accomplish mutual goals. There was emphasis placed on
managing their resources, so that future generations would not face scarcity. The
Hawaiian society thrived until Western contact destroyed what was then a
harmonious balance of resources: land, fresh water streams, and ocean.



- Westerners who settled in Hawaii brought with them cattle and other invasive species of plants and animals, without realizing the destruction these species would cause to the lands, rivers, and ocean by destroying the native species in Hawaii's delicate ecosystem. These plants and animals, along with Western unsustainable farming practices, were responsible for devastating Hawaii's fragile ecosystem by destroying native forests and taro patches, which made the land unworkable. Additionally, the ancient Hawaiian knowledge of how to properly manage the ecosystem (Ahapua'a) is quickly being lost.
- MA'ANA is looking to do a massive restoration based on the Polynesian model of stewardship. MA'ANA is looking for partnership or support from other nonprofit organizations and individuals with the same objective of doing land and sea restoration. On land, MA'ANA plans to clear invasive species and to replant or reforest with native plants and trees. This will also require protecting new plantings from destructive deer, pigs, and goats. In the ocean, MA'ANA seeks to rebuild the fishponds and to repopulate the waters with native fish, seaweeds, and corals. MA'ANA is also looking to introduce, in a control manner, bivalves and crustaceans for diversified aquaculture. We are also looking to remove mangrove



trees, which are a critically invasive plant found both on land and in the fresh and saltwater coastal zones. MA'ANA is already working with hand tools to remove mangroves in and around the Ualapu'e fishpond on Molokai. MA'ANA will always be looking for better ways to help and to support our local communities by providing assistance in facilitating the needs of the local farmers of both the land and the sea.

Projects

Mangroves and other non-native species of plants are causing great devastation to the aina (land) of Hawaii. Funds donated to MA'ANA will initially be spent on equipment and labor stipends to target the removal of the mangroves that have overtaken fishpond walls and that have filled in abandoned taro patches. Again, MA'ANA is looking to build partnerships with other organizations, with the hopes of removing ALL mangroves from the island of Molokai. Research and experimentation also play important roles in MA'ANA's future: MA'ANA wants to try different methods of building the loko I'a walls. Experimenting with new construction techniques, coupled with the ingenuity of our ancestors, we hope to ensure that the new fishpond walls will stand strong against the forces of nature for generations to come. We ask for your support, in helping us with this ambitious undertaking, so that

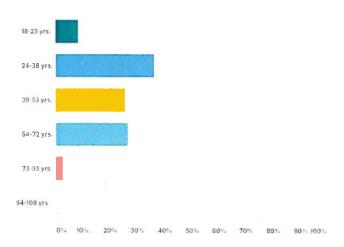


we can work together to revitalize our island's aina and its resources. Join us while we work diligently and cooperatively in the hopes of creating a better environment and a better future for our children and our children's children.

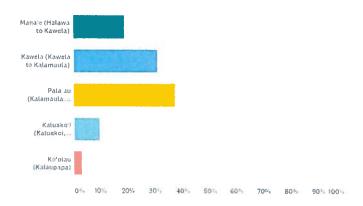
"Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved." — Mattie Stepanak



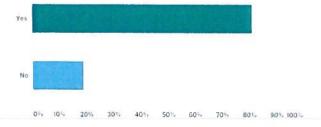
Q1 Please indicate your age range



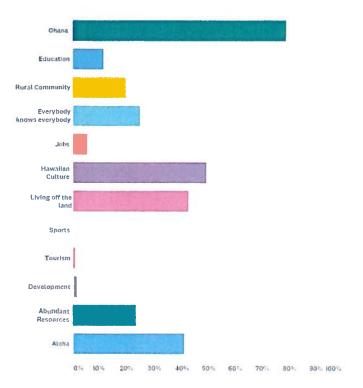
Q2 What Moku do you reside in?



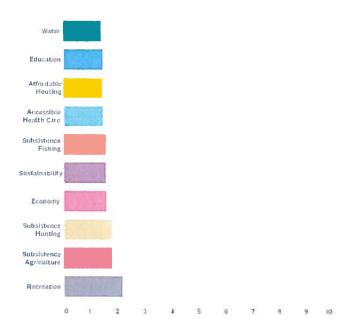
Q3 Are you Native Hawaiian?



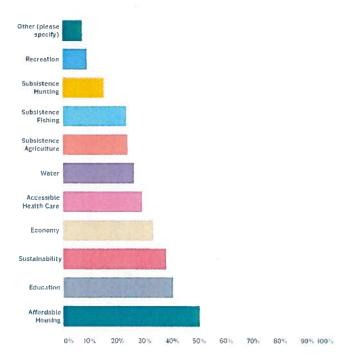
Q4 What top three values do you think make and keep Molokai, Molokai?



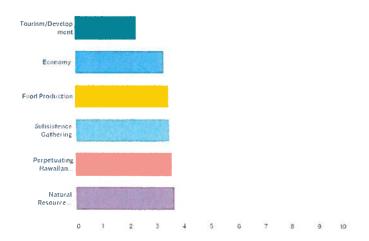
Q5 Please indicate how concerned you are about the following issues on Molokai:



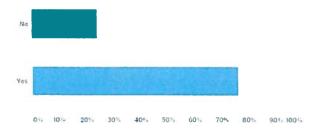
Q6 Please select THREE priority areas you would like to see changed in the community



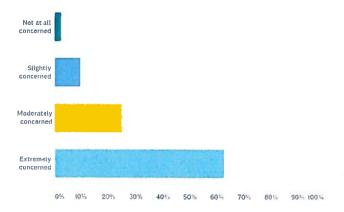
Q7 How important do you think the following needs are to the Molokai community?



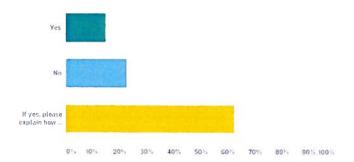
Q8 Do you know that 1/3 of Molokai is for sale?



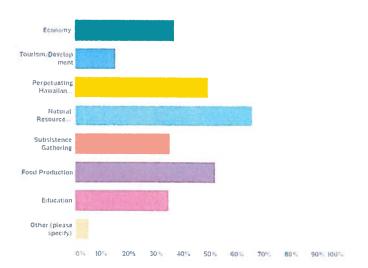
Q9 How concerned are you about the future use of Molokai Ranch Lands by potential buyers?



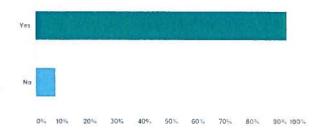
Q10 Will the future use of Molokai Ranch Lands by potential buyers affect you (indirectly/directly)?



Q11 What top THREE uses do you think would best suit the lands owned by the Molokai Ranch?



Q12 Do you support the future use of Molokai Ranch lands for educational purposes?



Q13 What type of entity would you prefer to have as the future owner of Molokai Ranch lands?

