

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

The mission of the Hawai'i Council for the Humanities (HCH) is to connect people with ideas that broaden perspectives, enrich lives, and strengthen our communities. Since being established 1972 originally as the Hawai'i Committee for the Humanities, HCH has evolved from a re-granting institution to one that provides public humanities programs to communities throughout the state of Hawai'i. HCH is Hawai'i's only private non-profit organization (see Appendix A for 501(c)(3) designation) solely dedicated to all areas of the public humanities.

In addition to our mission, HCH is further guided by four ongoing strategic directions to:

- i) promote understanding, appreciation of and for the value and relevance of history, literature, philosophy, and cultural traditions;
- ii) ensure that the humanities have a rigorous and relevant presence in K-12 schools;
- iii) bring the humanities to hard to reach and/or underserved populations; and
- iv) develop partnerships and secure resources that strengthen our capacity to deliver programs.

2. The goals and objectives related to the request;

The goal of this grant is to engage K-12 school community audiences (students, parents, and teachers) throughout the state of Hawai'i in humanities activities, and to provide them with public humanities programming and resources to broaden perspectives, enrich lives, and strengthen communities. This grant will help ensure that the humanities have a rigorous and relevant presence in K-12 schools, particularly in hard to reach and/or underserved populations throughout the state on all major islands.

House District 20
Senate District 10

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Hawai'i Council for the Humanities
Db/a:
Street Address: 3599 Wai'ala'e Ave., Ste. 25
Mailing Address: Honolulu, HI 96816

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Robert Buss
Title Executive Director
Phone # 732-5402 x.4
Fax # 732-5432
E-mail rbuss@hihumanities.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII
 LIMITED LIABILITY COMPANY
 OTHER
 SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Public Humanities Programming for K-12 Schools

4. FEDERAL TAX ID

5. STATE TAX ID #:



7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016 \$ 106,700

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____
FEDERAL \$ 110,621
COUNTY \$ _____
PRIVATE/OTHER \$ 25,300

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE



Robert Buss, Executive Director

1-30-15



RECEIVED
1-30-15 ✓

The objectives of this grant are to provide humanities education programming and resources to K-12 educators throughout the state with a special emphasis on outreach to Kaua'i, Moloka'i, Maui, Hawai'i, and Lāna'i. The Hawai'i Council for the Humanities will accomplish this through conducting its Hawai'i History Day program, workshops for teachers, and special programs/partnerships that service K-12 audiences throughout the islands.

3. The public purpose and need to be served;

In order to provide such a fully balanced curriculum and engage the heights of imagination, creativity, and good citizenship, HCH will provide strong K-12 public humanities resources such as workshops, curricular aids, and materials to teachers, parents, and students, and other members of school communities. Hawai'i History Day meets the C3 (College, Career, and Civic life) Framework and Common Core State Standards of the Hawai'i State Department of Education. History Day focuses on the ability of students to translate and interpret their historical research and understanding into well-formed arguments communicated and supported effectively through research in a project in one of the five history day formats (display, essay, documentary, performance, or website). According to the Academy of Arts and Sciences Commission on the Humanities and Social Sciences, a "fully balanced curriculum – including the humanities, social sciences, and natural sciences – provides opportunities for integrative thinking and imagination, for creativity and discovery, and for good citizenship." The humanities "are critical to our pursuit of life, liberty, and happiness, as described by our nation's founders."

The public humanities programs funded through this grant will help to foster civically engaged, informed, and active citizens who think critically. Hawai'i History Day is a project-based, humanities-centered national program that HCH is proud to bring to the state of Hawai'i. It has been making a difference in K-12 humanities education in the schools for the past 25 years. However, we would like to be able to provide more direct service to and educational opportunities for K-12 teachers on the islands of Maui, Moloka'i, Kaua'i, Hawai'i, and Lāna'i. In order to properly serve the state of Hawai'i and provide all of our state with more equal access to HCH's rich resources and opportunities, HCH plans to expand Hawai'i History Day and other humanities educational programs to all the major islands with full funding. A priority is statewide access to workshops, resources, and curricular aids. In particular, we would like to provide Kaua'i, Moloka'i, Maui, and Hawai'i islands with the resources that would improve and

increase participation and impact. In 2015-2016 HCH will conduct a targeted outreach to Lāna'i which has not participated in Hawai'i History Day although teachers from its public middle and schools have attended HCH teacher workshops held in Honolulu. We have established contact with Lāna'i during the 2014-2015 academic year as we previously planned a more robust outreach. However, opportunity for teacher outreach on the island is an area we are tackling such as providing more online resources accessible throughout the state. Providing sufficient public awareness and excitement for the programs outlined in this proposal is critical for the program's success.

Along with Hawai'i History Day, HCH actively partners and conducts programs throughout the islands that improve humanities education in the classrooms. HCH collaborates with a variety of organizations that, together, offer teachers educational content and lesson plans through workshops and teacher institutes. For the past two years, HCH offered professional development opportunities through a partnership with the Hawai'i State Department of Education and the Chaminade University History Center to conduct one-day workshops that are made possible in part by support from the National Endowment for the Humanities, as part of its *Bridging Cultures* and *Common Good* initiatives and in partnership with the Gilder Lehrman Institute of American History, located in New York City. HCH has also partnered with the Smithsonian Museum of American History's *Let's Do History* program for teachers. A fully funded grant will help us continue offering opportunities for teachers to advance their knowledge, skills, and abilities to better serve the next generation of Hawai'i's leaders. For example, in the past three years HCH has offered workshops associated with the Hawai'i Civil Liberties and the Constitution Day which former Governor Neil Abercrombie signed that designates Jan. 30, the birthday of the late civil rights icon Fred Korematsu, as "Civil Liberties and the Constitution Day." Most recently, HCH held a workshop, *Competing Visions of Human Rights in U.S. Policy and Global Politics*, held on Saturday, January 24, 2015, which was attended by 30 teachers from 14 schools on 4 islands (O'ahu, Hawai'i island, Maui, and Kaua'i).

4. Describe the target population to be served; and

The Hawai'i Council for the Humanities will target K-12 teachers, parents, and students across the state. Hawai'i History Day helps teachers meet C3 Framework and Common Core educational standards. Because our programs are offered for free, the target population includes public, private, charter, and/or home school educators – all of whom are invited and welcome to participate in

any of HCH's programs. Hawai'i History Day serves students in grades 4-12 and the special collaborative workshops for teachers serve elementary, middle, and high school levels. The free public humanities K-12 programs will be offered statewide. As mentioned earlier, HCH will implement a special statewide push through additional programming on neighbor islands as well as more online resources to enable greater access to our programs' resources.

5. Describe the geographic coverage.

The project intends to reach O'ahu, Maui, Moloka'i, Lāna'i, Kaua'i, and the Big Island of Hawai'i. The programs proposed are targeted at participants from K-12 public, private, charter, and/or home schools including teachers, parents, and students.

II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

A fully funded grant will enable HCH to conduct existing Hawai'i History Day programming throughout the state as well as expand programming and increased workshops for neighbor islands. Specifically:

- Plan, manage, coordinate, and conduct the Hawai'i History Day program throughout the state of Hawai'i including:
 - Conducting, at minimum, four free workshops for participants (teachers, parents, students) with one on O'ahu and three on the neighbor islands in the fall of 2015 and/or provide travel stipends for neighbor island access to our workshop(s). We are also exploring an option of live webcast for some workshops. However, kickoff workshops incorporate several concurrent sessions where access would still be a challenge;
 - Develop materials for prospective and active participants – primarily teachers and students;
 - Provision of free resources to teachers at all workshops and as requested including, but not limited to, folders, handbooks, rule books, theme books, lesson plans, and curricular aids;
- Plan, manage, coordinate, and conduct eight to nine district History Day fairs throughout the state (Central O'ahu, Windward O'ahu, Leeward O'ahu, Honolulu, Hawai'i Island, Kaua'i, Maui, Moloka'i, and Lāna'i) involving

hundreds of community leader volunteers who serve as judges of student projects;

- Plan, manage, coordinate, and conduct the Hawai'i History Day state fair in April 2016 that brings together all qualifying statewide projects, again involving a large contingent of volunteer judges comprised of humanities scholars, academics, graduate students, and community leaders;
- Collaborate with at least five organizations to conduct, at minimum, six K-12 public humanities projects/programs throughout the state, some of which may qualify for teacher professional development credit(s);
- Create and continually enhance the HCH website to provide downloadable humanities content (workshop materials, curriculum, lesson plans, etc.) and that will serve as a primary and/or secondary resource for K-12 students, parents, and teachers;
- Conduct public relations campaign plus materials to make sure the program reaches as many participants as possible which is critical to disseminate resources and achieve the program goals.

The Hawai'i History Day program and its related functions will be coordinated and directed by the Hawai'i History Day State Coordinator, Lisa Yamaki. HCH also enlists the aid of four to five historian consultants who provide lesson plans, curricular aids, and class visits/consultations as requested by teachers.

The K-12 public humanities special collaborative workshops will be coordinated and carried out by Lisa Yamaki, the Hawai'i History Day State Coordinator, Stacy Hoshino, the Director of Grants and Special Projects, and/or Robert Buss, the HCH Executive Director. HCH also enlists the aid of humanities scholars/consultants, such as Dr. Craig Howes, Director of the Center for Biographical Research, University of Hawai'i at Mānoa, Marnie Masuda, Director of the Hawai'i Writing Project, and Mitch Yamasaki, Professor of History and Director of the Chaminade History Center at Chaminade University, for several of the workshops to ensure the public humanities content is of the highest caliber.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

The Hawai'i History Day program begins and ends with the academic calendar. A full calendar is included with this proposal in the appendix for the current 2014-2015 year as well as a tentative calendar for 2015-2016 (Appendix C). Here is the general timeline for Hawai'i History Day:

- Fall: conduct workshops throughout the state with a special outreach to Lāna'i;
- Winter: assist as schools statewide conduct their school-specific history day fairs. Special focus and support for district fairs on Moloka'i, Kaua'i, Hawai'i, and Maui will be offered. Qualifying projects progress to the district fair(s);
- Spring: conduct, coordinate, and direct the district and state history day fairs throughout the state. The state fair takes place annually in April and brings together hundreds of students, parents, and teachers from across the state.
- Summer: qualifying projects from the state event progress to the National History Day fair held in June at the University of Maryland at College Park.

Funds from GIA will not be used for the National History Day fair. GIA funds will only be used for state projects and programs.

Special collaborative workshops and projects occur throughout the year. Typically, there are one or two held each quarter. Some have firm schedules such as the "Celebrate Reading" collaboration with the Hawai'i Writing Project (spring) and *Film for Thought* collaboration with the Hawai'i International Film Festival (fall).

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

The Hawai'i History Day program enables teachers who implement the program to meet C3 Framework and Common Core standards of education. We know History Day works. It helps students develop and improve their critical thinking, writing, and research skills, and boosts performance across all subjects. Whether a student qualifies for a district, state, or the national History Day fair, participants of the program learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time, and persevere. They learn how to analyze their research and synthesize information – considering the context of their topic. According to a study commissioned by National History Day by independent research firm Rockman, et al, History Day students' scores or ratings [on performance assessments, surveys and standardized test scores] were higher than their peers who did not participate in the [History Day] program (see Appendix D).

In addition to the national evaluation, Hawai'i History Day annually conducts surveys on parents, teachers, and students. Last year we received responses from 684 students, 565 parents, and 72 teachers. However there are over 1,000

students who are registered to participate in the district history day fairs. Overall, we estimate Hawai'i History Day reaches over 8,000 students who do not always go on to the district and state fairs. HCH collects data at the district, state, and national fairs.

Similarly, HCH will conduct six to eight such collaborative projects which conduct a post-program survey of participants.

We anticipate that the publicity of our programs and projects resulting from this proposal will realistically increase our overall participation goals anywhere from 10% to 25%.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

HCH is happy to provide the "Key Evaluation Findings" of National History Day with this application in Appendix D. We will also provide participation numbers of teachers, students, and islands participating at the district fair level at the program's completion. Some teachers conduct History Day in their classrooms without participating in the fairs, and we estimate that the district fair participation numbers reflect the top 15% of students throughout the state engaged in the Hawai'i History Day program. We will also provide the list of national qualifiers and special award winners from the statewide History Day fair held annually in April. We will determine the effectiveness of the program by a 10% increase of survey responses and participants from the district level. We will also provide letters of support from a variety of participants, parents, teachers, and community leaders who serve as volunteer judges to History Day (see Appendix E) who see the merits of the program firsthand.

We will also indicate the number of K-12 humanities education workshops conducted, location, and number of participants at each workshop. Increased participation and neighbor island reach is something we will be identifying as measures of success. For example, a History Day workshop will attract anywhere from 25 to 100 attendees. We anticipate a 10% increase in participation at the workshops from a fully funded grant, or 30 to 110 additional participants.

HCH can also provide the state with links as well as hardcopies of materials produced from this proposal upon request.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

See attached budget sheets.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
	\$53,350		\$53,350	\$106,700

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016.

Both local and mainland foundations and individuals will be approached for \$40,000. History Day's current support is as follows:

Alexander and Baldwin Foundation	\$1,500
Bendon Family Foundation	\$1,000
Daniel K. Inouye Memorial Fund	\$10,000
Dorrance Scholarship Fund	\$1,000
HCH Giving Circles	\$7,800
NEH <i>Standing Together</i> Initiative	\$3,000
Sidney Stern Foundation (pending)	\$3,500
Jhamandas Watumull Foundation	\$1,000

We also receive funds from the National Endowment for the Humanities that will be used toward the proposed programs and projects that amount to at least \$103,415. This reflects the History Day program portion as well as the collaborative program portion.

HCH also estimates in-kind donations from volunteers at \$5,000, and in-kind facilities use of about \$25,000.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable.

5. The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.

Hawai'i State Foundation on Culture and the Arts \$9,405

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

Unrestricted current assets as of 12/31/14 = \$113,001

IV. Experience and Capability

A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

HCH has been conducting the Hawai'i History Day program for 25 years. The 2015-2016 History Day year marks 26 years of Hawai'i History Day transforming the teaching and learning of history. During that time, HCH has achieved national recognition from the countless students who regularly place within the top 10-15% of the nation's projects. We have had two Hawai'i teachers awarded with the national Patricia Behring History Day Teacher of the Year award: Robert "Bob" Tabije, while at 'Aiea Intermediate in 2011, and Cynthia Tong, while at Mililani High School in 2012 (both are currently teaching at Waipahu Intermediate).

HCH has a long history of collaborating and partnering with public humanities scholars and experts. For example, HCH recently collaborated with the Hawai'i State Department of Education and the Chaminade University History Center to conduct a one-day workshop on "Created Equal: America's Struggle for Civil Rights" for teachers who would have the opportunity to earn professional

development credit. HCH brings to bear both local as well as national resources – the workshop was made possible through a major grant from the National Endowment for the Humanities, as part of its *Bridging Cultures* initiative, in partnership with the Gilder Lehrman Institute of American History.

The current project leaders are:

Lisa Yamaki, Hawai'i State History Day Coordinator

Lisa Yamaki recently joined HCH as the new Hawai'i History Day State Coordinator. She has been volunteering as a Hawai'i History Day judge for over seven years and has served in various roles of responsibility, most recently as a Medicare sales coordinator at Kaiser Permanente. She is a graduate of Chaminade University of Honolulu with her master's and bachelor's degrees in psychology. Her coordination experience and attention to detail will enable her to efficiently and effectively run the Hawai'i History Day program on all islands and to lead the Hawai'i delegation to National History Day. She will continue working with our historian consultants and will manage and direct the Hawai'i History Day program across five islands, eight school districts, and hundreds of teachers, students, parents, and judges with a strict adherence to timeline, budget, and scope. See Appendix G for Resume.

Stacy Hoshino, Director of Grants and Special Projects

Stacy Hoshino has a broad and extensive background in executive roles in the arts and humanities field for over a decade. He currently administers all aspects of the Hawai'i Council for the Humanities Grants Program. He also creates and executes innovative mission-aligned programs to statewide audiences, and at the same time develops program partnerships with communities and other organizations and institutions. He has a wealth of knowledge and effective working relationships with the local arts and humanities community which he leverages for HCH special projects, programs, and collaborations. Recently, he conducted two special programs about Hawai'i's music heritage, and partnered with the University of Hawai'i Museum Studies Graduate Certificate Program to present a symposium "Reflections on Controversial Issues in Museums and Related Places in Japan and Hawai'i." See Appendix G for Resume.

Robert Buss, Executive Director

Bob Buss has been executive director of the Hawai'i Council for the Humanities (HCH), an affiliate of the National Endowment for the Humanities, since 2003, and earlier was its program officer since 1983. He works with local community and cultural groups, museums, archives, libraries, and oral history and

humanities centers to facilitate public humanities programs and was the founding state coordinator for Hawai'i History Day in 1990 and has served on the Executive Advisory Board of National History Day. His interests include Confucian and Buddhist studies, ethics, and philosophy of art. Prior to working at HCH, Bob taught philosophy at Chaminade University and religious studies at Honolulu and Kapi'olani community colleges. He is a member of the Rotary Club of Kahala Sunrise. See Appendix G for Resume.

We have provided several press clippings (see Appendix F) that highlight HCH's achievements in the K-12 humanities education arena over the years.

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

HCH conducts most district History Day fairs at Hawai'i public schools which align to ADA requirements. It also holds a district fair at Chaminade University of Honolulu which is also ADA compliant. The State History Day fair is held at Windward Community College and the facilities used by history day meet ADA requirements. Any special collaborative workshop is held at public locales that meet ADA requirements in good faith. If a site is not ADA compliant, every reasonable effort will be made to meet a participant's needs.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

The three lead staff persons for this proposal are as follows:

- Lisa Yamaki, Hawai'i History Day State Coordinator
- Stacy Hoshino, Director of Grants and Special Projects
- Robert Buss, Executive Director

We are providing the resumes for the above in Appendix G. Lisa Yamaki will be responsible for executing the Hawai'i History Day program. Stacy Hoshino and/or Robert Buss will be responsible for executing special programs and collaborations. All HCH staff will be involved in the public affairs aspects of the programs proposed.

B. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

See attached Appendix H for the Hawai'i Council for the Humanities Organizational Chart.

C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position..

Executive Director	\$73,022
Director of Grants and Special Projects	\$46,920
Motheread/Fatheread® Hawai'i Coordinator	\$43,756

VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Not applicable.

B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

The Hawai'i Council for the Humanities is the state affiliate of the National Endowment for the Humanities, Division of Federal/State Partnerships, and undergoes a review assessment by NEH every five years, most recently in 2012, with our next review scheduled for 2017. There were no findings of concern by NEH regarding HCH operations, programs, or compliance with NEH expectations. In the summary letter from NEH regarding the 2012 review, dated March 13, 2013, it was noted that "The Council has a strong and effective portfolio of programs" and "...an excellent track record of making the humanities available to diverse audiences and communities."

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

National Endowment for the Humanities estimated grant award for fiscal year 2014-2015 is \$663,730. In the past six months (July 1, 2014 to December 31, 2014) we will estimate that amount to be half of the year's award amount which would equal \$331,865.

D. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

History Day serves children and their teachers grades 4-12 across the state without regard to race, religion, sex or ancestry, or other protected class or

demographic of people. Our workshops are offered for free and open to the general public unless otherwise specified such as workshops targeting teachers and/or students. Our History Day fairs are likewise open to all. While our programs are open to all public, private, homeschool, charter, and language immersion schools, public funding will be used to provide neighbor island access to the program such as workshops and fairs, as well as marketing/promotion of the program to increase participation and develop resources for the program. Funds will not be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution.

E. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2015-16 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2015-16, but
- (2) Not received by the applicant thereafter.

The Hawai'i Council for the Humanities is dedicated to the Hawai'i History Day program and its transformative and meaningful impact in the teaching and learning of history in the schools. We are a private, 501(c)(3), non-profit organization, and are also affiliated with the National Endowment for the Humanities (NEH) and receive a regular federal grant, part of which is used for Hawai'i History Day. Funding from the NEH remains stable, thus enabling HCH to continue to operate the program at the fundamental level. We continue to actively seek additional funding for the program to account for inflation and other market forces, and, more importantly, advance and grow the program. This proposal, if fully funded, will be key in augmenting internal funds for marketing and promotion of the program as well as access to new and emerging schools, especially those on the neighbor islands. Outputs generated as a result of a fully funded proposal will provide multi-year impacts which will result in broader outreach and visibility and a diversified funding base. HCH is also in the midst of developing and implementing a business/strategic plan for 2015 through 2017. In addition, we are thrilled to have received two grants from the Daniel K. Inouye Memorial Foundation directly benefiting the Hawai'i History Day program, student participation, and their travel to the National History Day event held annually in June.

F. Certificate of Good Standing (If the Applicant is an Organization)

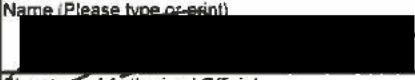
If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

See Appendix H for the Hawai'i Council for the Humanities' Certificate of Good Standing.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

Applicant: Hawai'i Council for the Humanities

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	17,200			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	17,200			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	40,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	2,500			
5. Staff Training				
6. Supplies	500			
7. Telecommunication				
8. Utilities				
9. Marketing/Promotion	25,000			
10. Consultants (4X\$3,000)	12,000			
11. NHD Program Fees	2,000			
12. Workshops	7,500			
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	89,500			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	106,700			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	106,700	Alita Charron	732-5402 x 5	
(b) Total Federal Funds Requested	103,415	Name (Please type or print)	Phone	
(c) Total County Funds Requested			1/29/15	
(d) Total Private/Other Funds Requested	58,000	Signature of Authorized Official	Date	
TOTAL BUDGET	268,115	Robert Buss, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: <u>Hawai'i Council for the Humanities</u>				
POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Hawai'i History Day State Coordinator	\$43,000.00	\$43,000.00	40.00%	\$ 17,200.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				17,200.00
JUSTIFICATION/COMMENTS:				
Note that the Hawai'i State History Day Coordinator will spend over 80% of time on this program. Other funds come from local and national sources.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: Hawai'i Council for the Humanities

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	0	\$0.00	\$ -	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	0	0	\$ -	

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

Applicant: <u>Hawai'i Council for the Humanities</u>						
FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2013-2014	FY: 2014-2015	FY:2015-2016	FY:2015-2016	FY:2016-2017	FY:2017-2018
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						

**Application for Grants and Subsidies
Hawai'i Council for the Humanities
List of Appendices**

Background and Summary

- A. 501(c)(3) Non-Profit Letter**
- B. Hawai'i Council for the Humanities Board List**

Service Summary and Outcomes

- C. Hawai'i History Day Calendar**
- D. National History Day Evaluation**
- E. Letters of Support**

Experience and Capability

- F. Articles and Press Clippings**

Personnel: Project Organization and Staffing

- G. Resumes: Lisa Yamaki, Stacy Hoshino, Robert Buss**
- H. Organizational Chart of the Hawai'i Council for the Humanities
and
Certificate of Good Standing**

Internal Revenue Service

Date: July 28, 2000

Hawaii Council for the Humanities
3599 Waiialae Ave Rm 23
Honolulu, HI 96816-2759

Department of the Treasury

**P. O. Box 2508
Cincinnati, OH 45201**

Person to Contact:

Bob Edwards 31-04014

Customer Service Representative

Toll Free Telephone Number:

8:00 a.m. to 9:30 p.m. EST

877-829-5500

Fax Number:

513-263-3756

Federal Identification Number:

[REDACTED]

Dear Sir or Madam:

This letter is in response to your request to change your organization's name. Please verify the entries above are correct, if not please contact the name listed above. This letter also replaces previous affirmation letters with the corrected name.

Our records indicate that a determination letter issued in April 1978, granted your organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Hawaii Council for the Humanities
[REDACTED]

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

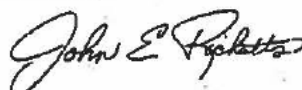
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your organization's exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,



John E. Ricketts, Director, TE/GE
Customer Account Services

JOHN WAIHEE
GOVERNOR



STATE OF HAWAII
DEPARTMENT OF TAXATION

P.O. BOX 259
HONOLULU HAWAII 96809

September 14, 1993

RICHARD F. KAHLE, JR.
DIRECTOR OF TAXATION

~~ALFRED L. LUNDGREN~~
~~COMMISSIONER~~

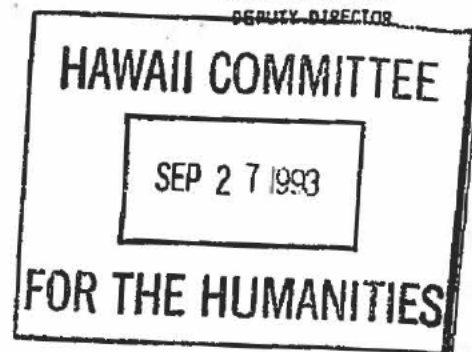
~~ALFRED L. LUNDGREN~~
~~COMMISSIONER~~

GEORGINA M. YUEN
DEPUTY DIRECTOR

HAWAI'I COMMITTEE FOR THE HUMANITIES
3599 Waiialae Avenue, Rm. 23
Honolulu, HI 96816

Attention: Ms. Esther K. Arinaga, Chairman

Gentlemen:



We have reviewed your Application for Exemption from the Payment of General Excise Taxes under the provisions of Section 237-23, Hawaii Revised Statutes. Based upon the information submitted in your application, the claim for exemption has been approved.

This approval for exemption does not apply to any income from any activity, (i.e., fund-raising) the primary purpose of which is to produce income, even though such income is to be used for or in furtherance of the exempt activities of the organization. This exemption will be in force only as long as there is no material change in the facts as set forth in your application for exemption.

Furthermore, this exemption does not apply to any general excise tax imposed upon the seller of tangible personal property or upon the person providing a service who may pass on or include such tax in the price of the service rendered or in the sales price of any purchases made by your organization.

Since this letter could help resolve any questions about your exempt status, you should keep this in your permanent records.

Enclosed is your registration certificate.

Very truly yours,

Ronald C. Choy
RONALD C. CHOY
Technical Review Officer

RCC:abm

Enclosure

cc: Ronald Randall
Linda Cacpal

Internal Revenue Service
District Director

Department of the Treasury

Date: SEP 11 1980

HAWAII COMMITTEE

SEP 15 1980

FOR THE HUMANITIES

LA:EO:78:0092
Our Letter Dated:
January 20, 1978
Person to Contact:
Norma Jules
Contact Telephone Number:
(213) 688-4553

Hawaii Committee For the Humanities
2615 S. King Street., Suite 211
Honolulu, HI 96826

Gentlemen:

This modifies our letter of the above date in which we stated that you would be treated as an organization which is not a private foundation until the expiration of your advance ruling period.

Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Internal Revenue Code, because you are an organization of the type described in section 509(a)(1)*. Your exempt status under section 501(c)(3) of the code is still in effect.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, a grantor or a contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1)* status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1)* organization.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



District Director

* and 170(b)(1)(A)(vi)
tkh

**HAWAI'I COUNCIL FOR THE HUMANITIES
2013 Board of Directors**

Name/Years	Organization/Address	Phone/Email
Douglas Dykstra, CHAIR (2010-2013, 2013-2016)	Chancellor Windward Community College 45-720 Kea'ahala Rd., Alaka'i 119-A Kane'ohe, Hawai'i 96744	235-7402 247-5362 (fax) E-mail: dykstra@hawaii.edu
Larry L. Myers, VICE CHAIR (2009-2012, 2012-2015)	Attorney-at-Law Of Counsel Kobayashi, Sugita & Goda 999 Bishop Street, Ste. 2600 Honolulu, HI 96813	535-5725 E-mail: lmyers@ksqlaw.com
Noelle MKY Kahanu SECRETARY-TREASURER (2013-2016)	Director of Community Affairs, Bishop Museum 2662 Namauu Drive Honolulu, HI 96817	848-4190 E-mail: noelle.kahanu@bishopmuseum.org
Philip Bossert * (2013-2016)	Director, Institute for 21 st Century Teaching and Learning PO Box 2172 Honolulu, HI 96805	203-9097 E-mail: phil@orientech.us
Helen Cox * (2013-2016)	Chancellor, Kauai Community College 3-1901 Kaunualii Highway Lihue, HI 96766	(808) 245-7402 E-mail: HelenCox@hawaii.edu
Lisa DeLong (2012-2015)	Principal, Kailua Intermediate School 145 S. Kainalu Dr. Kailua, HI 96734	263-1500 E-mail: Lisa_DeLong@notes.k12.hi.us
Kerri Inglis (2009-2012)	Associate Professor of History University of Hawai'i at Hilo, Social Sciences Div. 200 West Kawili Street Hilo, Hawai'i 96720-4091	(808) 974-7587, E-mail: inglis@hawaii.edu
Tessa Munekiyo Ng (2013-2016)	Manager, Munekiyo & Hiraga, Inc. 1200 Queen Emma St. #1507 Honolulu, HI 96813	983-1233 E-mail: tessa@mhplanning.com
Scott Robertson (2013-2016)	Associate Professor, Information & Computer Sciences University of Hawai'i, Manoa 1680 East-West Road Pacific Ocean Science & Technology Bldg. Honolulu, HI 96822	956-2023 E-mail: scottpr@hawaii.edu
Manoj Samaranayake (2013-2016)	Senior Tax Manager, Deloitte Tax LLP, CPA 94-1119 Kapukawai St. Waipahu, HI 96797	375-7012 E-mail: manojis.cpa@gmail.com

Name/Years	Organization/Address	Phone/Email
Lois Leinani Whitney (2012-2015)	Executive Assistant Office of Councilmember Mike White 200 S. High St., 8 th Fl. Wailuku, Hawaii 96793	(808) 283-3406 E-mail: shutterbugD90@gmail.com
Mitch Yamasaki (2014-2017)	Professor of History, Chaminade University 3140 Wai'ala'e Avenue Honolulu, HI 96816	735-4824 E-mail: myamasak@chaminade.edu
Susan Yim (2014-2017)	Managing Editor, HIKI NO Hawai'i Public Television 3818 Maunaloa Ave. Honolulu, HI 96816	E-mail: sfyim@hawaii.rr.com

* Gubernatorial Appointee (up to five members)

HCH STAFF

Robert G. Buss, Executive Director, rbuss@hihumanities.org, [REDACTED]
 Laurie Lee Bell, Fiscal Officer, bell@hihumanities.org
 Robert Chang, Motherread/Fatheread State Coordinator, read@hihumanities.org
 Alita Charron, Director of Development and Public Affairs, acharron@hihumanities.org
 Stacy Hoshino, Director of Grants and Special Projects, shoshino@hihumanities.org
 Grace Lo, Director of Communications, glo@hihumanities.org
 Jane Y. Murao, Hawai'i History Day State Consultant, jmurao@hihumanities.org
 Ryan Ng, Development and Special Projects Assistant, rng@hihumanities.org
 Lisa Yamaki, Hawai'i History Day Coordinator, lyamaki@hihumanities.org

Hawai'i Council for the Humanities
 3599 Wai'ala'e Avenue, Ste. 25
 Honolulu, Hawai'i 96816
 Phone: (808) 732-5402 / Fax: (808) 732-5432
 E-mail: info@hihumanities.org
 Website: <http://www.hihumanities.org>
 Office Hours: 8:30 a.m. to 4:30 p.m. Monday through Friday



HAWAI'I HISTORY DAY 2014-2015 CALENDAR (Tentative)

A Program of the Hawai'i Council for the Humanities
LEADERSHIP & LEGACY IN HISTORY



JULY '14 – FEB. '15	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
AUG '14 – OCT '14	HISTORY DAY KICKOFF EVENTS & WORKSHOPS <ul style="list-style-type: none"> • Kickoff events to be held around the state.
DEC. '14–FEB. 6, '15 (School fairs should not be held after Feb. 6, '15)	SCHOOL HISTORY DAYS <i>Note: If a school fair is needed to select the entries, the event must be scheduled prior to the deadline for submitting registration forms (JAN.29). Please note the limitations below.</i> Youth Division (grades 4-5): <ul style="list-style-type: none"> • Essay – up to 5 per school per division • Display – up to 10 per school per division • Performance – up to 5 per school per division • Documentary – up to 5 per school per division • Website – up to 5 per school per division Junior (grades 6-8) and Senior Divisions (grades 9-12): <ul style="list-style-type: none"> • Essay – up to 10 per school per division • Display – up to 10 per school per division or 10% if over 100 • Performance – up to 10 per school per division • Documentary – up to 10 per school per division • Website – up to 10 per school per division or 10% if over 100
THURSDAY, JAN. 1, '15	ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS <i>Online registration is required for all divisions and categories. Please go to hi.nhd.org/register for online registration directions.</i>
FRIDAY, FEB. 6, '15	ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES <i>Online registration is required for all divisions and categories. Please go to hi.nhd.org/register for online registration directions.</i>
	PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY Please go to hi.nhd.org/register for Paper and Website Submission Directions.
SAT., FEB. 28, 2015 SAT., FEB. 28, 2015 SAT., MARCH 7, 2015 SAT., MARCH 7, 2015 SAT., MARCH 7, 2015 TUE, MARCH 10, 2015 SAT., MARCH 14, 2015 SAT., MARCH 14, 2015	2015 DISTRICT HISTORY DAYS** Registration from 7:30-8:30 a.m. Run-offs around noon. Closing around 3:30 p.m. **Private schools, charter schools and home-school projects participate in the district in which they are located. WINDWARD – King Intermediate School MAUI – Baldwin High School HONOLULU – Chaminade University of Honolulu KAUA'I – Kaua'i Community College CENTRAL – UH West Oahu MOLOKA'I – Moloka'i High School (Hoolehua) HAWAI'I – UH Hilo LEEWARD – Ewa Makai Middle School
SUN., MARCH 15, 2015	ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS <i>Online registration is required for all projects advancing from districts.</i>
FRI., APRIL 3, 2015	ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES <i>Online registration is required for all projects advancing from districts.</i>
	REVISED PAPER (ESSAY) & WEBSITE ENTRIES ARE DUE ELECTRONICALLY Please go to hi.nhd.org/register for Paper and Website Submission Directions.
SAT., APRIL 25, 2015	2015 HAWAI'I STATE HISTORY DAY Location: Windward Community College, 7:30 am to 3:30 pm
MID-MAY 2015	<ul style="list-style-type: none"> • National History Day Registration (on-line process) to be completed. • National History Day Essay and Website entries due to NHD.
MID-JUNE 2015	NATIONAL HISTORY DAY 2015, University of Maryland at College Park

NATIONAL
History Day
WORKS

**National Program Evaluation
Executive Summary**

JANUARY 2011

NHD
NATIONAL
HISTORY DAY

NATIONAL HISTORY DAY

TEACHES

critical thinking, writing and research skills, and
boosts performance across all subjects

Prepares

students for college, work and citizenship

Inspires

students to do more than they ever thought they could

INTRODUCTION

Why Does History Education Matter?

The debate about American education continues to focus on what is wrong with our schools—on poor student achievement and reports of ineffective teachers—but where in the discussion is the demand for evidence about programs that are working?

National History Day is one of these programs. It is fostering outstanding achievement for students in all subject areas, not just history. It is shaping students into well-rounded, collaborative, independently motivated leaders who are prepared to lead. And it is doing it now, in 50 states around the country and beyond.

In the ongoing rhetoric and quest for education reform, the focus on global competitiveness lies at the heart of the debate. But the crucial role of the social sciences in American education has been marginalized. Subjects like English, history, civics and the arts play a central part in developing a well-rounded understanding of our contemporary global community—and the study of these topics develops the imperative 21st century skills that lie at the heart of individual future success and an American workforce equipped to compete in the global marketplace.

on yearlong history projects, culminating in local and state contests—and a final national competition, the Kenneth E. Behring National History Day Contest, held each June in College Park, Md.

RESEARCH OVERVIEW & METHODOLOGY IN BRIEF

With funding from Kenneth E. Behring and the U.S. Department of Education, NHD commissioned an independent research organization, Rockman et al, to develop and implement a research plan to explore the impact of the program; additional research promotion funding was provided by an anonymous challenge grant, HISTORY™, David and Janis Larson Foundation, H.F. “Gerry” Lenfest, Albert H. Small, Southwest Airlines and National History Day Board of Trustees, Staff, Judges & Affiliate Coordinators.

Research Design

During the 2009-2010 school year, researchers from Rockman et al examined students’ skills and knowledge across a range of measures: The research examined students’ academic performance on state standardized tests, not only in history or social studies, but also in other subjects where students’ skills might transfer. The study also included performance assessments, to see whether students could apply the research, writing and critical thinking skills developed through NHD participation—skills that track closely with the 21st century skills identified by educators and business leaders as the skills students need to enter college and the workplace fully prepared. Surveys asked students to rate their confidence in these skills and their interest in past and current events.

To conduct the research, Rockman recruited “study sites” from around the country; criteria included geographic representation, diversity in the student population and inclusion of under-represented minorities, and sufficient history with NHD to allow researchers to look at student performance over time. The four final sites included:

- Aldine Unified School District (Houston, Texas)
- Paterson School District (Paterson, New Jersey)
- Chesterfield County Schools (Cheraw and Chesterfield, South Carolina)
- A large urban/suburban district in Colorado²

In each site, researchers also recruited comparison classes, in the same subject and with similar demographics and academic level, to see how students who participated in National History Day compared with peers who did not participate in the program. The instruments and data collection for the study (described in detail in the full report) were designed to explore key questions about the impact of NHD participation. These key questions also frame the report:

² The school district requested that study reports not identify it by name.

Researchers also created composite interest, engagement and confidence mean scores for both sets of students, looking at differences between groups on both the pre- and post-surveys as well as pre- to post-changes, and running tests for significance. Using these three composite scores, they also looked at differences by state and by gender. The post-survey also included an item for NHD students about the perceived impact of NHD participation. Using regression analysis, researchers looked at the relationship between NHD students' perceptions of impact and their self-reported levels of interest, engagement and confidence.

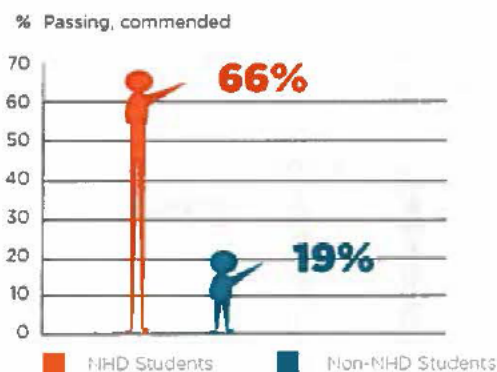
For the writing assessments, the research team developed a scoring rubric based on the NAEP persuasive essay rubric and the 6+1 Writing Traits rubric (see full report for details). Scorers were trained using the rubric and benchmark essays. Three researchers scored a sample of essays from each site, with site identifiers removed. At intervals during the scoring process, a second reader scored randomly sampled essays to ensure consistency and inter-rater reliability.

KEY FINDINGS

NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.

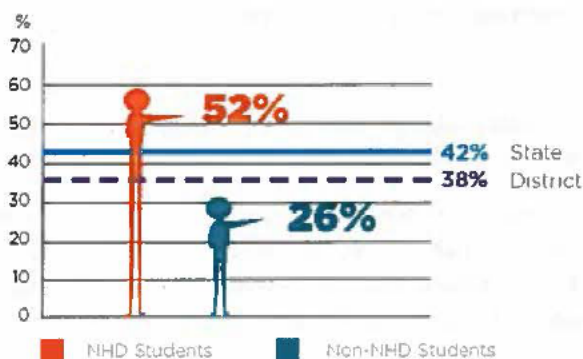
For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006-2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students had commended performance each year, compared to an average of 19 percent of non-NHD students (see Chart A).

Chart A: TAKS Test Performance—Texas



On the 2008-2009 South Carolina U.S. History and the Constitution end-of-course test, the NHD high school led the district with a 52 percent passing rate—26 percentage points above the other (non-NHD) high school in the district, 14 points above the district rate, and 9 points above the state rate (see Chart D).

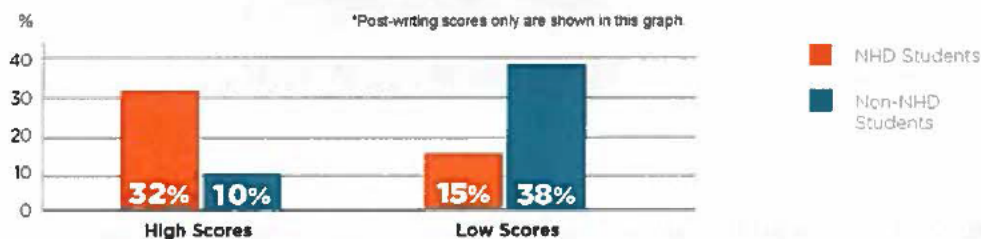
Chart D: U.S. History & the Constitution End-of-Course Exam, Passing Rates—South Carolina



NHD students are better writers—they write with a purpose and real voice, and they marshal solid evidence to support their points of view. NHD students had more exemplary writing scores and fewer low scores than comparison students.

Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale (see Chart E).

Chart E: Writing Scores*



For More Information

The full report—including detailed methodology and research instruments—can be found on the National History Day website: www.nhd.org/nhdworks, or follow the organization on Facebook (www.Facebook.com/NationalHistoryDay), Twitter ([@nationalhistory](https://twitter.com/nationalhistory)), and YouTube (www.YouTube.com/NationalHistory).

What is Hawai'i History Day?

Hawai'i History Day an affiliate of National History Day (NHD), is a year-long history education program that invigorates the teaching and learning of history in grades 4-12. It promotes a theme-based, research-centered model for history and civics education.

Hawai'i History Day is split up into three divisions:

- Senior Division: Students in grades 9-12.
- Junior Division: Students in grades 6-8.
- Youth Division: Students in grades 4-5.

Students present their projects in five different formats:

- Display/Exhibit
- Performance
- Documentary
- Essay
- Website

Who can participate?

Public, Private, Charter, Hawaiian Immersion and Home School students in grades 4-12 are eligible to participate in the Hawai'i State DOE District in which their school is located.

Executive Director Robert Buss
Hawai'i Council for the Humanities
3599 Waialae Avenue, Rm 25
Honolulu, HI 96816

RECEIVED APR 21 2014

Dear Executive Director Robert Buss,

On behalf of Molokai High, the Social Studies Department and recent state competitors we would like to acknowledge the coordinated efforts in making Hawai'i National History Day a success. It is great to see the students recognize their self-worth after a semester of research that concludes with a trip to state competition. Many participants who attend the state competition value their efforts and appreciate the awards as an incentive to keep returning the following year.

Being from a small rural school, National History Day has provided Molokai High students a venue to showcase their research through various mediums. It has provided exposure for students beyond Molokai. In the last five years since National History Day was implemented at Molokai High, those who made it to the national competition or were recognized for their projects furthered their post-secondary education at such institutions as University of Hawai'i, Portland State University, Colorado University, and Harvard to name a few.

Molokai High values our partnership with National History Day. Together we hope to elevate the student achievement and continue the success of our students.

Sincerely,

Kainoa Pali
Molokai High
Social Studies
Department Chair

Cendall Manley
Molokai High
Student

Anna May Ewing
Molokai High
Student

Ashley Smith
Molokai High
Student

Kamalani Puailihau
Molokai High
Student

Edel Mae Alvarez
Molokai High
Student

Rainbow Kee
Molokai High
Student

Amber Afelin
Molokai High
Student

Kysha Kawano
Molokai High
Student

Keaahonua Davis
Molokai High
Student

Oceana Madani
Molokai High
Student

Marissa Motas
Molokai High
Student

Sonja Angst
Molokai High
Student

Magdalia Kapuni-Lopez
Molokai High
Student



11 Puunene Avenue
Kahului, Hawaii 96732-1608
www.ahprop.com
Tel (808) 877-5523
Fax (808) 871-7497

January 16, 2015

House Committee on Finance
State Capitol, Room 306
Honolulu, HI 96813

Dear Sirs/Madams:

I write for the purpose of respectfully expressing my support of the proposed State Grant-in-Aid for the Hawaii Council for the Humanities, the organization that puts on the Hawaii History Day program. This program is of huge benefit to our middle and high school students each year, teaching them not only about history, but also about research, writing, advocacy, persuasion, and teamwork.

I write from the vantage point of a parent whose two children have benefitted greatly from the Hawaii History Day program. Both of my children were public school students on Maui who participated in the program while attending Iao Intermediate School and H.P. Baldwin High School. They developed skills from the work that they did in preparing their History Day projects which continue to be of value to them both today as college students on the mainland.

They learned how to conduct research, how to clearly express their thoughts in writing, and how historical events can be interpreted based upon a given theme. Perhaps most importantly, they developed the skill of critically evaluating and sifting through a myriad of sometimes conflicting historical resources.

Both of my children went from their school level competitions, through the district and state level History Days, on to National History Day which is held each year at the University of Maryland. There they learned the important lesson that even a kid from a public school on a Neighbor Island in the small state of Hawaii can compete, measure up, and stand proud among other young scholars from across the country.

I wholeheartedly support the Hawaii History Day program and all it has meant to countless young historians over the years. Mahalo Nui Loa for your kind consideration of this request.

Sincerely yours,

A handwritten signature in black ink that reads 'Grant Y. M. Chun'.

GRANT Y. M. CHUN
Vice President

**Michael Munekiyo
757 Maalahi Street
Wailuku, Hawaii 96793**

SUBJECT: State Grant in Aid Request Submitted by the Hawaii Council for the Humanities

Dear Sir or Madam:

I am writing in support of the Hawaii Council for the Humanities' (HCH) application for a State of Hawaii Grant in Aid, which will enable the HCH to continue its valuable work in advancing the humanities in Hawaii.

A notable component of the HCH is the Hawaii History Day program. History Day is a program influential in shifting our students' view of history from a "facts and dates" to a "how and why" perspective of persons, events and circumstances of the past. With this focus, students come to understand that our lives today cannot simply be taken for granted. Their research and analysis in their history projects inform their understanding that past actions and decisions have consequences far greater than what might initially be assumed.

As a History Day parent, I saw both my children grow to understand this notion over the years in which they were program participants. As a History Day judge, I've seen so many other students come to appreciate this concept as well. With this view of our past, students come to appreciate the world they live in today. This outcome alone has made History Day a significant educational experience for student participants.

As a State, we in Hawaii constantly seek to improve our educational system; we constantly seek to grow an informed citizenry; and we constantly seek to create a more humane society. The HCH's History Day program does all of the above. The benefits of this program are not necessarily measured in terms of standardized scores or related metrics. It is a program which shifts our students' energy to a form of learning that is both self-directed and collaborative. It is a program that builds confidence in our students' ability to view the world from an issues and opportunities standpoint.

With this in mind, may I respectfully request your support of the HCH's request for a State Grant in Aid.

Very truly yours,



Michael T. Munekiyo

January 29, 2015

To Whom It May Concern:

I am pleased to write a letter in support of the Hawai'i Council for the Humanities (HCH) for a Grant-In-Aid to assist HCH efforts to enhance humanities education in our K-12 schools around the state. As a professor of peace and multicultural education at the University of Hawaii, a former primary and high school teacher, and the mother of two elementary school children, I know the vital importance of a humanities education in the classroom and in the community.

I am deeply familiar with HCH's signature program of, "Hawai'i History Day". Annually, HCH facilitates at least eight *district history days* on the islands of O'ahu, Maui, Hawai'i, Kaua'i and Moloka'i in the early spring, as well as Hawai'i *state history days* in the late spring. These events bring together outstanding performances, displays, documentaries, essays and websites from grade school students around the state. Additionally, HCH coordinates for about 50 of these students to join others from around the nation at the National History Day in mid-June. They also conduct history day workshops for teachers and students from late summer through the fall on bringing history into the classroom. I very much endorse its ideals of teaching critical thinking, writing and research skills; preparing students for college, career and citizenship; and inspiring students to do more than they ever thought they could. I have seen many of these history day students show great passion, creativity and confidence by their presenting their powerful history day projects.

I also know that HCH has strong partnerships with other national and local humanities organizations to support such humanities-centered learning. I was involved with the HCH coordination in 2013 of the Smithsonian Museum of American History tour of "Let's Do History" reaching K-12 teachers, as well as museum and historical and cultural center educators, with learning techniques and resources based on primary historical documents, objects, and resources. HCH is a valued partner that collaborates with many other local humanities groups, such as the Hawai'i International Film Festival ("Film for Thought" program), Bamboo Ridge (teachers Corner website resources for teachers), "Celebrate Reading" festivals for young adults, and many others.

I sincerely and whole-heartedly endorse your support of this worthy organization and the work it does each year to conduct National History Day in Hawai'i, offer workshops for K-12 teachers, and facilitate collaborative programs with other public humanities groups.

With warm aloha,

/s/ Maya Soetoro-Ng

Dr. Maya Soetoro-Ng

January 2015

To Whom It May Concern:

I am writing in support of the Hawaii Council for the Humanities' application for a 2015 State Grant in Aid. Such a grant, if bestowed by the Hawaii Legislature, would assist in continuing the Council's sponsorship of the Hawaii History Day Program.

Over the last 23 years thousands of students have participated in Hawaii History Day. Hundreds from Kahuku High and Intermediate and other schools have gone on to State and National History Day and many have medaled in this very rigorous competition. Students pick thematic projects in categories including web pages, documentary, research, display or performance. Students utilize primary sources and must be able to defend their projects both orally and in writing. More than any other program in the public and private schools, Hawaii History Day embodies the degree of rigor required by the Common Core State literacy and research standards and has for over 20 years

As an educator, I can also state unequivocally that students who participate in History Day in our public high, middle and elementary schools, tell us over and over again that this one experience more than any other, best prepared them for college and career. History Day students from Kahuku High have gone on to become successful college professors, lawyers, teachers, scientists, contractors, journalists, authors, doctors, dentists, lawyers, CEOs, deputy prosecutors, bankers, congressional aides, actors, artists, musicians, professional athletes, TV reporters and poets. They learned through the History Day process to argue with passion based on the analysis of research and fact, work effectively on teams, ask difficult, pointed questions with authority, clarity and civility, write to inform, narrate and persuade and present information in a masterful and confident manner.

For me, as an educator, History Day is the "gold ring." Educators who have adopted it thoroughly engage their students in project based learning based on individual interests students have about our communities, state, nation or world. The focus is on depth of knowledge rather than facts from a textbook. History Day is also a program for all students. It is important to note that the humanities and history remain critical components in our culture and bring the very necessary heart and soul to the work we must do in science and mathematics to be competitive in a global economy. History Day brings history and herstory alive for students and for teachers.

I have never written in support of a State Grant in Aid. I do so now because I believe that the Hawaii Council for the Humanities, in all they do and most especially for what they do for students and teachers in our state, have created a program and system where there are tangible and positive student learner and societal outcomes.

Last night I watched "Adobe Buddha" on PBS, a documentary on the history of Buddhism in Hawaii with a focus on Japanese Americans. It was a superb example of the quality of work that comes from the Council on any of the many programs they sponsor or co-sponsor. Of them all though, my heart belongs to Hawaii History Day. Please, please, please give the Council's request every consideration.

E Malama Ka Mo'olelo. Let us Care for history.

Should you have any questions, please feel free to contact me at 772-2446.

Sincerely,

Lea E. Albert

Lea E. Albert

January 26, 2015

To Whom It May Concern:

I am writing to ask for your support for The Hawai'i Council for the Humanities application for 2015 State Grant in Aid for Hawai'i History Day. I have been a strong advocate of this program over the past twenty years because of its impact on students, schools, and communities. Participating students quickly learn that if they are to understand history they have to become part of it. Through HHD students find their voice in democratic processes and they develop research essays, interpretive displays, living-history performances, and multi-media documentaries.

Students have reported that the skills they've learned, such as valuing multiple perspectives, making generalizations, and writing and defending a thesis, provide them with a foundation that prepares them for college, careers, and citizenship. One student wrote for Humanities News, "It was my participation in History Day that first connected me with the D.C. area. I came to the nation's capitol as a competitor on the national level and now attend Georgetown University and serve as a congressional aid in Washington, D.C. History day has provided me with research skills that I constantly use in college and work."

Another student wrote for the Hawai'i Council for the Humanities Newsletter, "From participating in History Day, I learned to appreciate history as more than just dusty textbooks with pictures of old guys, but as actual events that present links and parallels. That's the neatest part - the realization that events in history aren't singular, floating entities in an expanse of space, but that they're tied together, that they relate to each other. Call me a geek, but it's spectacular to experience this epiphany of ties between events."

It's an oft-repeated phrase – knowing our past will help us create a better future. Please support The Hawai'i Council for the Humanities application for 2104 State Grant in Aid for Hawai'i History Day to ensure the perpetuation of this exceptional program.

Sincerely,

Lisa DeLong

Lisa DeLong
Principal, Kailua Intermediate

January 14, 2015

To Whom It May Concern:

I am writing in support of Hawaii's History Day Program. I have been the History Day project coordinator at Kahuku Elementary for 10 years, and I have taught the History Day Program to several hundred students. I have seen firsthand how the History Day Program has benefitted our students, teachers, school, and surrounding communities.

Kahuku Elementary's History Day Program began in 2004 with approximately 70 sixth-grade students. That year, we saw a positive jump in our student's Hawaii State testing results. The following year, teachers from Kahuku High and Intermediate School, commented that they could tell which of their students had come from Kahuku Elementary because their research skills were far more developed than students coming from other feeder schools. I believe this was a direct result of those students' learning the History Day process and completing a History Day project.

Over the past 10 years, more than 2000 of our students have benefited from the History Day program. Other schools in the Kahuku Complex, including Laie Elementary, Hauula Elementary, and Kaaawa Elementary have also added History Day to their curriculum. Students from Kahuku Elementary, as well the aforementioned schools, have had the opportunity to compete in Washington D.C. with others from across the United States and several foreign countries. The Hawaii Council for the Humanities has provided financial support for travel, and room and board, to help our students, chaperones, and History Day exhibits get to the National Competition.

Participating in History Day has opened up new opportunities for our students. For example, one team of students, a group of three 6th grade girls, became the first elementary team to represent Hawaii in Washington D.C. These students spent six months recording the stories of former Kahuku Sugar Plantation workers and families. The collected information was turned into a Historical documentary and this story about our community was shared at National History Day. Another team, two 6th grade Filipino students who had never been on the U.S. mainland, were hand-picked to display their History Day Exhibit in the National Museum of American History at the Smithsonian. Many museum visitors had an opportunity to view the exhibit, including former Senator Daniel Inouye, who came specifically to view their work.

The History Day Program has also allowed our students to learn from, and interact with, academic professionals. On many occasions, Hawaii Council for the Humanities has brought professors from Windward

Community College, Chaminade University, and the University of Hawaii to our school to work with our students. In addition, the Council has provided training at Chaminade University where students learn the History Day process from professors and other professionals. I have seen an increase in the confidence and abilities of our students as a direct result of interacting with these professionals.

The History Day Program also benefits teachers. Many teachers from our school have received constant support through trainings and other sponsored workshops. I, and another teacher, also received monetary awards that have helped to develop our program. An additional benefit is that the objectives of the History Day Program coincide with the new Common Core State Standards. This has allowed the Standards and History Day to be seamlessly taught in conjunction with one another.

The History Day program has been a key component in helping Kahuku Elementary to fulfill its school vision by: helping our "students become responsible, independent learners, empowered with the skills that will help them contribute to society." I have seen many lives, including my own, blessed by participating in History Day's amazing educational program.

Dorian Langi
Teacher, Kahuku Elementary

State Capitol, Rm. 306
Honolulu, HI 96813
Attn: Nandana Kalupahana

Dear Sirs/Madams,

I am writing in support of Hawai'i History Day, a program of the Hawai'i Council for the Humanities. I was a participant in this program from 2006 to 2010, the entirety of my high school career, and it was one of the most enriching activities I had the pleasure of experiencing.

History Day is not a short book report or poster-making exercise—it is a year-long, project-based approach to learning historical research and writing skills. Public, private and homeschool students can research topics of their choice and present their findings in a number of creative ways that are not only fun, but build skills necessary for their future. As a competitor, I wrote papers, made display boards and put a website together while working with my peers; I not only had the chance to practice and hone my own writing skills, but I learned how to work with other people to create a single, worthwhile project.

The Hawai'i Council for the Humanities and its Hawai'i History Day program reach all islands, enrich many communities, and brighten countless futures. While students may not appreciate the hard work they are doing now, History Day enhances their school curriculum through hands-on activities that they will appreciate later. I urge you to help fund this valuable resource so it can continue to support students, parents, and teachers all over Hawai'i.

Thank you,



Sarah Nishioka
Hawai'i History Day Alumna
95764 Kauanomeha Pl.
Mililani, HI 96789

I first participated in History Day almost 12 years ago, but I still clearly remember the topics that I chose to write about, and the amount of time and effort I put into those projects. History Day was a rather daunting experience for a 14 year old, up to that point I don't think I had ever written a paper that long, or ever been taught what a thesis statement is or the difference between primary and secondary sources. My History Day projects taught me those things and more, and it was during those early formative years that I developed a love for history that has stuck with me to this day.

One of the biggest strengths of the History Day program is that it teaches the process of historical research and writing over an extended period of time. As many students I'm sure have learned over the years, it is impossible to put together a good History Day project in a matter of days. It is a cumulative process that takes time as the steps of research, thesis development, writing and refining unfold and build upon each other. History Day teaches academic skills that are important in almost every field of study in advanced education—for example budgeting time, researching in all types of sources including articles, books, newspapers, and various internet sources, outlining, developing a thesis, and the actual synthesizing of the facts along with analysis and putting those thoughts and ideas into words. History Day helped teach me to distinguish reliable information from less reliable sources and to seek after the facts and information as close to the source as could be obtained.

I chose to major in History when I went to college, and did quite well in my major classes because I was already very comfortable with performing research and writing papers. History Day took away the fear I had previously had in writing long papers, once I had done it a few times it didn't seem as difficult as it did when I was younger, even as the page length requirements got longer and longer. I found that I had an edge over many of my university classmates who did not understand what it meant to have a thesis statement, and that a history paper is not a mere recitation of facts. I always remembered what I had been taught at Kahuku when writing papers for any class, that whatever I was writing needed to have a point. Facts without any analysis are pretty useless, but I had the training I received in doing History Day to know that the crucial part of a paper are the conclusions and connections made and supported by facts. Transitioning to this higher level of academic writing, from the book report style of elementary school to thesis statements and analysis, is not a simple process and it takes practice. I am grateful that I had this experience in middle school and high school because I was prepared when I got to college to launch into more sophisticated topics and to be successful academically.

I have since graduated from law school and currently practice as a civil litigation attorney. I use the research skills that I began developing back at Kahuku every day. Being comfortable in a library, and looking for information online are really important skills along with having the confidence that you will be able to understand the information your research brings to you. The basic abilities to research and write clearly and persuasively are extremely important in today's world, and have served me very well.

Elizabeth Burroughs



When I think about the skill set that got me through college and which I now use for my job every day, I can trace all the basics back to History Day. I participated in History Day all four years of high school—in the historical paper category—and over the course of that time not only did I learn a great deal about history, but I honed my abilities to research, write, and articulate my points clearly.

1. *How has "doing" History Day helped to develop your researching skills?*

History Day is the foundation of my research skills. It taught me all the different ways I can get information and helped me learn to take the initiative in exploring new means to do so. I learned how to identify the best questions to ask and the most effective ways to get them answered. From leafing through library books to locating and contacting experts in my subject matter, History Day gave me a reason to try. It got me excited about research and figuring out ways to make my case and back it up with evidence.

2. *How has "doing" History Day helped to develop your writing skills?*

I'm not sure I would even know how to write if it weren't for History Day. Every year I competed, I had the opportunity to refine my craft more and more. I also gained the confidence to write and the knowledge and experience to write well. The nature of competition encourages you to produce winning results, and that drive and motivation transferred easily to writing college papers and now to the dozens of things I write each day for my job.

3. *How has "doing" History Day helped to develop your analytical skills (primary, secondary sources)*

I remember poring over stacks of books and articles and looking back at my thesis to put it all together. History Day forced me to think and make sense of the information in front of me. As a high school student, I obviously didn't know everything about history, so I had to let my sources guide me as I analyzed the evidence and used it to develop my case. This proved extremely beneficial in college, where my day-to-day life consisted almost entirely of reading and reviewing information then applying it to whatever project I was working on—be it a test, essay, presentation, or homework assignment. History Day taught me how to assimilate knowledge and transfer it into something new.

4. *How has "doing" History Day helped to develop thinking "historically"? Using multiple perspectives and drawing conclusions of an event?*

The most exciting part of History Day for me was always the history. The yearly theme provided a launch pad for exploration of the myriad historical figures, events, eras, and episodes available to the inquiring student. I came to understand just how much we have to learn from history and how the lessons of the past continue to be relevant today. Most interesting was being able to see history from so many different viewpoints, an opportunity afforded by the multiple sources I had to consult to prove my point. It was a thrill to piece together all my evidence to create one clear historical picture.

5. *How has "doing" History Day helped to develop your confidence in being able to research the "big stuff" in the University libraries, Archives, and databases?*

Since my long days and nights doing research for my History Day papers, I've always felt at home in libraries and in any research arena. My experiences with History Day helped me realize that there's not much information beyond my grasp if I'm willing to look for it, and that's an empowering thought. The confidence that I gained from the papers I wrote for History Day helped me fully understand all the resources out there and enabled me to produce work of substance and quality in college and in the workplace.

6. *How has "doing" History Day at Kahuku High really helped to develop those skills you need now as a junior or senior in high school, or as a college students and/or graduate of college?*

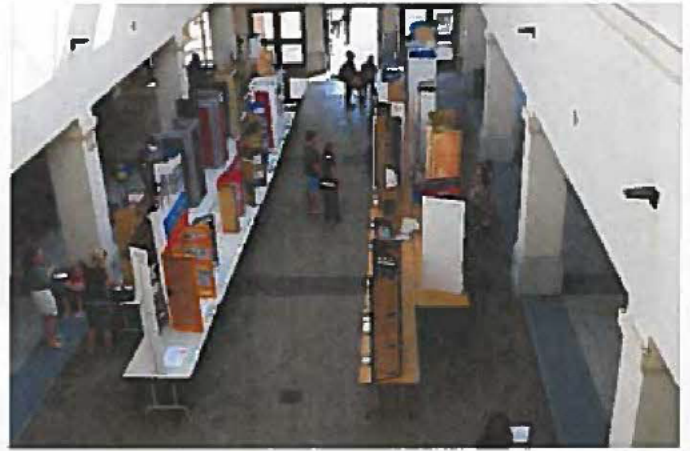
I graduated from college about two years ago and now work in the communications industry, and I could not feel more indebted to the History Day program. It's been more than five years since the last time I

participated in History Day, but I still hold it close to my heart as the experience that molded me the most as a writer and communicator. It inspired me to work hard and deliver exceptional results in everything I do. I knew plenty of classmates and I've seen plenty of high school students now who look at their school assignments as dreaded tasks, which, honestly, baffles me. You can't succeed in life unless you develop a passion for learning and achieving. That's exactly what History Day taught me to do.



Bethany Smith

Hawai'i State History Day Fair



The Education Our Economy Needs

We lag in science, but students' historical illiteracy hurts our politics and our businesses.

By [NORM AUGUSTINE](#)

In the spirit of the new school year, here's a quiz for readers: In which of the following subjects is the performance of American 12th-graders the worst? a) science, b) economics, c) history, or d) math?

With all the talk of America's very real weaknesses in the STEM subjects (science, technology, engineering and math), you might be surprised to learn that the answer—according to the federal government's National Assessment of Educational Progress—is neither science nor math. And despite what might be suggested by the number of underwater home loans, high-school seniors actually fare best in economics.

Which leaves history as the answer, the subject in which students perform the most poorly. It's a result that puts American employers and America's freedoms in a worrisome spot.

But why should a C grade in history matter to the C-suite? After all, if a leader can make the numbers, does it really matter if he or she can recite the birthdates of all the presidents?

Well, it's not primarily the memorized facts that have current and former CEOs like me concerned. It's the other things that subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation's story and that of our world, but also failing to develop skills that are crucial to employment across sectors. Having traveled in 109 countries in this global economy, I have developed a considerable appreciation for the importance of knowing a country's history and politics.



The good news is that a candidate who demonstrates capabilities in critical thinking, creative problem-solving and communication has a far greater chance of being employed today than his or her counterpart without those skills. The better news is these are not skills that only a graduate education or a stint at McKinsey can confer. They are competencies that

Hawai'i History Day
A Program of the Hawai'i Council for the Humanities

***The Hawai'i Content and Performance Standards for Social Studies
and Hawai'i History Day***

In 2005 Hawai'i State Board of Education approved the new version of Content and Performance Standards for Social Studies. As a result, it is now possible for teachers to link Hawai'i History Day activities with those standards. The History Standards read as follows:

Standard 1: Historical Understanding: Change, Continuity and Causality – Understand change and/or continuity and cause and/or effect in history.

Standard 2: Historical Understanding: Inquiry, Empathy, and Perspective – Use the tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations and judge the past on its own terms.

Standard 3: Historical Content – Understand important historical events.

The first two standards exemplify what judges are looking for in a History Day project. “Does it show change over time? Is it balanced? Have both primary and secondary sources been used? Does it show analysis and interpretation? Is the subject matter put in historical context?” In producing a good History Day project your students will meet these standards and in the process they will create a product that shows they have met them. Learning to “do” history in this way has always been the central purpose behind History Day. As a bonus, depending on the students’ topics, they may also be able to master standards in Cultural Anthropology, Geography or Economics.

The third standard, Historical Content, has changed considerably in this version with the addition of clear benchmarks and sample performance assessments for different history topics. When students are starting their History Day projects teachers might use the benchmarks to guide students toward meaningful topics that will introduce them to the historical content required by this standard.

Humanities get to the heart of the matter - Hawaii News - Honolulu Star-Advertiser

StarAdvertiser.com

Humanities get to the heart of the matter

By Linda K. Menton

POSTED: 01:30 a.m. HST, Sep 08, 2013

The Hawaii Council for the Humanities (HCH) joins in the call for a renewed commitment to the humanities as outlined in a new national report, "The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive and Secure Nation."

The bipartisan report advances a dialogue on the importance of the humanities and social sciences to the future of our country.

What are the humanities and why should we care?

The humanities include the study of history, literature, religion, philosophy and the arts. They remind us of where we have been and help us envision where we are going. They are not esoteric subjects reserved for those in institutions of higher learning. Rather they help all of us understand what it means to be human; to reflect on and grapple with age-old questions such as, "Who am I?" "Why am I here?" and "Where am I going?"

"The Heart of the Matter" report lists three goals for advancing the humanities:

- » Educate Americans in the knowledge, skills and understanding we need to thrive in a 21st-century democracy.
- » Foster a society that is innovative, competitive and strong.
- » Equip the nation for leadership in an interconnected world.

These are lofty goals, but meaningless unless we develop concrete strategies to accomplish them.

The report recommends supporting literacy, investing in civic education, increasing access to online resources and supporting partnerships that promote lifelong learning, such as museums, libraries and cultural institutions.

Along with visionary leadership, hard work, good will and institutional cooperation, accomplishing these goals will require money. The report recommends increased federal funding to the humanities, including support for the National Endowment for the Humanities (NEH) and state humanities councils like HCH.

HCH was established in 1972 after the NEH encouraged Hawaii residents to apply for funds to conduct humanities activities in the state. HCH began by awarding grants to many local organizations that fostered public understanding of the humanities, through

NATIONAL HISTORY DAY 2015

THEME: LEADERSHIP AND LEGACY IN HISTORY

Adrienne Harkness and Lynne O'Hara

During the 2014–2015 school year, National History Day invites students to research topics related to the theme *Leadership and Legacy in History*. Examples of leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics. Topics can come from any geographic area or time period. Local history and world history make equally good sources of NHD topics, and you can explore your interests from ancient history to more recent events. Try browsing your textbooks, flipping through TV channels, talking with teachers and parents, or even scrolling through Facebook or Twitter for topics that interest you. Just remember, your topic must relate to *Leadership and Legacy*. And do not forget the “*in history*” part of the theme—your topic must be historical, not a current event

NATIONAL HISTORY DAY 2015

LEADERSHIP & LEGACY *in history*

What is leadership and what is legacy? In broad terms, leadership is the act of leading: providing motivation, guidance or direction, usually from a position of authority. Leadership also implies the *ability* to lead—possessing the skills necessary to articulate a shared vision and inspire others to embrace and achieve that vision. Leaders often personify other admirable values such as courage, selflessness, ingenuity and patriotism. Certain traits like ego and confidence are important in a leader; however, such traits may be seen as negative qualities if he or she becomes overzealous or too headstrong. How do you evaluate the legacy of overzealous leaders like Saddam Hussein or Joseph Stalin? Were they leaders or tyrants? Is balance an important aspect to good leadership?

Leadership takes many forms. You might immediately think about presidents and kings as leaders, but what about local

community representatives and organizers? How about religious leaders, governors, mayors, or business owners? Some leaders are elected, others are appointed, and some seize a position of authority. When it comes to monarchies, some leaders inherit their positions. Of course, leadership requires followers, who follow either by choice or due to coercion.

Leadership is not limited to the political sphere. Often leadership can begin on a much smaller scale. Consider the leadership that it takes for a small group of people to come together to accomplish a common goal. Students might consider the impact of Lech Walesa and Poland's Solidarity movement, fighting for workers' rights, social change, and ultimately political control in the 1980s and 1990s. Other examples could include Emmeline Pankhurst's leadership of the Women's Social and Political Union in Great Britain, Cesar Chavez's National Farm Workers Association, or Mother Theresa's Missionaries of Charity.

The impact of a leader does not have to be global. You can find examples of great leadership in one neighborhood, one school, or one city. Consider the history of your state, hometown, or

Organization. Examining both sides of the story is important to understanding your topic.

It often happens that new leaders pick up where previous leaders left off, which also adds to the legacy. Followers and supporters will frequently carry the torch, moving forward and working together to maintain the pursuit or accomplish the goal. What role did Bella Abzug, Gloria Steinem, and Lilly Ledbetter play in the 20th-century feminist movement? How can the tragic death of a leader like Mahatma Gandhi, Robert Kennedy, or Benazir Bhutto inspire others to continue the fight for their political, social, or economic goals?

How important is the relationship between a leader and supporters or followers? Great leaders typically have a great network of supporters. These people agree with what the leader stands for and play a part in helping him or her succeed. Mao Zedong led a massive revolution in China. Why did it succeed? How did he use his leadership to convince people to follow him? Followers are inspired by the leader and

ALL OF THE GREAT LEADERS HAVE HAD ONE CHARACTERISTIC IN COMMON: IT WAS THE WILLINGNESS TO CONFRONT UNEQUIVOCALLY THE MAJOR ANXIETY OF THEIR PEOPLE IN THEIR TIME. THIS, AND NOT MUCH ELSE, IS THE ESSENCE OF LEADERSHIP.

– JOHN KENNETH GALBRAITH

feel a sense of duty to the cause. Some supporters, of course, are faithful to a leader no matter what questionable actions he may take. Do you see examples of followers turning a blind eye to certain events because of their extreme loyalty?

When leadership goes awry, leaders can become destroyers. There are instances throughout history where leaders abused their power. Are there differences in leadership strategies for a destroyer? And can a follower or supporter influence the destruction? Consider the leadership of Nero in ancient Rome, Mobutu Sese Seko in the Congo, or Iran under Mohammad Reza Pahlavi. Are other nations responsible for removing leaders from power?

Just because something happened and someone did something, however, it does not necessarily mean a legacy was created. The key is to think about a leader's significance in history. So what? Does this person really matter? Was there real change that occurred because of his or her leadership? What was the impact on people, society, economics, or government? How did it affect what people thought or did, or maybe how people think or act today? Consider both the short-term and long-term impact. Remember that examining the context and historical significance of your topic is a crucial part of the research process that also will help you strengthen and support your thesis.

In considering the theme *Leadership and Legacy in History*, keep in mind that it's important to address both elements. Highlighting both the leadership **and** the legacy of your chosen subject will help you clearly explain the relation of your topic to the theme. Successful researchers look at available primary and secondary sources and draw conclusions from the information. Your analysis of the evidence and presentation of the information to support your thesis is a critical part of your project. Use these primary sources and let the individuals speak for themselves. In thinking about your topic, ask yourself, "what is so important about my topic and what do I want people to understand after viewing my project?" Your answers to these key questions will help guide you as you decide how to present your information.

Students share their passion for times past

By Ali Watkins
McClatchy Newspapers

WASHINGTON >> Not many 14-year-olds know where Hurltoot, Northern Ireland, is

"It's a path and two farms," says Nicole Crumpler, a high school freshman from Coppell, Texas.

"Just a little place," said her twin sister, Erin. "It's nothing."

The farm town, just outside Belfast, is only a speck on Google Earth. But for the Crumpler girls, who traced their lineage all the way back to that Irish hamlet, its discovery would lead them much further than the Internet.

Hurltoot ignited a spark for the girls, a curiosity that they shared with three of their classmates at Coppell Middle School North. That spark manifested itself into a history class project about Ellis Island, once a major gateway for immigrants, which eventually placed second at the Texas state History Day competition. This week, their journey culminates in Washington.

The chatty teenagers are just five of more than 2,800 middle and high school students from across the country who made the trip to the nation's capital to celebrate National History Day. Once a quietly noted event, it has grown into a weeklong celebration of history and educational competition for thousands of students every year.

The fact is, most students just don't know their own history. Less than a quarter are proficient in the subject, according to a 2010 survey from the National Center for Education Statistics. Their generation's lack of awareness makes the National History

Day contest all the more important, program officials said.

Funded by public and private donors, the Kenneth E. Belting National History Day Contest involves more than 500,000 students around the country throughout the academic year. They are encouraged to create displays, documentaries, performances and digital projects based on primary historical sources. Students must get through regional — and state — contests to be chosen for the final, national round in Washington.

The festivities began Sunday night at the University of Maryland in College Park and continue through an awards ceremony today. Project judging took place Monday and Tuesday. On Wednesday, the competitors toured the Smithsonian's National Museum of American History. Select students were to display their projects at the museum starting at 10 a.m.

It's the first chance for many of the participants to experience the nation's capital.

"It's a big deal," said James Harris, president of National History Day Board of Trustees, who has been involved with the program for more than 20 years. "In some cases, some of the kids have never left their home city, never left their home state. This opens up a world to them that they didn't know before."

The Crumplers' classmates would agree. Just ask their teammate Rachel Kass, 14, about the trip to the Smithsonian.

"They're going to have to drag me out," Rachel said.

Domestic violence groups earn \$15,000 in Verizon grants

POSTED: 01:30 a.m. HST, Jan 04, 2013

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By Star-Advertiser staff

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Other grants

» Students from Mililani High School's National History Club presented the Hawaii Council for the Humanities with a check for \$5,000 from the Weinberg Foundation after completing more than 100 hours of volunteer work benefiting Hawaii History Day.

Through "Educating the Heart," a program sponsored by the Harry and Jeanette Weinberg Foundation, students under the supervision of teacher Amy Perruso worked with a small group of fourth- and fifth-graders at Mililani Waena Elementary School. They helped with the History Day curriculum and with completing projects for the district-level History Day fair in February at Mililani High.

The students earned a \$5,000 Weinberg Foundation grant and officially awarded the check to the Hawaii Council for the Humanities. History Day is a signature program of the council.

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Hawai'i Council for the Humanities Hawai'i History Day Recognition Ceremony, at the Mililani High School Welcome Back Assembly, August 3, 2012. Mililani High School students won at the state level for History Day which qualified them to compete at the national level in College Park, Maryland this past June. From L to R: Jane Murao, Hawai'i Council of the Humanities Hawai'i History Day Coordinator; Student Virginia Gustafson; Senator Michelle Kidani, Hawai'i State Legislature; Student Viola Mocz; Representative Marilyn Lee, Hawai'i State Legislature; Bob Buss, Executive Director of Hawai'i Council for the Humanities; Dr. John Brummel, Principal; Student Myla Pereira; Student Alemarie Ceria; Student Carson Turner; Student Nanea I; and Marvin Buenconsejo, representing Congresswoman Mazie Hirono.

Bottom row from L to R: Student Megan Medeira; Student Alohilani Nonies; Social Studies teachers Cynthia Tong, winner of the Patricia Behring National History Teacher of the Year Award: Senior Division; and Amy Perruso, winner of Hawai'i History Teach of the Year Award provided by The Gilder Lehrman Institute of American History. Students and teachers also received honorary recognition certificates from Governor Neil Abercrombie, Senator Dan Inouye and Senator Daniel Akaka, Congresswoman Colleen Hanabusa, and Hawai'i State Department of Education Superintendent Kathryn Matayoshi.

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Mililani High teacher earns national history honor

Mililani High teacher Cynthia Tong has been named the 2012 Patricia Behring Teacher of the Year, Senior Division. Her award was announced at the National History Day Awards Ceremony held June 14 at the University of Maryland at College Park.

Hawaii History Day, an affiliate of National History Day, is a program of the Hawaii Council for the Humanities. Tong's national award recognizes outstanding National History Day teachers, one at both the junior level and senior level, out of the 50 states, the District of Columbia, Department of Defense Schools, International Schools-Asia, and the U.S. territories. She will receive a \$10,000 cash prize.

This is the second year in a row a Hawaii teacher has won the national award.

"We were surprised and delighted that a teacher from Hawaii History Day was again honored with a National History Day Teacher of the Year award," said Robert Buss, executive director of the Hawaii Council for the Humanities. "Mrs. Tong is a long-time History Day teacher devoted to its ideas of teaching history as a way of thinking more clearly and carefully about the past. Her innovative and creative classroom teaching, leadership, and commitment to her students make her most deserving of this honor."



Tong, who has taught at Mililani High since 2002, has been involved with the Hawaii History Day program for the past 17 years. Her students have qualified for the History Day program on the district, state, and national levels for every year she has participated.

Mililani High's Social Studies Department Head Amy Perruso said, "Mrs. Tong, by force of vision, personality and character, has been able to substantively reshape the educational landscape at Mililani High School for the benefit of students in large part through her tireless efforts with History Day."

In addition to Tong's award, five Hawaii public school students were also honored for their outstanding work.

Kahuku High & Intermediate student Chenoa Yorgason won the Women's History Special Award and \$1,000 cash prize for her Senior Individual Website project titled "The Pill: Revolutionizing Rights, Reforming Roles." Kailua Intermediate student Tatiana Zamora won a third-place bronze medal and \$250 cash prize for her Junior Individual Exhibit project titled "Bay of Pigs Invasion: The United States Reaction to Castro's Revolution."

Students developed entries based on this year's theme: Revolution, Reaction, Reform in History.

Entries included a Junior Website project, "Revolutionizing the Role of the First Lady," which earned the "Outstanding State Entry, Junior Division" award for Kahuku Elementary student Pomai Tollefsen. Another project, a Senior Group Documentary, titled "The 1954 Democratic Revolution in Hawaii" by students Alohilani Nonies and Megan Madeira of Mililani High, earned the "Outstanding State Entry, Senior Division" award.

Representing Hawaii this year at the national competition were 51 students -- ranging from grades 6 through 12 -- from the following schools: Aiea Intermediate; Campbell High; Iolani; Kahuku Elementary; Kahuku High & Intermediate; Kailua Intermediate; Kalakaua Middle; Kamehameha-Kapalama; King Intermediate; Laie Elementary; Maui Preparatory Academy; Mililani High; Moanalua High; Sacred Hearts Academy-Maui; Waiialua High & Intermediate; and

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Hawaii Teacher and Students awarded at National History Day

Published: 6/16 7:50 pm

Updated: 6/16 8:07 pm



 Slideshow

Kamaile Aluli, Kaylee Alana Miller, and Truman Spring of Laie Elementary School won a 1st place gold medal

Hawaii students *Kamaile Aluli, Kaylee Alana Miller, and Truman Spring of Laie Elementary School* won a 1st place gold medal and a \$1,000 cash prize for their Junior Group Website entitled "Between a Rock and a Hard Place: the Battle over Hetch Hetchy." Also, students *Janal Kim, Keri Ann Nagaishi, and Kelly Zakimi* of Moanalua High School were awarded 2nd place silver medals and a \$500 cash prize for their Senior Group Display project entitled "Creation of Pakistan" at the annual **National History Day (NHD)** competition, held at the University of Maryland College Park Campus in the Washington, D.C. area June 12 – 16. This was the first year that all 6 students competed in the national contest.

"We are incredibly proud of our students for all of their time and effort they put in to their projects," said Hawaii State Coordinator, Jane Murao. "These students have not only deepened their understanding of their chosen topics but also been energized by learning. This program truly brings history to life for students."

Representing Hawaii at this year's national competition were 55 students from the following schools: Aiea Intermediate; Castle High; Ewa Makai Middle; Kahuku High & Intermediate; Kailua Intermediate; Kaiser High; Kamehameha-Kapalama; Laie Elementary; Maui Preparatory Academy; Mililani High; Moanalua High; Molokai High; Sacred Hearts Academy-Maui;

and Waialua High & Intermediate.

Students developed entries based on this year's theme: *Debate & Diplomacy:*

Successes, Failures, Consequences. Entries included a documentary entitled "Taking Down A Beast: Using Diplomatic Strategies to End Apartheid" by Mililani High School student Lisa Grandinetti and a website entitled "Reagon and Gorbachev: Ending the Cold War" by Molokai High School students Michael Kikukawa and Michael Onofrio.

NHD is a year-long academic organization for elementary and secondary school

students focused on the teaching and learning of history. A recent study by *Rockman, et al* found students who participate in NHD develop a range of college and career-ready skills, and outperform their peers on state standardized tests in multiple subjects, including reading, science, math and social studies.

Honolulu, HI... Robert Tabije of 'Aiea Intermediate has been awarded the Patricia Behring Teacher of the Year Award, Junior Division, at the National History Day event today at College Park, Maryland. Mr. Tabije was selected for the national award which recognizes outstanding National History Day teachers, one at both the junior level and senior level, out of the fifty states, the District of Columbia, Department of Defense Schools, International Schools-Asia and the U.S. territories and will receive \$10,000. "I have traveled to the National History Day competition on four occasions and met so many deserving educators. I deeply appreciate and cherish this distinction and it is a great honor to accept this award on behalf of the State of Hawai'i, my school, and my students. But in the end I don't do History Day for the awards; I do it for my students," said Mr. Tabije.

Mr. Tabije has been teaching at 'Aiea Intermediate since 2002 and been involved with the Hawai'i History Day program for the past 13 years, the last nine at 'Aiea

Intermediate. His students have qualified for the National History Day program for the past eight years. Robert Buss, executive director of the Hawai'i Council for the Humanities that presents the Hawai'i History Day program says "Mr. Tabije is an exemplary example of a History Day teacher. He engages students and makes the past come alive through their historical research."

Tom Kurashige, 'Aiea Intermediate principal says "This is amazing in light of the fact that 'Aiea Intermediate School is a Title I school and many of our students come from public or low income housing projects with many at-risk factors that create barriers to their learning."

Kaimuki/Palolo

Posted at 1:36 p.m., Wednesday, November 7, 2007



Paul Field (standing) of Windward Community College, will speak at the free workshop this Saturday.

Photo by Jane Silva

Free workshop for humanities teachers

Story submitted by Alita Charron

If you are a Social Studies, Language Arts, or History Day teacher, the Hawai'i Council for the Humanities is presenting a free workshop "Doing Historical Research and Making Historical Arguments" this Saturday, November 10 from 1:30 p.m. — 4:15 p.m. at Chaminade University's Ching Auditorium in Eiben Hall.

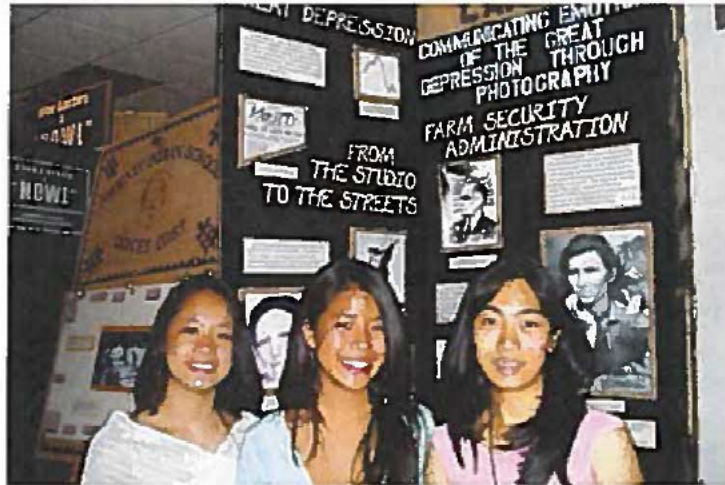
This workshop will help participants learn about teaching history through historical research, how to make historical arguments and writing historical essays, and how to use archives and identify reliable internet resources.

Participants will receive the "Making History: A Guide to Historical Research Through the National History Day Program" handbook prepared by National History Day. Featured presenters include Paul Field, Windward Community College and History Day consultant, and Todd Sammons, English, University of Hawai'i, Manoa.

Interested teachers should call (808) 732-5402 to reserve their space. Travel stipends are available to neighbor island teachers interested in attending.

Brought to you by the Hawai'i Council for the Humanities, We The People, a special initiative of the National Endowment for the Humanities, and Chaminade University of Honolulu.

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COURTESY OF CHRISTINE NIP

Christine Nip, Megan Tomino and Melissa Ruan stand in front of their display on Depression-era photographer Dorothea Lange. The trio's project earned first-place honors at the National History Day competition in Maryland.

Historic victory

Analytical skills help three girls win a national exhibit contest

By Christian Herring
Moanalua High School

In a culture full of flash and glitz, it's reassuring to know that simple black-and-white photos can still captivate. At the National History Day competition, juniors Megan Tomino, Melissa Ruan and Christine Nip won first place and \$1,000 with their exhibit on Dorothea Lange's Depression-era photography.

Moanalua High School is a three-time defending state champion in the senior group exhibit, but this is the first time in the school's history where a project took first place nationally.

"I was astonished," said Tomino.

The competition, which takes place at the University of Maryland every summer, gives students a chance to demonstrate their knowledge on history through display boards, research papers, documentaries — even live performances.

Robert Buss, the executive director of the Hawaii Council for the Humanities, said that History Day "gives students the thinking skills to analyze information and apply it to today."

The contest brings in more than 75,000 participants from all over the country, from intermediate students to seniors in high school. They compete in their respective districts, then move on to the state level. About 20 to 40 entries from each state advance to the national competition in Maryland.

"The students are very competitive," Buss said.

The three girls began their project individually as a required assignment for their sophomore U.S. history class. They all liked the topic of Dorothea Lange because they felt her work was easy to apply to the topic of communication. The pictures caught their interest, too.

Moanalua High School

Motto
Na Hoku O Moanalua

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Posted on: Thursday, July 28, 2005

Moanalua 16-year-olds put a winning face on the Great Depression

By [Treena Shapiro](#)
Advertiser Education Writer

An assignment for a sophomore U.S. history course at Moanalua High School has earned three students a free trip to the University of Maryland, a gold medal and \$1,000 in the National History Day competition.

The 16-year-olds — Christine Nip, Megan Tomino and Melissa Ruan — teamed up to create a display on Depression-era photographer Dorothea Lang, which took the top prize in the senior display division at the national event at the University of Maryland.

"It's a very rigorous contest," said their teacher, Kevin Chaitin. "By time they get to nationals, they're competing against 25,000 projects."

In keeping with the Great Depression theme, the girls kept their display simple, with burlap-framed black-and-white photos against a black background. "We chose some of her more emotional work that really showed the conditions of the Depression and how people were dealing with it," Ruan said.

The Great Depression began in 1929 after the stock market crashed and continued until the United States entered World War II in 1941.

When they saw the elaborate displays by other students at the national competition, they thought their own stark design might not be up to muster. "We couldn't believe our project got first place out of 84," Tomino said.

"It was a shining moment I'll never forget," Nip said. "I think our topic was definitely powerful because it related to a theme of communication and history a lot."

The project took a year to complete. The students started in August by picking a topic for an eight-page paper, written individually. Since all three girls picked Dorothea Lang, they later formed a team to create the exhibit, which required many hours of afterschool and weekend time. "We had to do a lot of work, which was frustrating sometimes," Tomino said.

Nip said one of the biggest challenges was finding people to interview nationally who actually lived through the Great Depression. "The only interview we got was a reporter who worked with Dorothea Lang before she passed away," she said.

Chaitin said having all his students participate in the contest is a lot of work, but the skills the students gain will benefit them in the future. "It teaches the kids analytical skills and research skills," he said. "When they enter college it's assumed they know how to write a paper."

In his class they get practice developing theses and creating annotated bibliographies, with at least 40 sources.

Ruan said the team's primary focus was on the class requirements rather than the competition. "Mr. Chaitin has high standards ... and we were just doing our best to get our A," she said.

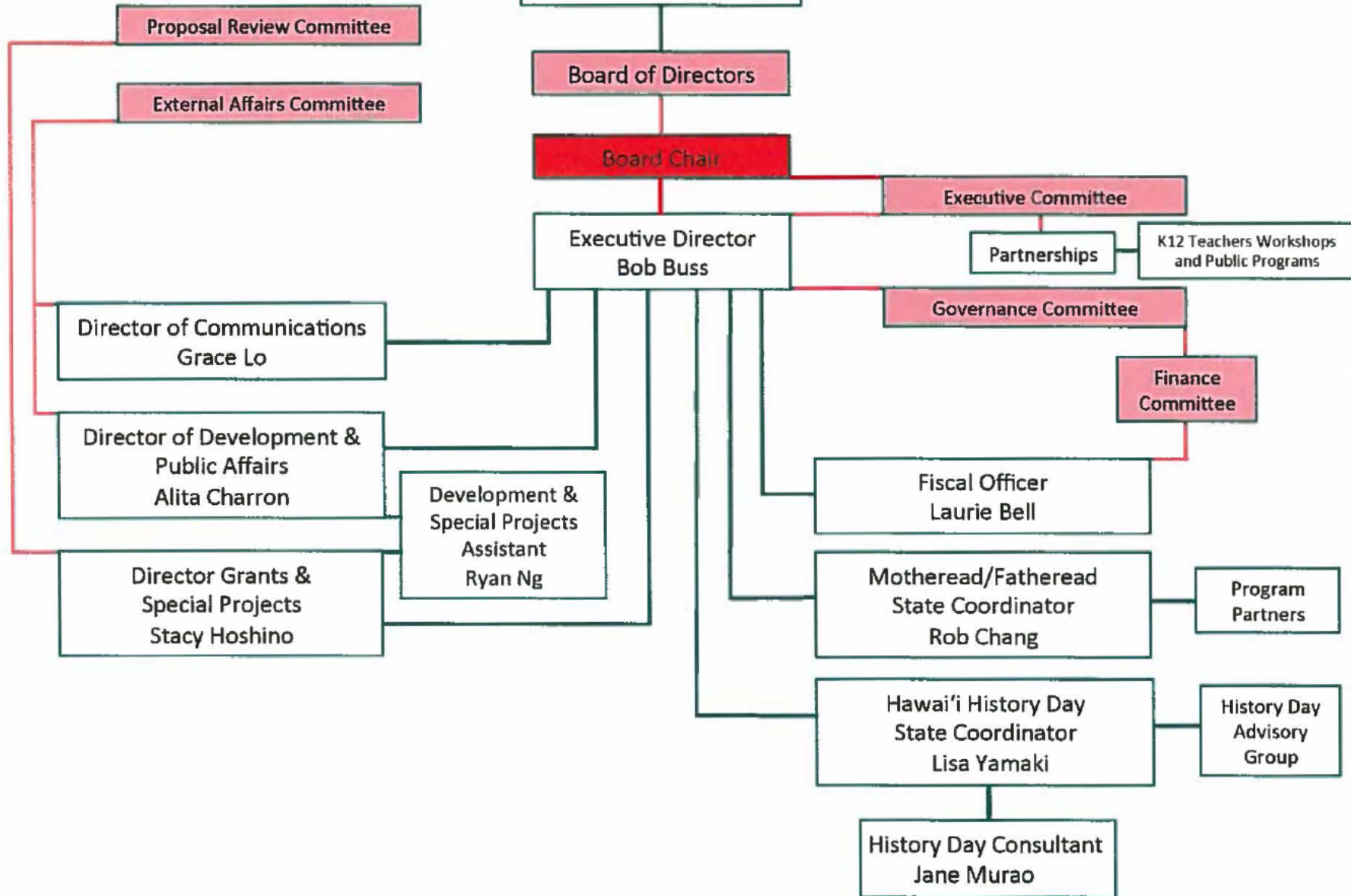
Tomino said she will be required to enter the contest again for her junior history class. "How am I going to top this?" she said. "It's going to be so hard!"

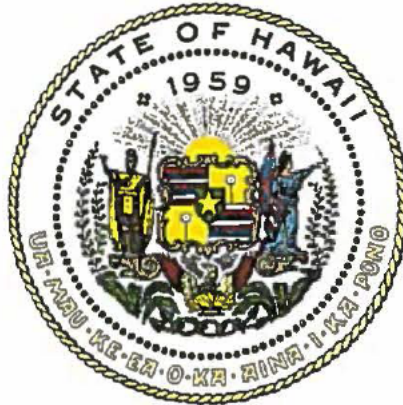
Nip said she is ready for the challenge. "In the beginning I was really stressed, I just wanted this to be over, but after you see what level of work you can do, you just want to do it again and do it better," she said.



From left, Christine Nip, Megan Tomino and Melissa Ruan combined their talents and interests to bring the Great Depression into the consciousness of 21st century students — and win a gold medal.
Megan Tomino photo

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Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

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was incorporated under the laws of Hawaii on 01/29/1976 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 20, 2015

Interim Director of Commerce and Consumer Affairs

