

House District 20

Senate District 10

THE TWENTY-NINTH 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 ID. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
**Hawai'i Council for the Humanities**

Dbn:

Street Address:

**3599 Waialae Ave., Ste. 25  
Honolulu, HI 96816**

Mailing Address:

**3599 Waialae Ave., Ste. 25  
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
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

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 2018: \$ 107,200

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 \$ 15,290

FEDERAL \$ 110,621

COUNTY \$ \_\_\_\_\_

PRIVATE/OTHER \$ 41,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

[Redacted Signature]

**ROBERT BUSS, EXECUTIVE DIRECTOR**

NAME & TITLE

1/20/17

DATE SIGNED



RECEIVED  
1/20/17



## 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 of National Endowment for the Humanities' (NEH) funds 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 request is for HCH to engage K-12 school communities (students, parents and teachers) throughout the state of Hawai'i in humanities activities and provide public humanities programming and resources to broaden perspectives, enrich lives and strengthen communities. This grant will help provide programs and resources to 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.

The objectives of this grant are to provide humanities education programming and resources to K-12 educators throughout the state, in particular, provide outreach to Kaua'i, Moloka'i, Maui and Hawai'i. The Hawai'i Council for the Humanities will accomplish this by conducting the Hawai'i History Day program, workshops for teachers,



parents and student, and special programs/partnerships that service K-12 audiences throughout the islands. Hawai'i History Day has firmly established the Hawai'i History Day program on Moloka'i and continues to engage their school(s) in the program and its resources. For example, this year (2016-17), we are partnering with the National Archives and Records Administration along with the Federation of State Humanities Councils to provide free pop-up exhibits observing the 225th anniversary of the Bill of Rights to 43 display sites on six islands in Hawai'i. The *Bill of Rights and You* exhibit was created by the National Archives as part of its Amending America Initiative exploring the importance of the Bill of Rights, its history and implementation and its impact today.

### 3. The public purpose and need to be served;

Changes in education accountability and requirements have consistently been met with the Hawai'i History Day program as well as special programs and workshops that HCH has offered and continues to offer. Among our public humanities resources include workshops, curricular aids and materials for our K-12 educators. Workshops also reach parents and students.

Hawai'i History Day meets current benchmarks and Hawai'i educational strategies including the ESSA (Every Student Succeeds Act), C3 (College, Career and Civic life) Framework and Common Core State Standards of the Hawai'i State Department of Education. The History Day program 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." An evaluation of the program by an independent study group, Rockman Et Al, found that History Day students outperformed their non-History Day peers on the TAKS performance test in reading, science, math and social studies. An average of nearly two thirds of History Day students had commended performance compared to an average of 19 percent of non-History Day students (see attachments for *National History Day Works: National Program Evaluation Executive Summary*). Similar results are to be expected from Strive HI Performance System testing. Additionally, because History Day emphasizes research in an area of high interest to the student and using primary sources such as oral histories and interviews, students have the opportunity to, and often do, increase their level of engagement with their families and communities.

This grant would foster civically engaged, informed and active K-12 school community citizens who think critically. With planned programming through Hawai'i History Day and K-12 special programs and workshops, students and teachers will conduct project-based,



theme-based, humanities-centered projects that HCH is proud to bring to the state of Hawai'i. With this grant we would be able to provide more direct service to and educational opportunities for K-12 teachers on the islands of O'ahu, Maui, Moloka'i, Kaua'i and Hawai'i. Neighbor island support would enable HCH to properly serve and provide more equal access to HCH's rich resources and opportunities. In particular, we would like to provide Kaua'i, Moloka'i, Maui and Hawai'i islands with the History Day program and its resources as well as other public humanities workshops and programs for K-12 audiences.

Along with the 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. Some partnerships include the Gilder Lehrman Institute of American History, Hawai'i International Film Festival, Smithsonian Museum of American History's Let's Do History program and, most recently, "Echoes & Reflections: Leaders in Holocaust Education" and NEH's Bridging Cultures Initiative, "Muslim Journeys." A fully funded grant will help us offer these programs, partnerships and workshops for teachers to advance their knowledge, skills, and abilities to better serve the next generation of Hawai'i's leaders. The "Echoes & Reflections: Leaders in Holocaust Education" teacher workshop on August 27, 2016 was well attended by over 40 elementary, middle and high school teachers from the islands of O'ahu, Maui, Moloka'i, Kaua'i and Hawai'i. The presenter from the national program, Deborah Batiste, did an excellent job of facilitating the lesson plans and activities featured in a curriculum book and on the website of the "Echoes and Reflections" educational project.

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 with islands including Maui, Kaua'i, Hawai'i and Moloka'i. As mentioned earlier, Hawai'i History Day meets the ESSA (Every Student Succeeds Act), C3 (College, Career, and Civic life) Framework and Common Core State Standards of the Hawai'i State Department of Education. It also anecdotally helps improve Strive HI testing results as extrapolated from the NHD program evaluation. 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 and workshops. Hawai'i History Day serves students in grades 4-12 and the special collaborative workshops for teachers serve all elementary, middle and high school levels. The free public humanities K-12 programs will be offered statewide. 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 will reach O'ahu, Maui, Moloka'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:

### **I. 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 2017 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 seven to eight district History Day fairs throughout the state (Central O'ahu, Windward O'ahu, Leeward O'ahu, Honolulu, Hawai'i Island, Kaua'i, Maui and Moloka'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 2018 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 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 2016-2017 year (Appendix C). Here is the general timeline for Hawai'i History Day:

- Fall: conduct workshops throughout the state with a special outreach to neighbor islands;
- 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, such as the Children's Literature conference occurs during the summer with teacher workshops conducted in the 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 and HCH special workshops enable teachers who implement the program to meet Hawai'i Department of Education's standards of



education. We know History Day works. It helps students develop and improve their critical thinking, writing, 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 21<sup>st</sup> 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 "Executive Summary" 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 2018.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
	\$53,600		\$53,600	\$107,200

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.

Both local and mainland foundations and individuals will be approached for \$70,000. 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
Hawai'i Community Foundation FLEX	\$6,000
HCH Giving Circles	\$8,000
NEH – Legacy of Race and Ethnicity Grant	\$15,000
Sidney Stern Foundation	\$15,000
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 federal, state, and county government contracts and grants it has been and will be receiving for program funding.

Hawai'i State Foundation on Culture and the Arts          \$16,815

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

\$181,873 = All HCH unrestricted assets. (\$ 45,468 = History Day Program portion only)

#### **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 27 years. Hawai'i History Day has been 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).

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 had volunteered as a Hawai'i History Day judge for over seven years and has now taken



the helm of the program. 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	\$84,533
Director of Grants and Special Projects	\$52,764
Motheread/Fatheread® Hawai'i Coordinator	\$46,864

## 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 with our next review scheduled for 2017. In the last assessment 2012 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. 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.

**D. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2017-18 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2017-18, 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 enables 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 providing 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 in the tail end of implementing a business/strategic plan from 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.

**E. 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, 2016.

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



## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

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				
<b>TOTAL PERSONNEL COST</b>	<b>17,200</b>			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	45,000			
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	20,000			
10. Historian Consultants (4 X \$3,000)	12,000			
11. Nat'l. History Day Program Fees	2,000			
12. Workshops (teachers, parents, student)	8,000			
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>90,000</b>			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>	<b>107,200</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	107,200	Alita Charron <span style="float: right;">732-5402 x 5</span>		
(b) Total Federal Funds Requested	103,415	Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	74,315	Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>284,930</b>	Robert Buss, Executive Director		
		Name and Title (Please type or print)		









## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

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, 2017 to June 30, 2018

Applicant: Hawai'i Council for the Humanities

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: 2015-2016	FY: 2016-2017	FY:2017-2018	FY:2017-2018	FY:2018-2019	FY:2019-2020
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>						



**GOVERNMENT CONTRACTS AND / OR GRANTS**

Applicant: Hawai'i Council for the Humanities

Contracts Total: 16,815

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
1	Hawai'i History Day (BS170029P2)	7/2016-6/2017	Hawai'i State Foundation on Culture and t		16,815
2					
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**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Hawaii Council for the Humanities  
(Typed Name of Individual or Organization)

 1-18-17  
(Signature) (Date)

Robert Buss Executive Director  
(Typed Name) (Title)





**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 Waialae 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:**

99-0153704

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  
99-0153704

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,

A black rectangular redaction box covering the signature of John E. Ricketts.

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. LARSON~~  
~~COMMISSIONER~~

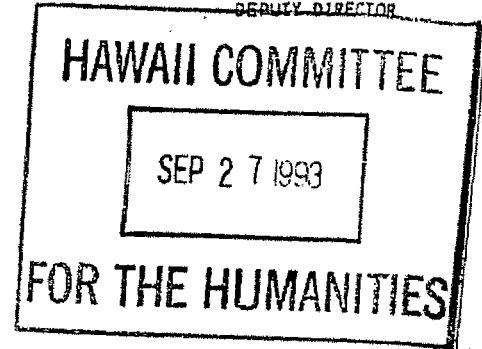
~~ALVIN L. HERRING~~  
~~COMMISSIONER~~

GEORGINA M. YUEN  
DEPUTY DIRECTOR

HAWAII 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  
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  
2016 Board of Directors**

<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Paul Field CHAIR (2015-2018)	Professor of History, retired Windward Community College PO Box 644 Volcano, HI 96785	(808) 985-8672 E-mail: <a href="mailto:field@hawaii.edu">field@hawaii.edu</a>
Mitch Yamasaki VICE CHAIR (2014-2017)	Professor of History Chaminade University 3140 Waiialae Avenue Honolulu, HI 96816	735-4824 E-mail: <a href="mailto:myamasak@chaminade.edu">myamasak@chaminade.edu</a>
Tessa Munekiyo Ng SECRETARY-TREASURER (2013-2016)	Vice President Munekiyo & Hiraga, Inc. 1200 Queen Emma St. #1507 Honolulu, HI 96813	983-1233 E-mail: <a href="mailto:tessa@munekiyohiraga.com">tessa@munekiyohiraga.com</a>
Amy Boehning (2016-2018)	National Board Certified Teacher, Social Studies NHD Teacher Ambassador Mililani High School 95-229 Kehepue Lp. Mililani, HI 96789	627-7747 E-mail: <a href="mailto:ahangman@gmail.com">ahangman@gmail.com</a>
Helen Cox * (2013-2016)	Chancellor Kauai Community College 3-1901 Kaunualii Highway Lihue, HI 96766	(808) 245-7402 E-mail: <a href="mailto:HelenCox@hawaii.edu">HelenCox@hawaii.edu</a>
Lisa DeLong (2012-2015, 2015-2018)	Principal, Kailua Intermediate School 145 S. Kainalu Dr. Kailua, HI 96734	263-1500 E-mail: <a href="mailto:Lisa_DeLong@notes.k12.hi.us">Lisa_DeLong@notes.k12.hi.us</a>
Douglas Dykstra (2010-2013, 2013-2016, 2017)	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: <a href="mailto:dykstra@hawaii.edu">dykstra@hawaii.edu</a>
Colleen Furukawa (2016-2018)	Vice President, Programming Maui Arts & Cultural Center One-Cameron Way Kahului, HI 96732	(808) 243-4263 E-mail: <a href="mailto:colleen@mauiarts.org">colleen@mauiarts.org</a>
Malia Van Heukelem (2015-2017)	Preservation Management Specialist Hamilton Library Preservation Dept, UH Manoa 2550 McCarthy Mall Honolulu, HI 96822	956-5734 E-mail: <a href="mailto:maliavh@hawaii.edu">maliavh@hawaii.edu</a>
Joy Holland (2016-2018)	Executive Director Kona Historical Society PO Box 398 Captain Cook, HI 96704	(808) 323-3222 E-mail: <a href="mailto:joy@konahistorical.org">joy@konahistorical.org</a>

<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Noelle MKY Kahanu (2013-2016)	Asst. Specialist, Public Humanities & Native Hawaiian Programs University of Hawai'i 324 Moore Hall 1890 East-West Rd. Honolulu, HI 96822	956-9957 E-mail: <a href="mailto:nmkahanu@hawaii.edu">nmkahanu@hawaii.edu</a>
Herb Lee, Jr. (2015-2017)	Executive Director Pacific American Foundation 45-285 Kaneohe Bay Drive, #102 Kaneohe, HI 96744	664-3027 E-mail: <a href="mailto:herblee@thepaf.org">herblee@thepaf.org</a>
Kirsten Møllegaard (2015-2018)	Associate Professor & Dept. Chair, English University of Hawai'i, Hilo 200 West Kawili St. Hilo, HI 96720	(808) 932-7226 E-mail: <a href="mailto:mollegaa@hawaii.edu">mollegaa@hawaii.edu</a>
Joseph Rothstein (2016-2018)	Private Wealth Advisor, CFP Azure Wealth Advisors Ameriprise Financial 900 Fort St. Mall, Ste. 1710 Honolulu, HI 96813	543-3838 356-34339 (fax) E-mail: <a href="mailto:joseph.b.rothstein@ampf.com">joseph.b.rothstein@ampf.com</a>
Manoj Samaranayake (2013-2016, 2016-2019)	Senior Tax Manager Deloitte Tax LLP, CPA 94-1119 Kapukawai St. Waipahu, HI 96797	375-7012 E-mail: <a href="mailto:manojis.cpa@gmail.com">manojis.cpa@gmail.com</a>
Todd Sammons (2016-2019)	Associate Professor of English University of Hawai'i 1733 Donagho Rd., Kuykendall 402 Honolulu, HI 96822	956-3040 E-mail: <a href="mailto:sammons@hawaii.edu">sammons@hawaii.edu</a>
Karla Silva-Park (2016-2019)	Mental Health & Wellness Counselor Windward Community College 45-720 Kealahala Rd. Kaneohe, HI 96744	354-3124 E-mail: <a href="mailto:kartas@hawaii.edu">kartas@hawaii.edu</a>
Susan Yim (2014-2017)	Managing Editor, HIKI NO Hawai'i Public Television 3818 Maunaloa Ave. Honolulu, HI 96816	E-mail: <a href="mailto:sfyim@hawaii.rr.com">sfyim@hawaii.rr.com</a>
Grant Yoshikami (2016-2018)	VP & Department Head, Corporate Banking Hawai'i National Bank 45 N. King St. Honolulu, HI 96817	528-7823 528-7869 (fax) E-mail: <a href="mailto:grant.yoshikami@HNBhawaii.com">grant.yoshikami@HNBhawaii.com</a>
Marlene A. Zeug (2014-2017)	Office of Superintendent Special Proj. Hawai'i State DOE 45-673 Anoi Rd. Kaneohe, HI 96744	256-2268 E-mail: <a href="mailto:marlenezeug@gmail.com">marlenezeug@gmail.com</a>

\* Gubernatorial Appointee (up to five members)



## HCH STAFF

Robert G. Buss, Executive Director, [rbuss@hihumanities.org](mailto:rbuss@hihumanities.org), 381-3292 (cell)  
Meda Brown, Finance and Office Manager, [mbrown@hihumanities.org](mailto:mbrown@hihumanities.org)  
Robert Chang, Motherread/Fatheread State Coordinator, [read@hihumanities.org](mailto:read@hihumanities.org)  
Alita Charron, Director of Development and Public Affairs, [acharron@hihumanities.org](mailto:acharron@hihumanities.org)  
Elizabeth (Lizzy) Gustafson, Hawai'i History Day Assistant, [egustafson@hihumanities.org](mailto:egustafson@hihumanities.org)  
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Grace Lo, Director of Communications, [glo@hihumanities.org](mailto:glo@hihumanities.org)  
Ryan Ng, Development and Special Projects Assistant, [rng@hihumanities.org](mailto:rng@hihumanities.org)  
Lisa Yamaki, Hawai'i History Day State Coordinator, [lyamaki@hihumanities.org](mailto: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](mailto:info@hihumanities.org)  
Website: <http://www.hihumanities.org>  
Office Hours: 8:30 a.m. to 4:30 p.m. Monday through Friday





# HAWAII HISTORY DAY 2016-2017 CALENDAR (Tentative)

A Program of the Hawaii Council for the Humanities

**TAKING A STAND IN HISTORY**



JULY '16 – FEB. '17	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
AUG '16 – NOV '16	<b>HISTORY DAY KICK OFF EVENTS &amp; WORKSHOPS</b> <ul style="list-style-type: none"> <li>• Kickoff events to be held around the state.</li> <li>• Hawaii – August 20, 2016 – University of Hawaii at Hilo</li> <li>• Maui –September 3, 2016 – University of Hawaii Maui College</li> <li>• O'ahu – September 10, 2016 – Chaminade University of Honolulu</li> <li>• Lana'i, Kaua'i, Moloka'i – TBD (school days)</li> </ul>
DEC. '16–JAN. 27, '17  (School fairs should not be held after Jan. 27, '17)	<b>SCHOOL HISTORY DAYS</b> <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.27). Please note limitations:</i> <b>*Group sizes are limited to 3 students maximum.</b> <b>Youth Division (grades 4-5):</b> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school per division</li> <li>• Display – up to 10 per school per division</li> <li>• Performance – up to 5 per school per division</li> <li>• Documentary – up to 5 per school per division</li> <li>• Website – up to 5 per school per division</li> </ul> <b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b> <ul style="list-style-type: none"> <li>• Essay – up to 10 per school per division</li> <li>• Display – up to 10 per school per division or 10% if over 100</li> <li>• Performance – up to 10 per school per division</li> <li>• Documentary – up to 10 per school per division</li> <li>• Website – up to 10 per school per division or 10% if over 100</li> </ul>
SUNDAY, JAN. 1, '17	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i>
FRIDAY, JAN. 27, '17	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i> <b>PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
SAT., FEB. 18, 2017 SAT., FEB. 18, 2017 SAT., FEB. 25, 2017 TBD., TBD, 2017 SAT., MAR. 4, 2017 TBD., TBD, 2017 SAT., MAR. 11, 2017 SAT., MAR. 11, 2017	<b>2017 DISTRICT HISTORY DAYS**</b> Registration from 7:30-8:30 a.m. Run-offs around noon. Closing around 3:30 p.m. <i>**Private schools, charter schools &amp; home-school projects participate in the district in which they are located.</i> <b>WINDWARD – TBD</b> <b>MAUI – TBD</b> <b>CENTRAL – TBD</b> <b>KAUA'I – TBD</b> <b>HONOLULU– TBD</b> <b>MOLOKA'I – TBD</b> <b>LEEWARD – TBD</b> <b>HAWAII – TBD</b>
SUN., MARCH 12, 2017	<b>ONLINE REGISTRATION FOR HAWAII STATE HISTORY DAY OPENS</b> <i>Online registration is required for all projects advancing from districts.</i>
WED., MARCH 29, 2017	<b>ONLINE REGISTRATION FOR HAWAII STATE HISTORY DAY CLOSES</b> <i>Online registration is required for all projects advancing from districts.</i> <b>REVISED PAPER (ESSAY) &amp; WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
SAT., APRIL 15, 2017	<b>2017 HAWAII HISTORY DAY STATE FAIR</b> Location: Windward Community College, 7:30 am to 3:30 pm
MID-MAY 2017	<ul style="list-style-type: none"> <li>• National History Day Registration (on-line process) to be completed.</li> <li>• National History Day Essay and Website entries due to NHD.</li> </ul>
MID-JUNE 2017	<b>NATIONAL HISTORY DAY 2017, University of Maryland at College Park</b>



NATIONAL  
**History Day**  
WORKS

**National Program Evaluation  
Executive Summary**

JANUARY 2011

**NHD**  
NATIONAL  
HISTORY DAY

This evaluation and report were made possible with generous funding from Kenneth E. Behring.

This research was developed under a grant from the U. S. Department of Education. However, the contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

Donors to National History Day & The National Evaluation

Anonymous Challenge Grant  
Kenneth E. Behring  
HISTORY™

David and Janis Larson Foundation  
H.F. "Gerry" Lenfest  
Albert H. Small  
Southwest Airlines

National History Day Board of Trustees, Staff, Judges & Affiliate Coordinators



## 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.

Without history, without civics education, American students will not be prepared to build upon the foundations of the past to continue to strengthen the democracy and economy of the future. Without the college- and career-ready skills of collaboration, research, writing and entrepreneurial thinking that come from the study of history and civics, students will not be prepared to handle impending—and complicated—global challenges.

The need to demonstrate the evidence-based, wide-ranging effectiveness of innovative, successful modes of teaching history is at a pivotal point. According to the most recent federal study of American students' academic ability in history, the 2006 National Assessment of Educational Progress (NAEP), also known as the "nation's report card," approximately half—47 percent—of U.S. 12th graders are performing at a "basic" level in history. And a little more than one in 10 high school seniors—13 percent—perform at a "proficient" level in the subject matter.<sup>1</sup>

Against this backdrop, the National History Day history education organization identified the need for an evaluation of the program to prove its effectiveness and validate what its leaders have known anecdotally for years: The historical-research training, skills and experience of the program transform young people into scholars. And further, the innovative instruction from National History Day is linked to academic success and skills development across ALL subjects, not just history. It is not a program only for students who are gifted academically, but for all students—and all teachers.

As we look toward the future, creating the educators and system that will carry the next generation further into the new millennium, we cannot afford to leave history education behind.

## **ABOUT NATIONAL HISTORY DAY**

Founded in 1974 on the campus of Case Western Reserve University in Cleveland, National History Day (NHD) is a nationwide curriculum program and competition with a community-based approach that includes students, teachers, parents, historical societies and museums. Housed at the University of Maryland, it is the only program of its kind that involves middle and high school students in an immersive, innovative learning program about U.S. and global history—and that works with state and federal education standards for history and language arts. Teachers incorporate the NHD curriculum into their classrooms or offer the program as an extracurricular activity.

Annually, more than 600,000 middle and high school students participate in NHD by creating presentations that bring primary-source research to life through table-top exhibits, documentaries, live performances, Web sites and research papers. Participating students and teachers represent all 50 states, the District of Columbia, Guam, American Samoa, and Department of Defense and International Schools abroad. The program is supported locally with "affiliate coordinators" at the state level who represent local historical societies and museums—a true partnership between historians and historical societies, educators and students. Students work together with teachers and local historical societies and museums

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<sup>1</sup> Lee, Jihyun and Andrew R. Weiss. *The Nation's Report Card: U.S. History 2006*. Washington, D.C.: U.S. Department of Education Institute of Education Sciences.



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 Colorado<sup>2</sup>

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:

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<sup>2</sup> The school district requested that study reports not identify it by name.

- What skills do students gain from NHD participation, and, compared with their peers, how successfully can they apply them?
- Does NHD have a positive effect on students' performance on high-stakes tests — not just in social studies but also in other academic subjects?
- How do NHD students' interests in history, and their perspective on past and current events, compare with their peers'?
- Does NHD have a positive impact on all students, and does impact build over time?

## Demographics

The final sample for the primary data (surveys and performance assessments) included 48 middle school students in Texas and Colorado (neither South Carolina nor New Jersey included middle schools), and 410 high school students from all four states, for a total student sample of 458 students, 274 of whom were NHD students, and 184 comparison-group students.

Compared with U.S. public school enrollment figures, representation of Black and Hispanic students was somewhat higher in the study sample than in the population as a whole — confirming that NHD achieved a study goal of oversampling under-represented populations — and the representation of white students, somewhat lower. The numbers of males and females were roughly equal.

More students — approximately 1,500 — were included in the analysis of secondary data, or student scores on state standardized tests. For the analyses of each test in each state, researchers created samples matched by gender, ethnicity and prior performance.

## Data Analysis

For most survey and performance assessment items, researchers analyzed basic frequencies and descriptives, and ran cross-tabs to examine differences based on students' years of participation in NHD, gender, race or ethnicity, and site. Both the pre- and post-student surveys included identical sets of scaled items about students' 1) interest in historical periods, themes or issues; 2) confidence in research, writing and presentation skills; and 3) engagement in current events and issues. Researchers then compared pre-survey and post-survey responses from all NHD students (N=272) with those from all non-NHD students (N=183), looking at means for both groups, and conducting t-tests to examine between-group differences and calculate statistical significance.

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.

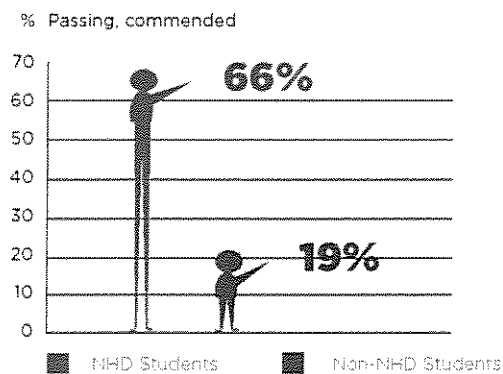
For the writing assessments, the research team developed a scoring rubric based on the NAEP persuasive essay rubric and the 6+1 Writing Traits rubric (see full report for details). Scorers were trained using the rubric and benchmark essays. Three researchers scored a sample of essays from each site, 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.***

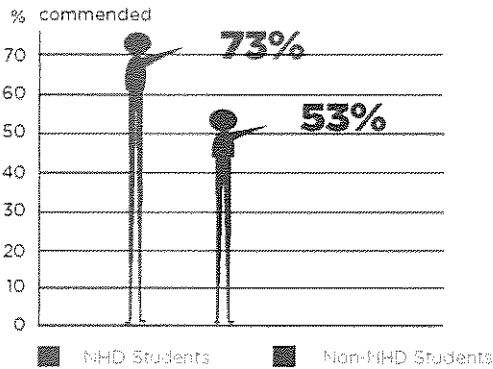
For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006-2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students 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



In 2008–2009, 87 percent of the NHD students achieved commended performance on the social studies assessment, compared with 37 percent of the comparison-group students; in 2009–2010, 73 percent of the NHD students received the highest rating, vs. 53 percent of the comparison-group students (see Chart B).

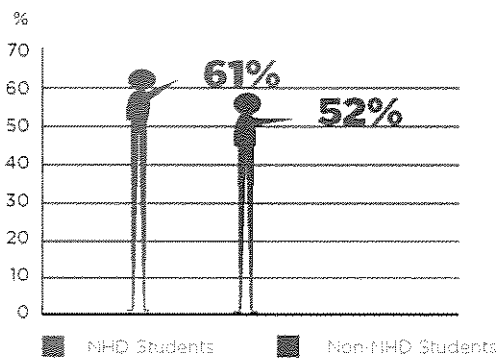
Chart B: TAKS Commended Performance Rates, Social Studies—Texas



***NHD students in South Carolina outperformed their non-NHD peers on English and history assessments.***

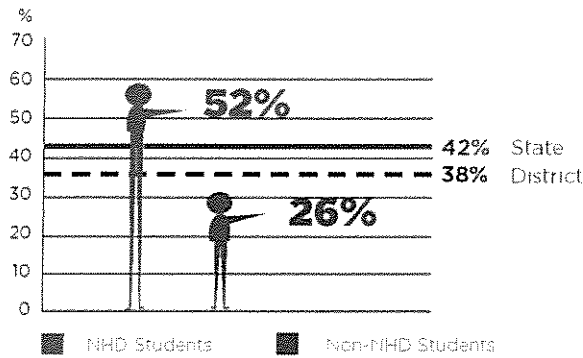
In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61 percent passing rate in English 1—9 percentage points above a comparison site (see Chart C).

Chart C: Passing Rates for English I—South Carolina



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).

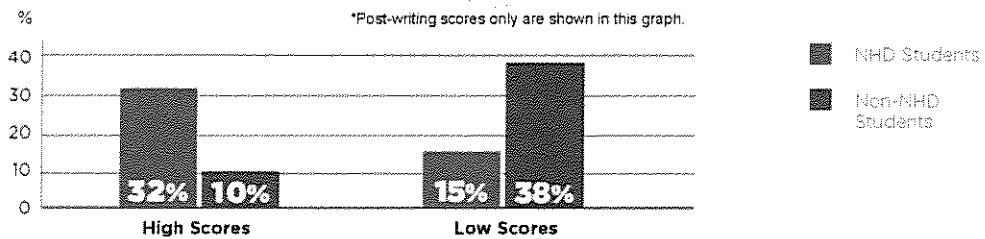
Chart D: U.S. History & the Constitution End-of-Course Exam, Passing Rates—South Carolina



***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\*

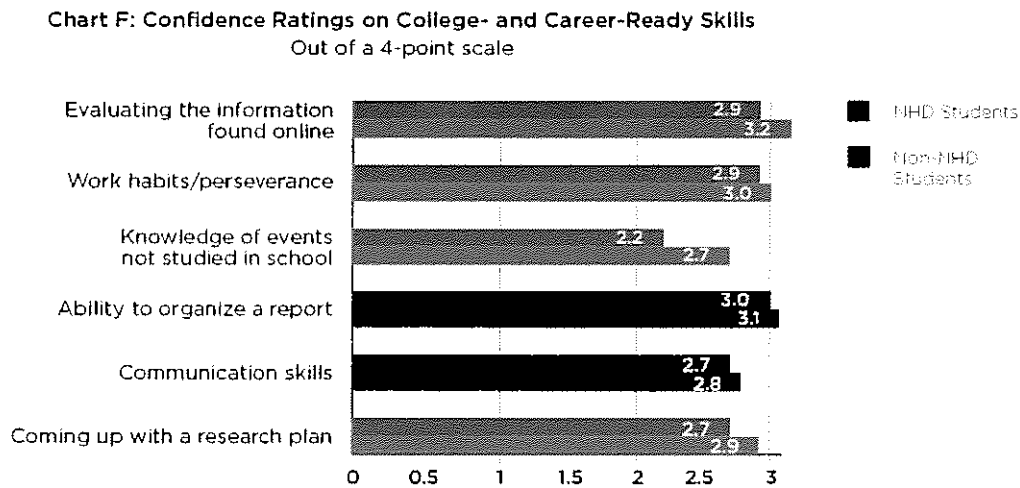


***NHD has a positive impact among students whose interests in academic subjects may wane in high school.***

- Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills.
- Compared with non-NHD boys and with all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.

***NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.***

When asked about their confidence in a variety of career- and college-ready skills, NHD students have an edge over their peers. NHD students consistently express more confidence than students who do not participate in NHD, in research skills, public speaking, the ability to organize a report, knowledge of current events, work habits, evaluating sources, and writing skills (see Chart F).



***NHD students are critical thinkers who can digest, analyze and synthesize information.***

- Performance assessments show that NHD students were 18 percentage points better overall than their peers at interpreting historical information—an average of 79 percent correct vs. 61 percent correct.

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### **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](http://www.nhd.org/nhdworks), or follow the organization on Facebook ([www.Facebook.com/NationalHistoryDay](http://www.Facebook.com/NationalHistoryDay)), Twitter ([@nationalhistory](https://twitter.com/nationalhistory)), and YouTube ([www.YouTube.com/NationalHistory](http://www.YouTube.com/NationalHistory)).

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Pulitzer Prize winner*

## **NATIONAL HISTORY DAY IS ENDORSED BY**

American Association for State  
and Local History

American Historical Association  
Federation of State  
Humanities Councils

National Association of  
Secondary School Principals

National Center for History  
in the Schools

National Council for History Education

National Council for the  
Social Studies

Organization of American Historians  
Society of American Archivists



June 5, 2016

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

RECEIVED JUN 09 2016


Dear Mr. Robert Buss,

I am writing to thank you for your continued support of Hawai'i History Day. I was so excited to qualify to go to the National History Day Competition in Washington, D.C. and I am so grateful for your donations that make it possible for me to have this experience.

I am a seventh grade student at Kahuku High and Intermediate School. I have been participating in History Day since the fourth grade. I learn so much about research, writing, and especially about the topics I choose. This year I chose to EXPLORE the experience of the Maka'āinana during the sandalwood trade and I enjoyed finding out more about what life was like back then for my Hawaiian ancestors and how that event shaped my life today. Your donations to the History Day program help make my learning these things possible.

Thank you again for your kindness. I promise to work hard to make your contributions worthwhile.

Mahalo nui loa,

  
Shon Reid  
55-492 Iosepa St.  
Lā'ie, HI 96762



Kau'i Maioho  
P.O. Box 215  
Kualapuu HI 96757

RECEIVED JUN 07 2015

Mr. Robert Buss  
Hawaii Council for the Humanities  
3599 Waiale Avenue, Room 25  
Honolulu, HI 96816

April 19, 2015

Dear Mr. Buss,

First I would like to thank you and the Hawaii Council for the Humanities History Day for all your support for National History Day. To me National History Day is an excellent opportunity to communicate our culture to others. I also find it to be a way of rediscovering how my ancestors lived. I am also humbled by the simple but effective methods of preservations that were used then. Perhaps they could be made use of in modern times.

I would also like to thank you for supporting Molokai High School's participation in History Day. Thanks for giving our school an opportunity to compete on Oahu. Finally thank you for me and my teachers award for Outstanding History Day Projects in Agriculture, Renewable Energy or Development.

Sincerely,



Kau'i Maioho

*Molokai High  
Kau'i Maioho/Bullen  
P.O. Box 158  
Honolulu HI 96729*



1 June 2016

RECEIVED JUN 07 2016

# ROBERT BUSS

HAWAII COUNCIL FOR THE HUMANITIES  
3599 WAIALAE AVENUE, ROOM 25  
HONOLULU, HI 96816

Dear Mr. Buss,

Thank you very much for your generosity and willingness to support and contribute to Hawai'i History Day. I placed first in the junior paper division, so I received the bowl award that was supplied by the Barbara Bennett Peterson Foundation. Through this year's History Day competition, I was able to hone my research skills, communication skills, ability to condense important information to fit my paper requirements, and ability to look at a topic in its historical context to gain a deeper understanding of its significance. This is my third year competing in National History Day, and I was fortunate enough to experience the national competition two years ago, when I created a group documentary. I enjoyed creating my project, which I entitled "The European Organization for Nuclear Research: Exploration, Encounter, and Exchange in Nuclear Physics", and am eager to travel to Maryland and compete in the national competition once more.

SINCERELY,

OWEN BARR

Barr  
184 S. Kaimuku Dr.  
Kaimua, HI 96734



HHO 2016  
Student LTRS

RECEIVED JUN 07 2016

June 1, 2016

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

Dear Mr. Buss:

Thank you for the wonderful cash award for Kea Clebsch and Zoie Broderson for their entry into the National History Day State Competition. They were thrilled to be recipients of the award for their entry on Sylvia Earle.

What an important topic for everyone to embrace – taking care of our oceans before its too late!

The teacher award was also a very nice surprise. Ms. Withrow and myself used the award for our classrooms for an end of the year party. Our students have all spent the semester learning about our ocean environment and how to take care of it. We felt it appropriate to use your donation to reward all our students for their inquiry into saving our environment. Thank you so much!

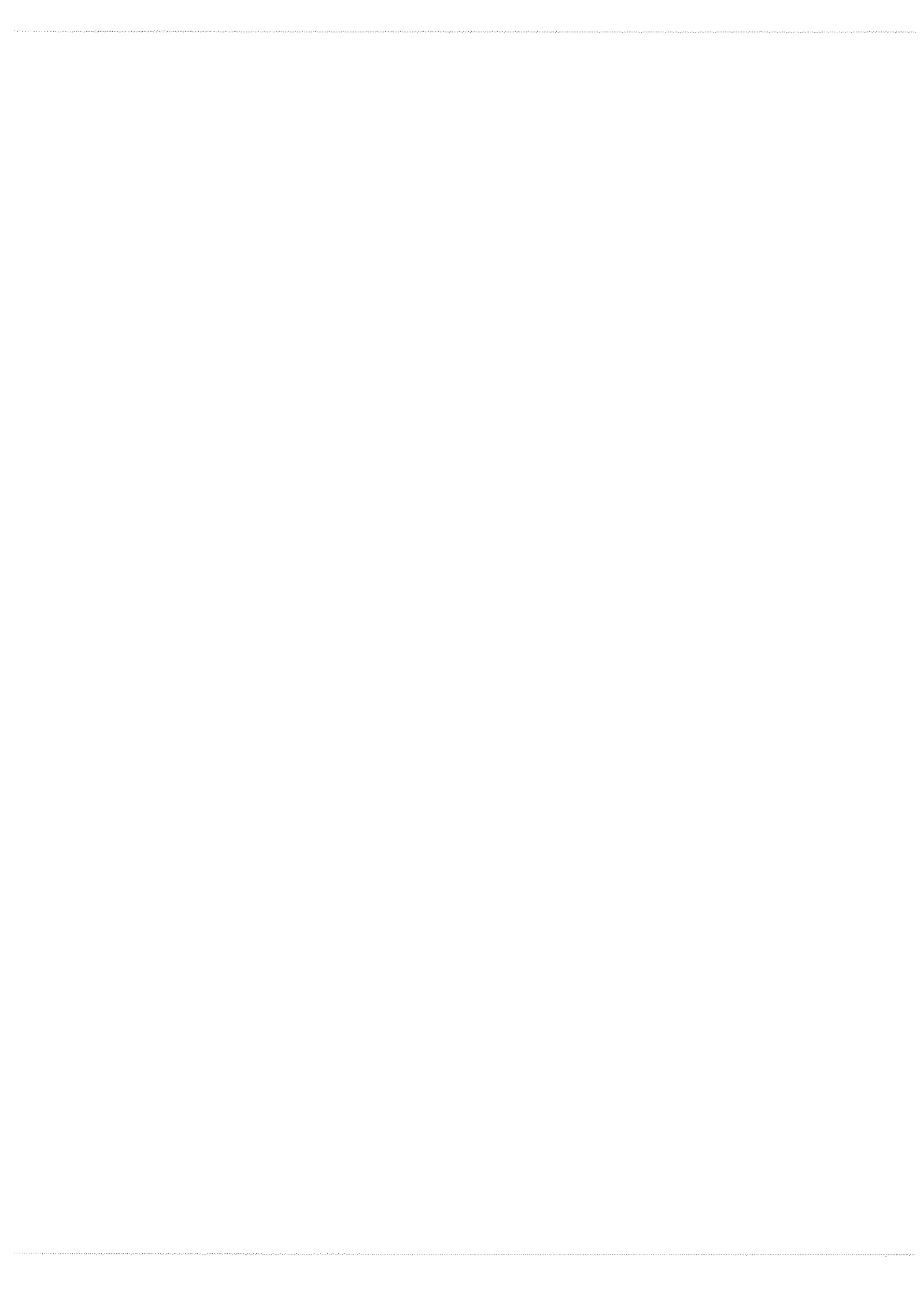
We look forward to participating in the History Day again next year! Our students learn so many amazing skills through this process. They research, synthesize, create and evaluate on many different levels. They use critical thinking skills as they go through the process as well. What an amazing educational opportunity!

Thank you again!



Catherine Hawkins, Teacher, Innovations PCS  
Mrs. Withrow, Teacher, Innovations PCS  
Kea Clebsh, 6<sup>th</sup> grader, IPCS  
Zoie Broderson, 6<sup>th</sup> grader, IPCS

HAWKINS  
PO BOX 3152  
KK, HI 96745





June 1, 2016

Robert Buss  
Executive Director Hawaii Council for the Humanities  
3599 Waialae Avenue, Room 25  
Honolulu, HI 96816

RECEIVED JUN 07 2016

Dear Mr. Robert Buss:

Thank you for being a supporter of Hawaii History Day. I am in a performance in the Junior Division with two other students. We did our project on the Louisiana Purchase and the Lewis and Clark Expedition and we placed second in our category at the state competition. We are all very excited for our trip to Washington D.C. in early June, which is coming up soon! I am also very appreciative for this amazing experience because it taught me research skills and helped me with teamwork skills as well. I am sure that my entire group agrees, too.

Sincerely,

A solid black rectangular redaction box covering the signature of Aidan J. Barr.

Aidan J. Barr





STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
J.B. CASTLE HIGH SCHOOL  
45-386 KANEHOE BAY DRIVE  
KANEHOE, HAWAII 96744

RECEIVED JUN 07 2016

May 27, 2016

Mr. Robert Buss  
Executive Director  
Hawaii Council for the Humanities  
3599 Waiialae Avenue, Room 25  
Honolulu, HI 96816

Dear Mr Buss:

Thank you very much for keeping history "alive" through Hawaii History Day Fair. Although my students' project did not advance to the national competition, they were very excited to receive three cash awards from the Center for Biographical Research, the 100<sup>th</sup> Infantry Battalion Legacy, and the Center for Oral History, UHM.

My students, Taylor-Jane Kennedy and Bailey Mamac, worked hard interviewing war brides of World War II. Our vice principal was interviewed as his mother is a war bride from the Philippines. The girls also interviewed four more war brides and were inspired by their stories. As these war brides are getting older, it is so important to hear about their triumphs and tragedies. The girls were able to "do" history, rather than just read about it.

As a teacher, I was also inspired by this topic. I have incorporated oral history in my curriculum but I have to admit that until my students told me about their topic, I never really thought about the impact war brides had on America.

Thank you again for all the hard work that you and the rest of the staff at the Hawaii Council for the Humanities have done for the students. It really validated all the research and work that they put into their project. I have also enclosed copies of the thank you letters my students wrote to the three organizations.

Sincerely,

Arlene K. Greco  
Teacher, Social Studies

*Knight Pride*  
demonstrating  
Character ♥ Competence ♥ Commitment



Evelyn A. Honda  
100th Infantry Battalion Legacy  
66-140 B Kamehameha Highway  
Haleiwa, HI 96712

RECEIVED JUN 07 2016

May 10, 2016

Dear Ms. Honda,

We would like to thank you and your organization for your support of the Hawaii History Day. This project has truly filled us with a great understanding of the history of Japanese people. Through Hawaii History Day, we have also learned about so many more topics covered by fellow students. This program helps students in learning how to complete a quality project while learning about important events and people in history. We and other students also learn valuable work skills while researching, completing, and presenting our projects.

Doing this project has helped us gain knowledge about the hardships Japanese war brides had to endure. We also learned about their strength and courage in leaving behind their old life to begin a new one across the Pacific Ocean without any real concept of America, the place they would now call home. In preparation for History Day, we interviewed four Japanese war brides and read stories from hundreds of other war brides from all over the world. Learning their stories has really touched us.

We would like to thank you again for helping out the Hawaii Council for the Humanities in putting on Hawaii History Day. We also hope that you continue to do so in order to benefit other students and their educations in the future.

Respectfully,

A large black rectangular redaction box covers the signature area of the letter.

Taylor-Jane Kennedy and Bailey Mamac



Dear Robert Buss,

Our names are Molly Francis, Margaret Odom, and Madeline Prislín. We won first place in the State of Hawaii for the National History State Fair, and we are making this letter to thank you for the awards you have provided us. We also thank you for the tremendous support you have showed us through this competition. The three of us express great appreciation for the time you have taken to help and support us as we continue to advance through this competition. We have learned so much through this great experience. Not only have we learned more about researching and interviewing skills, but we gained social skills and confidence. Us three have also learned a great amount about how to work together to get a lot done. Thank you once again for your generosity!

Sincerely,

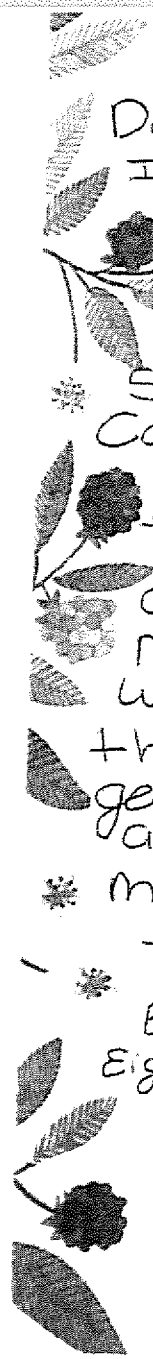
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X [Redacted Signature] \_\_\_\_\_  
X [Redacted Signature] \_\_\_\_\_

RECEIVED JUN - 2 2016

Francis  
2752 Reeves Rd  
Kailua, HI 96734







Dear Mr. Bass,

I would like to graciously thank you for your generosity and support at our recent National History Day project State fair. Such projects provide so much to any student, whether college readiness, confidence in presentation, or simply a new-found love of history to follow them in all they do. NHD provides all of the above and so much more for me and, again, it is with the greatest gratitude that I thank you for your generosity, support, recognition and kindness in providing me with such a rewarding and truly incredible opportunity.

Thank you! Sincerely,

Brenna Burch [Redacted]

Eighth Grade Junior Division

RECEIVED JUN 07 2016

Thankful Student  
Ewa Makai Middle School  
Ewa Beach HI 96706



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

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

Cendari Manley  
Molokai High  
Student

Anna May Ewing  
Molokai High  
Student

Ashley Smith  
Molokai High  
Student

Kamalani Puailihau  
Molokai High  
Student

Edel Mae Alayarez  
Molokai High  
Student

Rainbow Kee  
Molokai High  
Student

Amber Afolu  
Molokai High  
Student

Kysha Kawano  
Molokai High  
Student

Keaahonua Davis  
Molokai High  
Student

Oceana Madani  
Molokai High  
Student

Marissa Motas  
Molokai High  
Student

Magdalia Kapuni-Lopez  
Molokai High  
Student

Magdalia Kapuni-Lopez  
Molokai High  
Student



210 Konia Circle  
Honolulu, HI 96817  
September 12, 12

To Whom It May Concern:

I am writing to support the Hawai'i Council for Humanities' application for funding. HCH administers the Hawai'i History Day program as part of the National History Day program nation-wide. Kamehameha has participated in this program for the last four years and plans to participate this school year (2012-2013). We participate because we feel that History Day is the most effective way to motivate students to conduct high-level research in Hawaiian and US History. The program facilitates in-depth study of important, and at times controversial, historical topics in ways that far surpass traditional research projects.

The competitive aspect of History Day drives students to go far beyond expectations, and in some cases truly become experts in their topics. This is crucially important in a time, and for a generation, in which history seems to be forgotten and repeating itself in alarming ways. The History Day program pushes students in precisely the opposite direction, and they develop complex and nuanced understandings not only of the content, but of the *context* in which historical events occur.

The various categories in which students can participate, such as websites and documentary videos, allow students to integrate technology rather than remaining bound to traditional media such as essays. Thus History Day supports Kamehameha's and other schools' commitment to educational technology. Please strongly consider supporting Hawai'i Council for the Humanities and the Hawai'i History Day program as you may find some of its products (the students) among your most dynamic colleagues in the future. We at Kamehameha truly believe the program has the capacity to affect this level of change in the Hawaiian community.

mālama pono,  
'Umi Perkins  
Hawaiian History Teacher  
Kamehameha Schools - Kapalama





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

January 16, 2014

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

ATTN: Nandana Kalupahana

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 solid black rectangular box used to redact the signature of the sender.

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 31, 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.



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 6<sup>th</sup> 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 6<sup>th</sup> 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



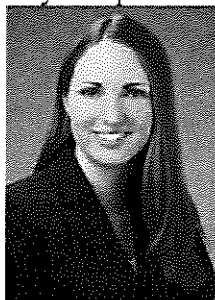
I first participated in History Day almost 12 years ago, but I still clearly remember the topics that I chose to write about, and the amount of time and effort I put into those projects. History Day was a rather daunting experience for a 14 year old, up to that point I don't think I had ever written 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?*

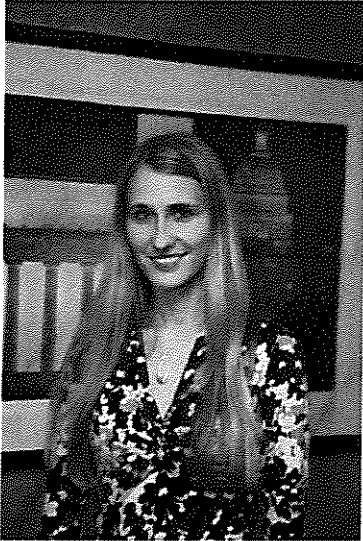
Since my long days and nights doing research for my History Day papers, I've always felt at home in libraries and in any research arena. My experiences with History Day helped me realize that there's not much information beyond my grasp if I'm willing to look for it, and that's an empowering thought. 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.



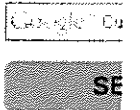
Bethany Smith





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# history Lessons from the past

■ Kapaa Elementary sends 65 to Hawaii History Day Fair

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Jenna Carpenter / The Garden Island

Moira Nagle, left, and Angelina Burson, demonstrate a song that explains the research method Tuesday. The fifth-graders at Kapaa Elementary School will represent the school at the Hawaii History Day Fair on Oahu in April.

Posted: Tuesday, March 22, 2016 1:15 am

Jenna Carpenter - The Garden Island | 0 comments

KAPAA — Angelina Burson says she likes history because it gives people a way to prepare for the future.

"The more you learn about the past, it's easier to learn about the future," Burson said. "We don't have make things up from scratch like the people in history did."

The fifth-grader at Kapaa Elementary School is one of 65 students from the fourth and fifth grades going to the Hawaii History Day Fair on Oahu in April.

The fair, hosted by the Hawaii Council for the Humanities, offers Hawaii students the chance to delve into the history of a topic of their choosing.

For the last 26 years, the HCH picks a theme, and students pick a topic that fits within that theme, said Lisa Yamaki, HCH coordinator. This year's theme was "Exploration, encounter and exchange," and students were able to choose between presenting a website, paper, exhibit, documentary or performance based on their research.

The HCH, a Honolulu-based nonprofit that works to use the humanities as a way to nurture learning and inspire

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Just over 300 students across Hawaii will attend the state fair on April 16.

"We want the kids to have the freedom to choose for themselves what would be the best way to display their research and creativity," Yamaki said.

Kapaa Elementary School librarian Selena Mobbs, who helped spearhead the fair at the school, said the different categories are the best thing about this competition.

"It plays to their individual strengths," she said. "Some kids may be able to talk for days, but other kids may not be comfortable in the spotlight."

At Kapaa Elementary, some students, like Solomone Malafu, Austin Lee and Lono Aki, presented a documentary on the Boston Tea Party, while others, like Laakea Keao, Titan McKeague and Jayden Reis-Serquina, performed a piece about fishing and tools in Old Hawaii.

Kapaa Elementary will be the only school representing Kauai.

Mobbs said she wanted the school involved in the fair because she believed it would be a great way to teach the students research skills.

"I've been a librarian for 16 years, and that's part of what we do — helping students with their research skills," she said.

Mobbs said this was the first time the school has participated in the Hawaii History Day Fair.

For her project, Burson built a website profiling the history of Christopher Columbus.

"I didn't know much about him," she said. "I knew he founded America, but I wanted to know how he did it and why."

Her five-page website detailed who Columbus was, what he did, his route to America and a history of Columbus Day.

During her research, Burson learned Columbus has become controversial.

"Everybody thinks he was a good guy, but he forced a whole Indian tribe to go extinct," she said.

Moria Nagle, another Kapaa Elementary School fifth-grader, wrote a paper on the history of Mars.

She said it fits into the theme because it details the history of the exploration of the planet — from when it was first discovered by the ancient Romans, to the Mars Rover.

"I thought it would be a fun project because it's the mysterious Red Planet, and I wanted to see what the commotion was about," she said.

For her three-page paper, Nagle explored how the planet was discovered and how people today study it. She said the most interesting part of her project was learning how Mars got its name.

"It has a red color, so the Romans named it after the God of War," she said.

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# West Hawaii students qualify for Hawaii History Day State Fair

Published March 16, 2016 - 1:31am

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**Updated:** March 16, 2016 - 1:30am

Hawaii History Day, a program of the Hawaii Council for the Humanities, has named the finalists from the 2016 Hawaii District Hawaii History Day Fair Saturday at the University of Hawaii at Hilo. Each finalist project qualifies to participate in the 2016 Hawaii History Day State Fair April 16 on Oahu.

All of the West Hawaii state qualifiers, listed below, are students of Innovations Public Charter School.

Qualifiers from for **Junior Paper** (grades 6-8) are Erin Durkin for, "Exploration with Elison Onizuka" and Chloe Keliipio for her paper on "Kamehameha The Great, Hawaii United."

**Junior Exhibit** (Grades 6-8) qualifiers are Camylle McDonald for "Coco Channel: The Woman Who Changed Fashion" and Aidan Baughman, Zaine Gonsalves, Dillanger Yunigues for their project, "Encountering Opposition - Nelson Mandela."

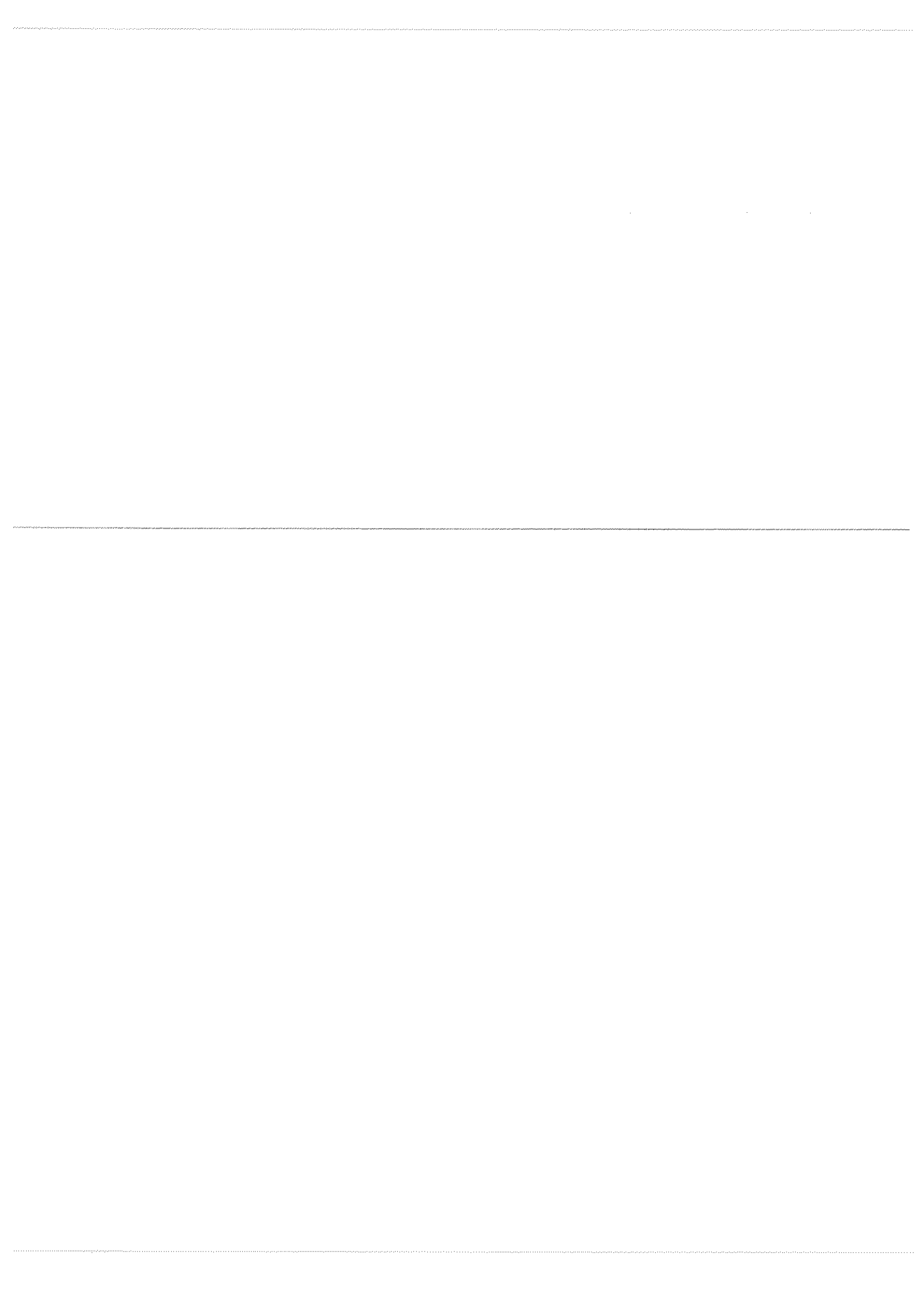
**Junior Documentary** (grades 6-8) awardees are Kea Clebsch and Zoie Broderson for "Sylvia Earle: No Water, No Life, No Blue, No Green," and Mia Nguyen, Nathan Gregory, Alexander Bell for "Exotic Exchange — The Spice Trade."

A **Junior Performance** (grade 6-8) state qualifier is Jayda Decker for "Franklin D. Roosevelt: Out of the Darkness Into the Light."

For **Junior Website** (grade 6-8) Anna Schroedel, Alana Grossman were honored for their project titled, "The Explorations of Marco Polo," while Darriene Marks, Destiny Kaimiola, Shiloh Pintor were awarded for "Encountering Captain James Cook."

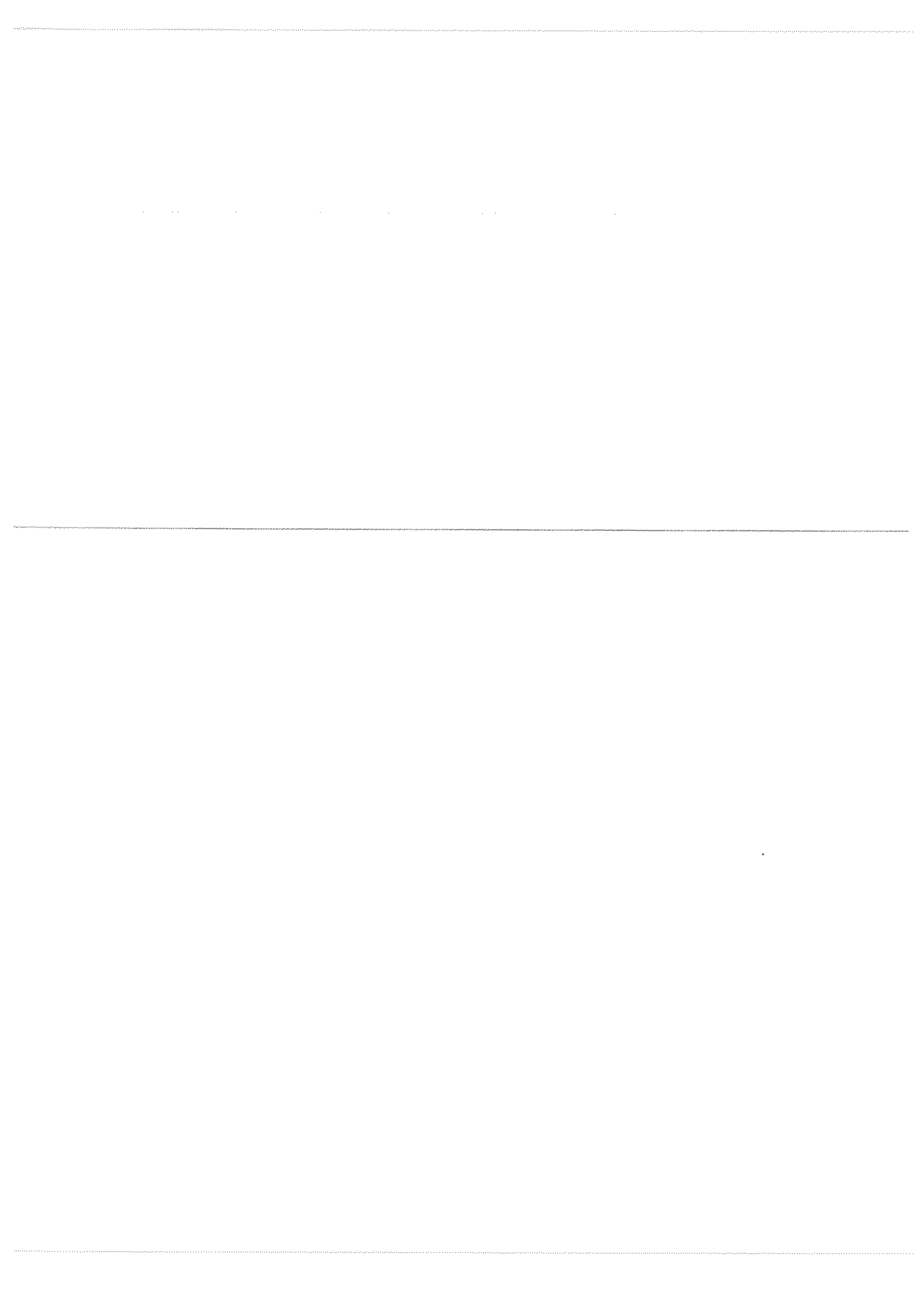
For **Youth Exhibit** (grades 4-5), Ramsey Hauanio was recognized for, "The Black Plague."

In the **Youth Documentary** (grades 4-5) category, Elena Barnruether was awarded for "Anne Frank: The Girl Who Lived Forever," and Jillian Withrow was awarded for "Sally Ride: Exploring Life Beyond the Glass Ceiling."









# Kahuku students capture national titles in National History Day Contest

Posted: Jul 23, 2015 4:43 PM HST

Updated: Jul 23, 2015 4:43 PM HST



HONOLULU (HawaiiNewsNow) - By Taylor Preza

Surpassing competitors from all around the world, Kahuku High and Intermediate students, freshman Essie Workman and sophomore Truman Spring, have placed seventh and eighth at the National History Day Contest.

Before securing their high rankings, both spent their summer traveling to the University of Maryland where they were up against 3,000 other students. They survived the preliminaries, during which 85 percent of the entries from the sixth through 12th grade contestants were eliminated.

Making it to the finals, they were among the top 15 percent with some 14 entries in five categories.

Spring placed first in the "Senior (9-12) Paper" category at the Hawaii History Day contest, the qualifying leg for June's national competition. His paper, "The Legacy of Caesar Augustus: The Prince of the Senate, The Prince of the Peace," explored Caesar's quest for peace and his leadership style that still exists today.

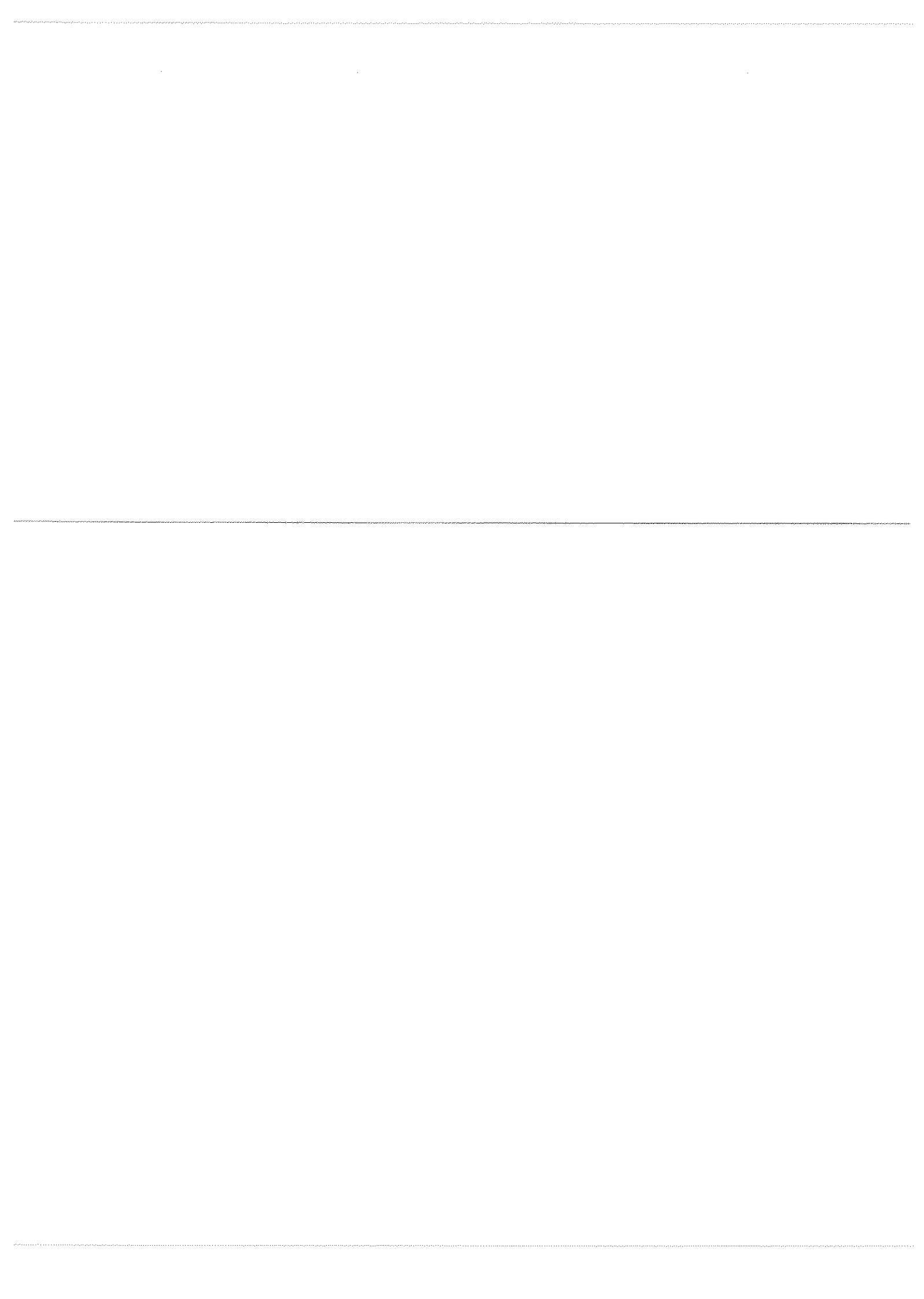
At the national competition he also won the Outstanding State Entry - Senior Division award.

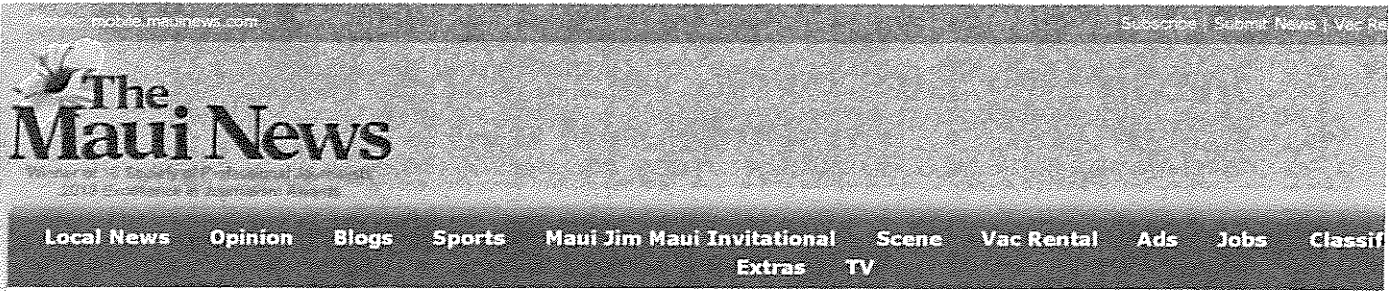
Workman played various roles in her performance called, "Captain America: A Man Before His Time," that conveyed the impact that the super hero inspired in minorities, women and the physically challenged during WWII. With that, she also earned a special World War II award.

In the state contest she placed first in her category.

Competitors in the Kenneth E. Behring National History Day Contest came from all over the world including China, South Asia, Korea, all 50 states, the District of Columbia, Central America, Puerto Rico, American Samoa, and Guam.

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# Maui County students, teachers earn State History Day Awards

May 10, 2015  
The Maui News

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The Hawai'i State History Day sponsored by the Hawai'i Council for the Humanities was held at the Windward Community College in Oahu on April 25. The following students prepared historical research projects that qualified for the National History Day In Washington, D.C., in June:

Amber Burgos of Baldwin High School placed second in the senior (9-12) performance category with her performance on the Voodoo Queen, Marie Laveau.

Dayna McGinnis and Layce Yamauchi of Baldwin High School placed third in the senior (9-12) exhibit category with their display on the Nuremberg Trials.

Other student award winners were Tara Nobriga and Denise Torres of Baldwin High School who won the Hawai'i Nikkei History Editorial Board Award for outstanding use of primary sources.

Kaeya Cumming of Molokai Middle School won the Hawai'i Nikkei History Editorial Board Award for an outstanding project that addressed the theme.

McGinnis and Yamauchi also won the Pacific and Asian Affairs Council award for an outstanding project on historical research in international understanding.

Christian Eugenio of Baldwin High School, Sanoë Perez and Keaheakehau Ross of Molokai Middle School all won the University of Hawai'i Center for Biographical Research Award for outstanding projects using biographical sources.

Baldwin High School teacher Scott Clarke was honored as the State of Hawai'i History Day teacher of the year for the high school level.

Maui High School teacher Janice Omura was honored as a National History Day Ambassador for her dedicated support of quality education.

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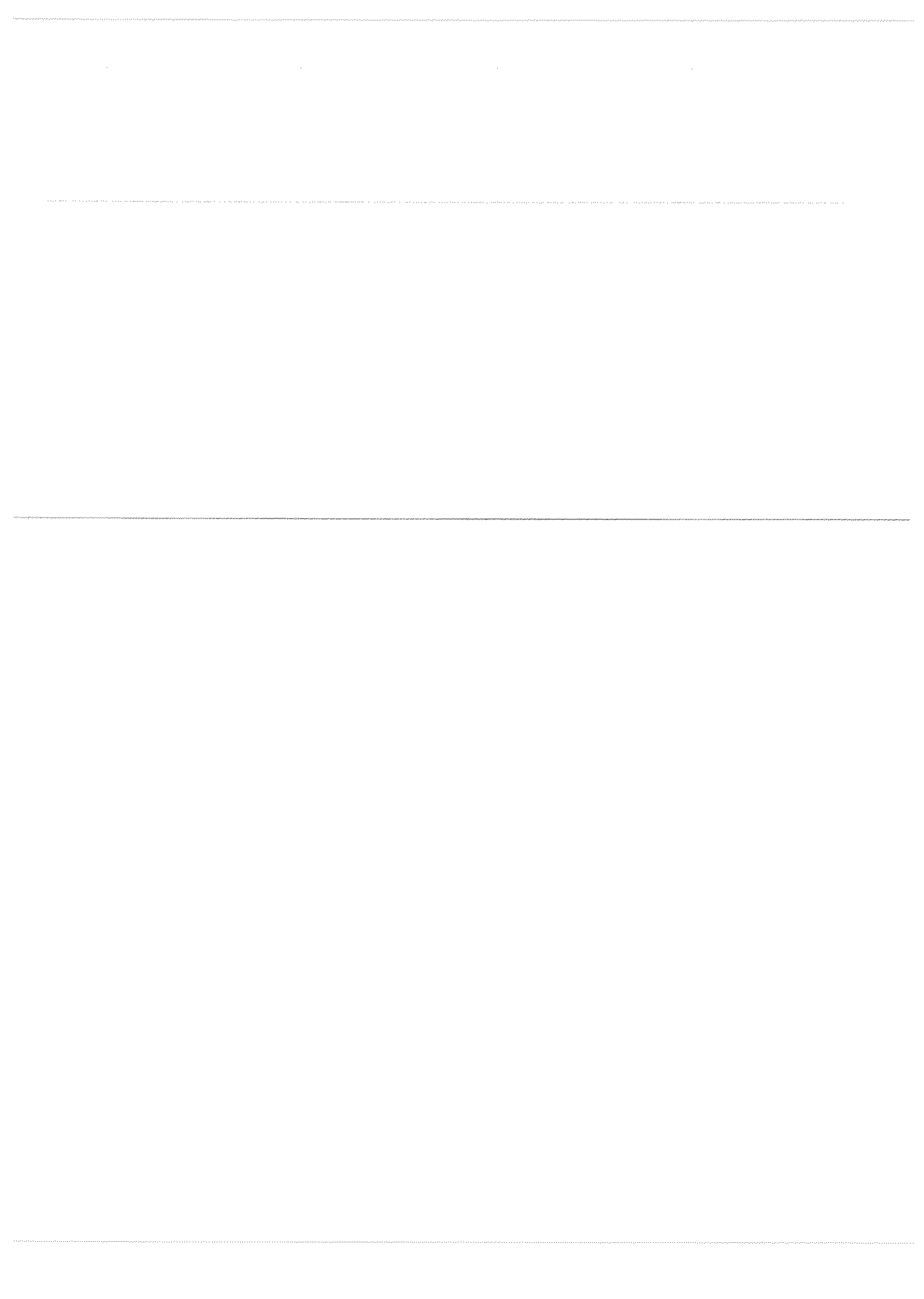
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# Hawaii History Day

5/5/2015

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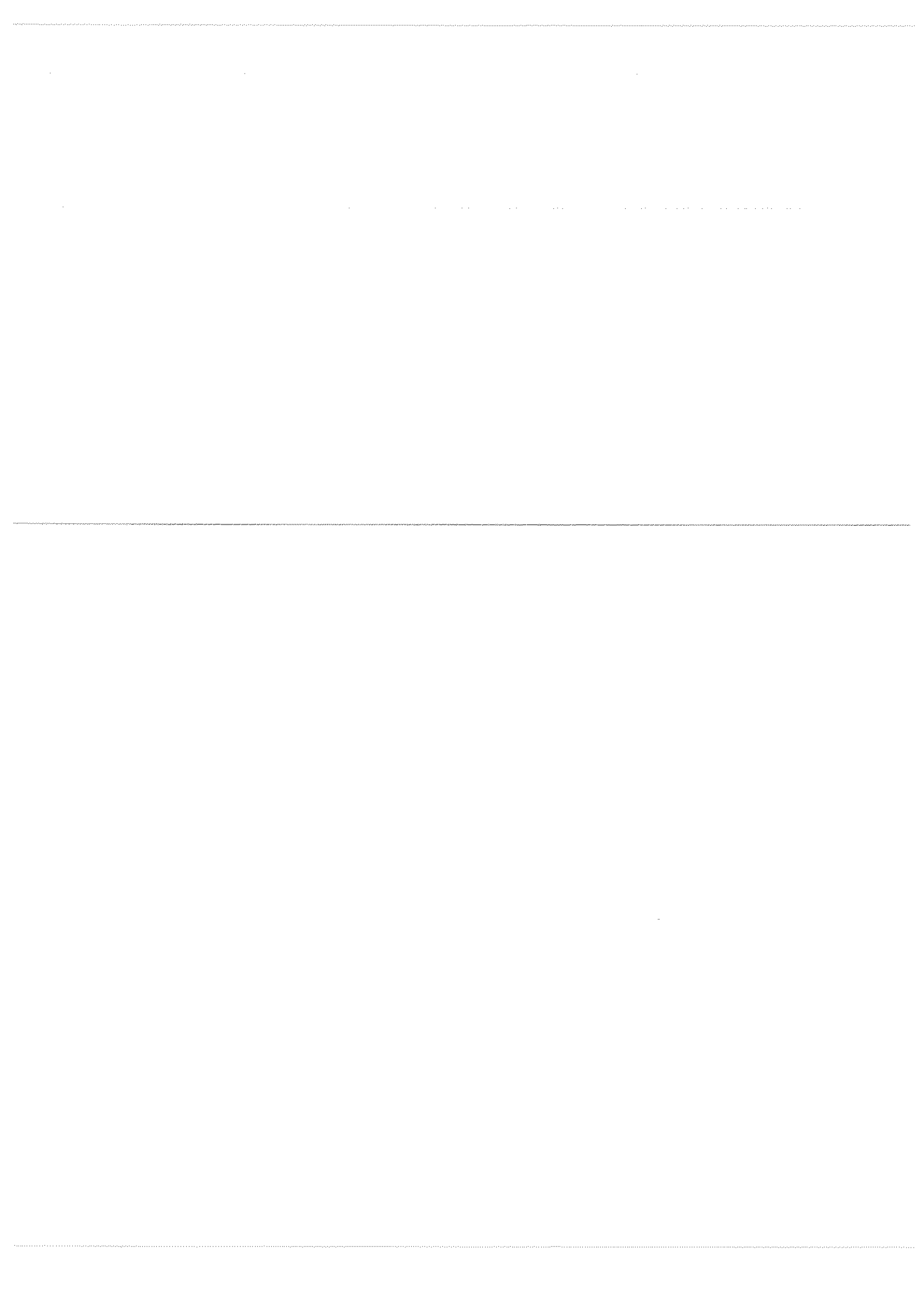
In first place comes... all of the students from Innovations! Wow! NHD was so much fun! Everyone was so excited to compete in Oahu and hopefully make it to College Park Maryland.

We hopped on the plane and made our way to Windward Community College where the competition would be held. There were so many people competing! Everyone got registered and then we waited anxiously for our performances and interview times. It felt like forever! Finally, when everyone was done being interviewed, we headed to Windward Mall where we spent an hour eating lunch and shopping for goodies.

After leaving there, we went back to the college where things were really heating up! People waited nervously for them to announce the winners. As they went along each category, I seemed to be getting more and more excited. Finally, they called out the website winners! Sadly, my partner and I had not won, but I was still proud of myself and everyone from IPCS because we all did so well and worked so hard on our projects. I am so excited to compete as an eighth grader, and can't wait to see what distinctive projects people will do next year for the theme Exploration, Encounter, and Exchange in History.

~ Darriene









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# Maui District History Day announces winners

March 15, 2015  
The Maui News

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The 25th annual Maui District History Day Fair was held Feb. 28 at Baldwin High School. The History Day Fair is a research-based student project that promotes educational learning in history using reading, research, presentation and technology skills.

The primary sponsor is The Hawaii Council for the Humanities. This year's theme was "Leadership and Legacy in History." Over 1,200 students across Maui completed History Day projects, starting at the classroom and school levels.

Following are the Maui District winners who will advance to the Hawaii History Day State Fair on April 25 at Windward Community College on Oahu:

### JUNIOR DIVISION

#### Grades 6-8

Paper Category: Clana Lins ("Hatshepsut"), Maui Preparatory Academy; Meilel Wegner ("Angel of the Battlefield"), Sacred Hearts School; and Dakota Delos Reyes ("The Path to Equality: The Fight Against the Unequal Policies of Apartheid"), Sacred Hearts School.

Exhibit Category: Ikailka Viella and Logan Twigg ("Leonidas"), Maui Preparatory Academy; Grace Devane ("Sacrifice for Suffrage"), Sacred Hearts School; Alexander Rodriguez and Tyler Klrby ("The Railroad that United America"), Sacred Hearts School.

Website Category: Klana Tuttle ("Marie Curie: A Leader in Science"), Sacred Hearts School; Hannah Shaveiand ("Rolling Down the Line"), Sacred Hearts School.

Performance Category: Brooke Whitehead and Stephanie Han ("The Love Boat: Legacy of Cruising"), Sacred Hearts School.

Documentary Category: Isabella Lailo and Jolie Jenkins ("Suffragist to Suffragette: A Movement Changed by One Woman"), Sacred Hearts School; Noelle Sheveland ("Ride the Wave"), Sacred Hearts School; Telsa Vehikite ("Determination of Right and Unity of the Menominee Stockholders"), Sacred Hearts School.

### SENIOR DIVISION

#### Grades 9-12

### News, Blogs & Events

I am looking for:

in:

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**Paper Category:** Nicole Matsui ("Fred Korematsu's Legacy and Impact on Executive Order 9066"), Baldwin High School; Jyon Pascual ("Alan Turing: Computer Science and the Enigma"), Baldwin High School; Christian Eugenio ("... If In Doubt Attack Again' Patton: The Warrior General"), Baldwin High School.

**Website Category:** Braiden Paa and Nathalya Yadao ("Nikola Tesla: The Man Who Lit the World"), Maui High School; Summer Montehermoso and Shanelle Longboy ("Elizabeth Blackwell: Advancing Women in Medicine"), Maui High School; Dyllan Cabiles, Oriana Buika and Kendra Bean ("Malcolm X: Leadership and Legacy in History"), Baldwin High School.

**Exhibit Category:** Dayna McGinnis and Layce Yamauchi ("Nuremberg Trials and Their Legacy - The Aftermath of World War II"), Baldwin High School; Tara Nobriga and Denise Torres ("A Flight Into the Future"), Baldwin High School; Gina Domingo, Kimberly Marcelo and Melling Westberg ("Nelson Mandela: Flight for Freedom"), Baldwin High School.

**Documentary Category:** Zoe Whitney and Sydney Dempsey ("Haile Sellasie"), Maui High School; Shanell Kristina Pugal, Roxanne Kate Agtang and Lucky Magarin ("Nelson Mandela: Father of Freedom, Son of South Africa"), Maui High School; Jacy Sera, Giel Marie Tolentino and Christopher Kim ("President Franklin Delano Roosevelt"), Maui High School.

**Performance Category:** Amber Burgos ("Marie Laveau: Leader of Much More Than Meets the Eye"), Baldwin High School; Andrew Teoh ("The Man Who Dreamed: The Story of Walt Disney"), Baldwin High School; Deven Blo, Caleb Soo Hoo and Chayse Tamaki ("Lifelong Lessons of Dr. Seuss"), Baldwin High School.

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January 15, 2016  
**To print on:**  
**WEDNESDAY**  
January 20, 2016



COMMUNITY, CULTURE & ART, EDUCATION, HISTORY, ISLAND Y

Saturday, April 26th, 2014

By Molokai Dispatch Staff

## Molokai Student Winners at State History Day

Hawaii Council for the Humanities News Release

On April 12, Molokai students presented projects that placed and earned History Day medals, as well as garnered special state awards and prizes from Hawaii organizations at the 2014 Hawaii History Day State Fair. The annual competition involves hundreds of students and teachers from the islands of Hawaii, Kauai, Maui, Molokai and Oahu. Hawaii Council for the Humanities again sponsored the state competition, the theme of which is Rights and Responsibilities in History.

Molokai High School student Cendall Manley won a bronze medal for her Senior Performance project titled "Prohibition: A Dilemma Between Individual Rights, Personal Responsibility and Governmental Power" and is a qualifier for the 2014 Kenneth E. Behring National History Day (NHD) contest, which will be held June 15-19 at the University of Maryland at College Park.

Two other projects by students from Molokai High also garnered special awards and prizes from Hawaii organizations at the state competition. Anna May Ewing won the Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history (cash award) for her project, "Restricting the Rights of Parents: Family in China in the Senior Paper category. Rhe-Zhene Puailhau and Ashley Smith also won the University of Hawaii Center for Oral History Award for outstanding historical research using oral histories (cash award) for their project titled "Kaulana Wailua a 'o Molokai: In the Senior Performance category.

History Day is a nationwide competition that makes history come alive for America's youth by engaging them in the discovery of historic, cultural and social experiences of the past. Hawai'i History Day, part of the National History Day program, is a year-long education program that culminates in the annual state-level fair. It provides educational services to students and teachers, including curricular services and Internet resources, and annual teacher workshops and training institutes.

The state coordinator for National History Day in Hawaii is Jane Murao of the Hawaii Council for the Humanities. To learn more about NHD in Hawaii, contact her at (808) 732-5402, ext. 2 or jmurao@hihumanities.org. Or visit the Hawaii History Day website at hi.nhd.org/. For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at nhd.org.

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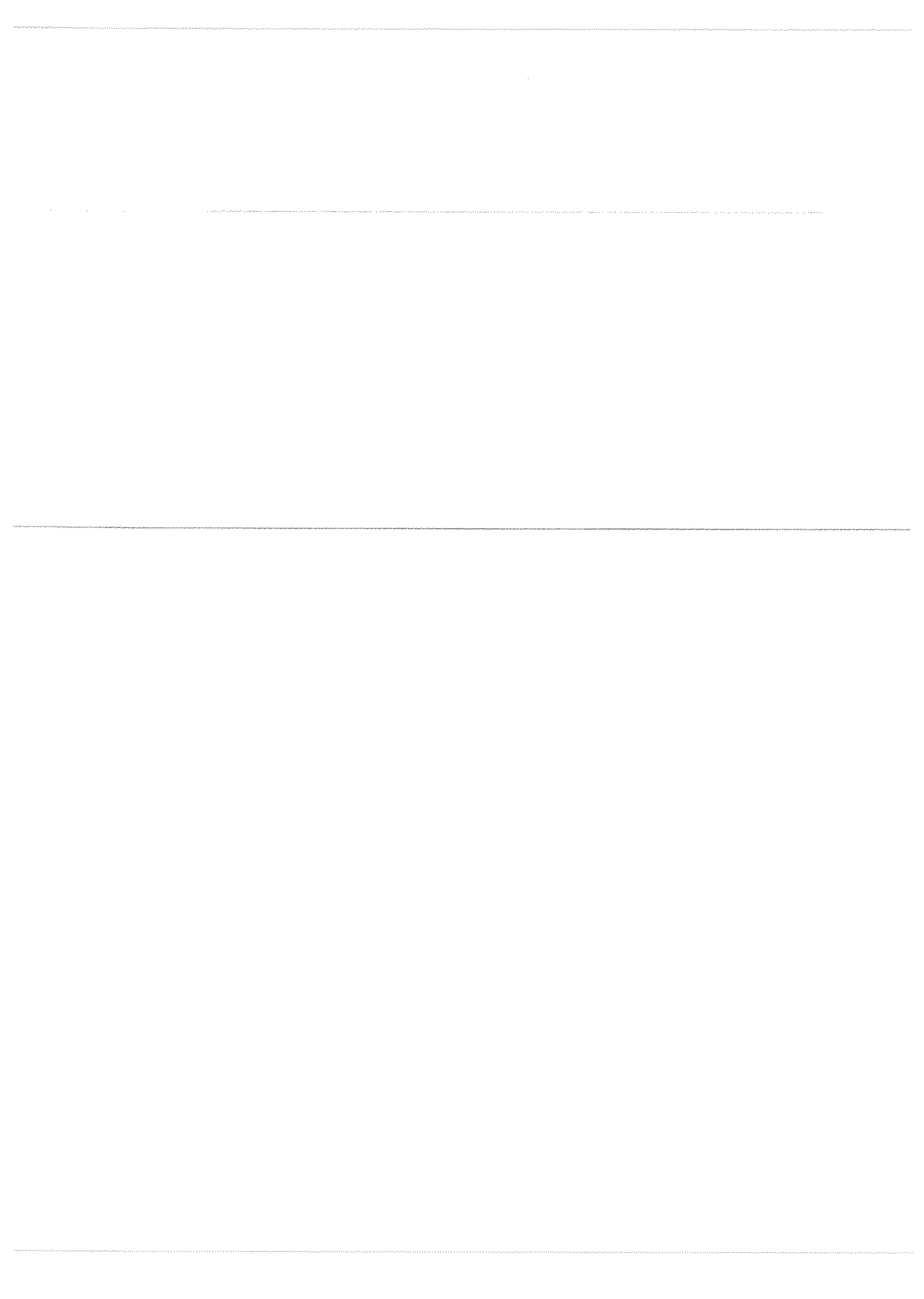
Molokai Food Hub Project ▶

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## **Four Molokai High School students earn awards at 2014 State History Day Fair**

molokainews | April 16, 2014 | [0 Comments](#)

### **Hawaii Council for the Humanities News Release**

On April 12, Molokai students presented projects that placed and earned History Day medals as well as garnered special state awards and prizes from Hawaii organizations at the 2014 Hawaii History Day State Fair.



Tenth grader Cendall Manley won a bronze medal for her Senior Performance project. She is now qualified for the 2014 Kenneth E. Behring National History Day (NHD) contest June 15-19 at the University of Maryland. Happy birthday Cendall!

This competition annually involves hundreds of students and teachers from the islands of Hawaii, Kauai, Maui, Molokai and Oahu. Hawaii Council for the Humanities again sponsored the state competition. This year's theme: "Rights and Responsibilities in History."

Molokai High School student Cendall Manley won a bronze medal for her Senior Performance project titled, "Prohibition: A Dilemma Between Individual Rights, Personal Responsibility and Governmental Power." She is a qualifier for the 2014 Kenneth E. Behring National History Day (NHD) contest, which will be held June 15-19 at the University of Maryland at College Park.

The following is a listing of two other projects by students from Molokai that garnered special awards and prizes from Hawaii organizations at the state competition:

Project Title: "Restricting the Rights of Parents: Family in China"

Category: Senior Paper. Student(s): Anna May Ewing School: Molokai High School

Award: Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history (cash award)

Project Title: "Kaulana Wailua a'o Moloka'i" Category: Senior Performance. Student(s): Rhe-Zhene Puailihau and Ashley Smith School: Molokai High School

Award: University of Hawaii Center for Oral History Award for outstanding historical research using oral histories (cash award)





Tenth grader Anna May Ewing won the Associated Chinese University Women Award for outstanding projects in Chinese or Chinese-American history. Great job Anna May!

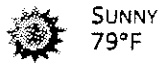
History Day is a nationwide competition that makes history come alive for America's youth by engaging them in the discovery of historic, cultural and social experiences of the past. Hawaii History Day, part of the National History Day program, is a year-long education program that culminates in the annual state-level fair. It provides educational services to students and teachers, including curricular services and Internet resources, and annual teacher workshops and training institutes.

The state coordinator for National History Day in Hawaii is Jane Murao of the Hawai'i Council for the Humanities. To learn more about NHD in Hawaii, contact her at (808) 732-5402, ext. 2 or [jmurao@hihumanities.org](mailto:jmurao@hihumanities.org). Or visit the Hawai'i History Day website at <http://hi.nhd.org/>. For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at [www.nhd.org](http://www.nhd.org).

Category: [News](#), [Schools](#)



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January 15, 2016

To print on:  
WEDNESDAY  
January 20, 2016



COMMUNITY, EDUCATION, LETTERS

Saturday, April 3rd, 2010

By Molokai Dispatch staff

### National History Day

Molokai High School News Release

Please congratulate the following students for all their hardwork on their National History Day projects. Students who are finalists will represent Molokai High at the state competition held at the Windward Community College on Saturday April 17 along with their respective social studies teacher (Pali, Ross, Buller, Peterson, Friel). Winners from the state competition will represent Hawaii at the national competition held at the University of Maryland at College Park, near Washington, D.C. that is scheduled from June 11-19, 2010.

Semifinalists:

Larriley Rawlins, Kayla Matson, Chelsea Sakamoto, Molly Mckay-Smith, Carol Kahee, Micheal Onofrio, Micheal Kikukawa, Christina Carpenter, Brittany Nerveza, Faron Kamakana, Abigail Adachi, Healani Mawae, and Camille Borden.

Finalists:

Kachet Kaiama, Lori-Lynn Pedro-Kalua, Charisse Manley, Francine Feig, Brandon Hanaoka, Jake Sakamoto, Hokualakai Blevins, Keshia-Leah Reyes, Cara Connolly, Mariah Kalipi, Kaiulani Laemoa, David Kaai, Kayia Ignacio, Michelle Luuloo-Kaauwai, Shaelee Hirashima, John Poaha, Kapono Acaslo, Kimo Yamamoto, Kailana Ritte-Camara, Tracilyn Sagarlo, Maluhia Mendes-Medeiros, and Akeakamai Arakaki.

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Bon Appetite. Hawaiian-Style »

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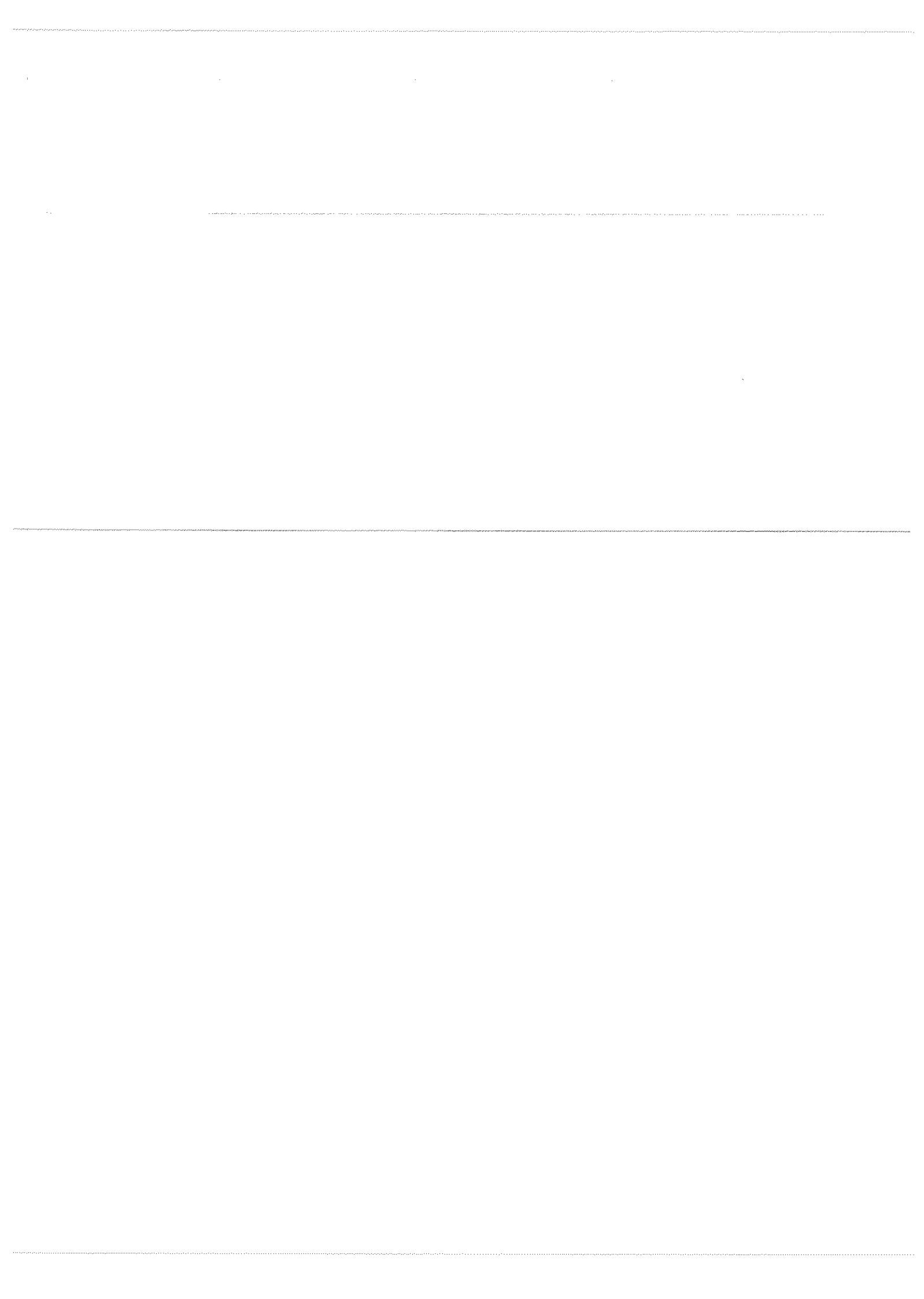
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#### One Response to "National History Day"

monders says:





## Kahuku teacher earns National History Day honors

By [Web Staff](#)

Published: March 4, 2014, 8:28 pm



Dorian Langi Photo courtesy DOE Windward District Office | Castle-Kahuku Complexes

Kahuku Elementary Teacher Dorian Langi was named a Behring Teacher Ambassador and regional winner by National History Day.

She will get \$1,000 for being a History Day ambassador in Hawaii. She will be taking classes in Colorado in August so she can show other teachers the best way to use the History Day curriculum.

She uses the yearlong History Day curriculum to fulfill the Common Core Standards for language arts and it helps her students get interested in history.

She is one of 36 U.S. educators who were selected for this program.

She's been teaching at Kahuku Elementary for 25 years and participating in the National History Day program for 11 years. In 2010, Langi was a finalist for the national Patricia Behring Teacher of the Year Award.

[National History Day](#)

co-sponsors include the History Channel and National Endowment

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National History Day  
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## Humanities get to the heart of the matter - Hawaii News - Honolulu

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### 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



*Linda K. Menton  
is chairwoman  
of the board of  
directors of the  
Hawaii Council  
for the  
Humanities.*

conferences, films, public forums, exhibits, plays and historic preservation. Our grants program is still a vital part of how we promote public humanities throughout the state, but it is now just one aspect of what we do.

Despite budget cuts to NEH, HCH continues to fulfill its mission of connecting people with ideas that broaden perspectives, enrich lives and strengthen communities by supporting the types of projects argued for in "The Heart of the Matter" report. These include:

» National History Day in Hawaii, a year-long history education program that engages thousands of students in grades 4-12 from public and private schools throughout the state.

» Motherread/Fatheread Hawaii, a family literacy and empowerment program provided in underserved areas and in Hawaii prisons and correctional facilities that serves

approximately 757 at-risk and economically challenged individuals.

» Partnerships with the Hawaii Book & Music Festival, Hawaii International Film Festival and the state Department of Education.

We urge people to view a short film (at [www.amacad.org](http://www.amacad.org).) that features people like director George Lucas, actor John Lithgow, cellist Yo-Yo Ma, documentary filmmaker Ken Burns, and others explaining why they believe, as we do, that the future is hard to imagine if we don't understand the past, and that the humanities are truly "The Heart of the Matter."

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# 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. Behring 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.

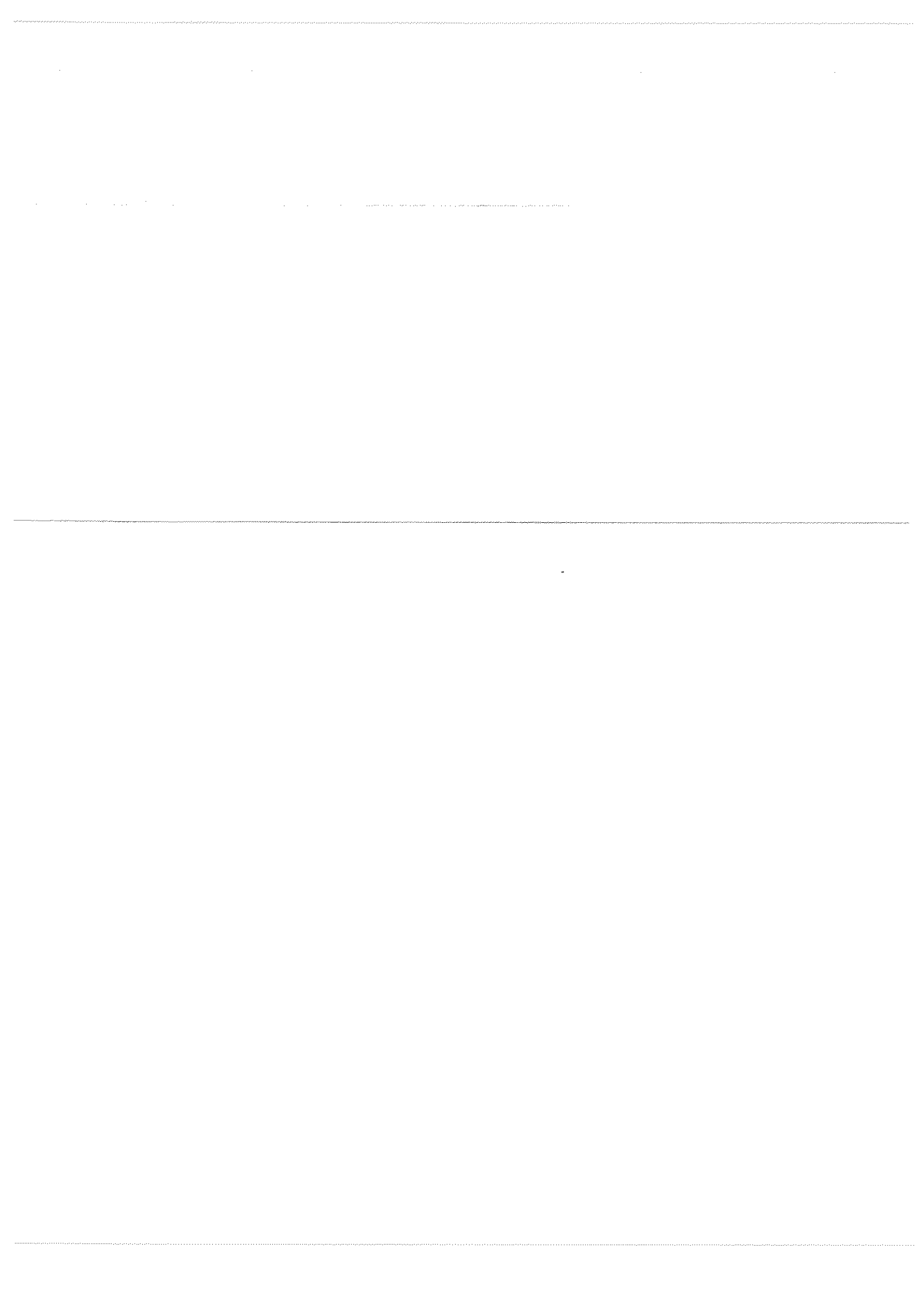
The festivities began Sunday night at the University of Maryland in College Park and continue through an awards ceremony today. Project judging took place Monday and Tuesday. On Wednesday, the competitors toured the Smithsonian's National Museum of American History. Select students were to display their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

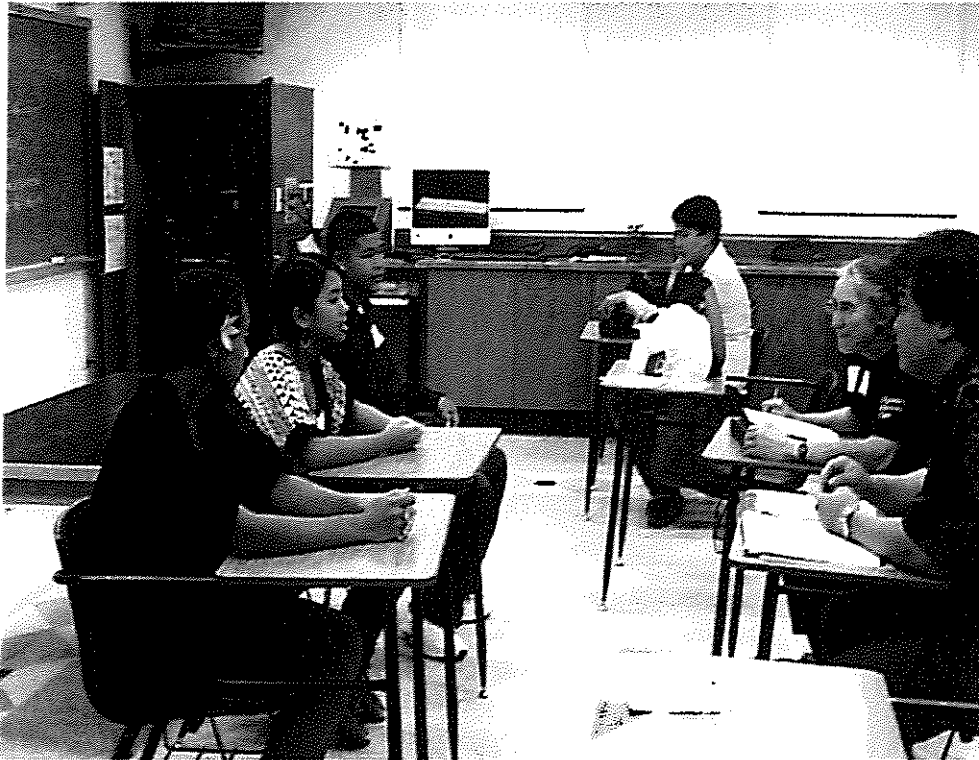
The Crumplers' classmates would agree. Just ask their teammate Rachel Kass, 14, about the trip to the Smithsonian.

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



## History Day projects on display today

[molokainews](#) | February 20, 2013 | [0 Comments](#)



Students from Molokai High School being interviewed by History Day judges at last year's competition.

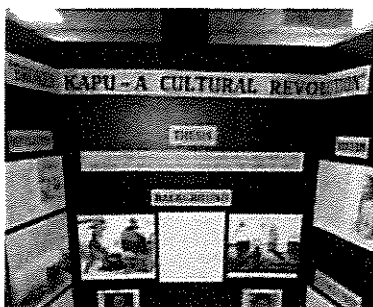
Students from Molokai High School and Middle School will showcase and present their History Day projects today from 8 am till noon at the high school.

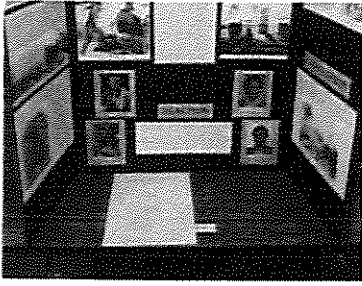


Over 40 student projects will be on display for judging. History Day judges will determine which projects qualify for the state competition at Windward Community College on April 20.

This year's Hawaii History Day theme is "Turning Points in History: People, Ideas, Events."

Hawaii History Day, an affiliate of National History Day and a program of the Hawaii Council for the Humanities, is a yearlong history education program that invigorates the teaching and learning of history for students in grades 4-12. Students choose a topic that relates to the annual theme, research the topic, and develop their research into one of five categories: essay, exhibit, documentary, performance or website.





This display board shows a two-person student team's exhibit.

History Day culminates in the presentation and evaluation of these projects at district, state, and national levels. Visit <http://hi.nhd.org> for more information.

Results and photos from today's event will be posted on The Molokai News later this week.

Category: [News](#), [Schools](#)



**About the Author ([Author Profile](#))**



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

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

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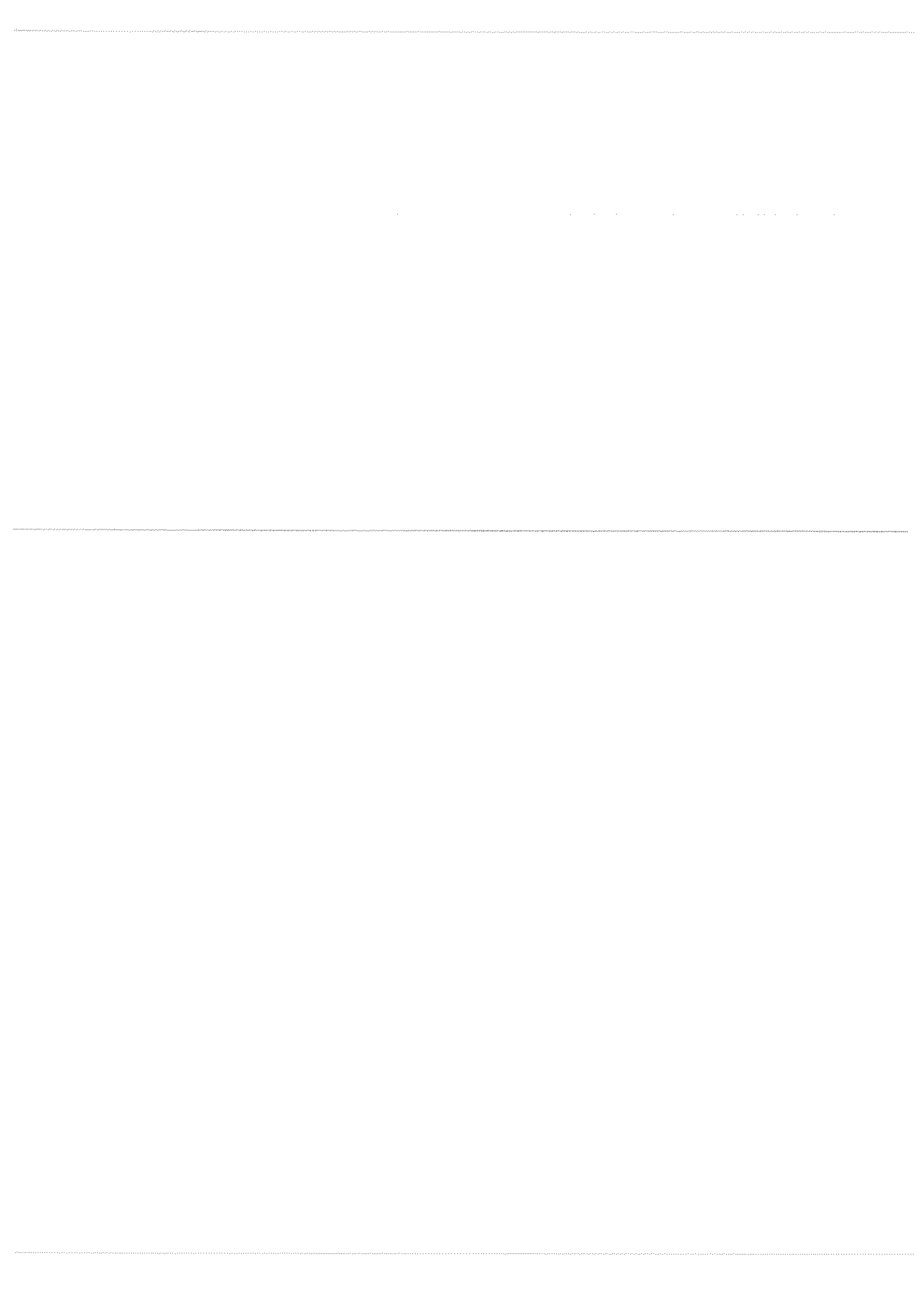
### Other grants

» 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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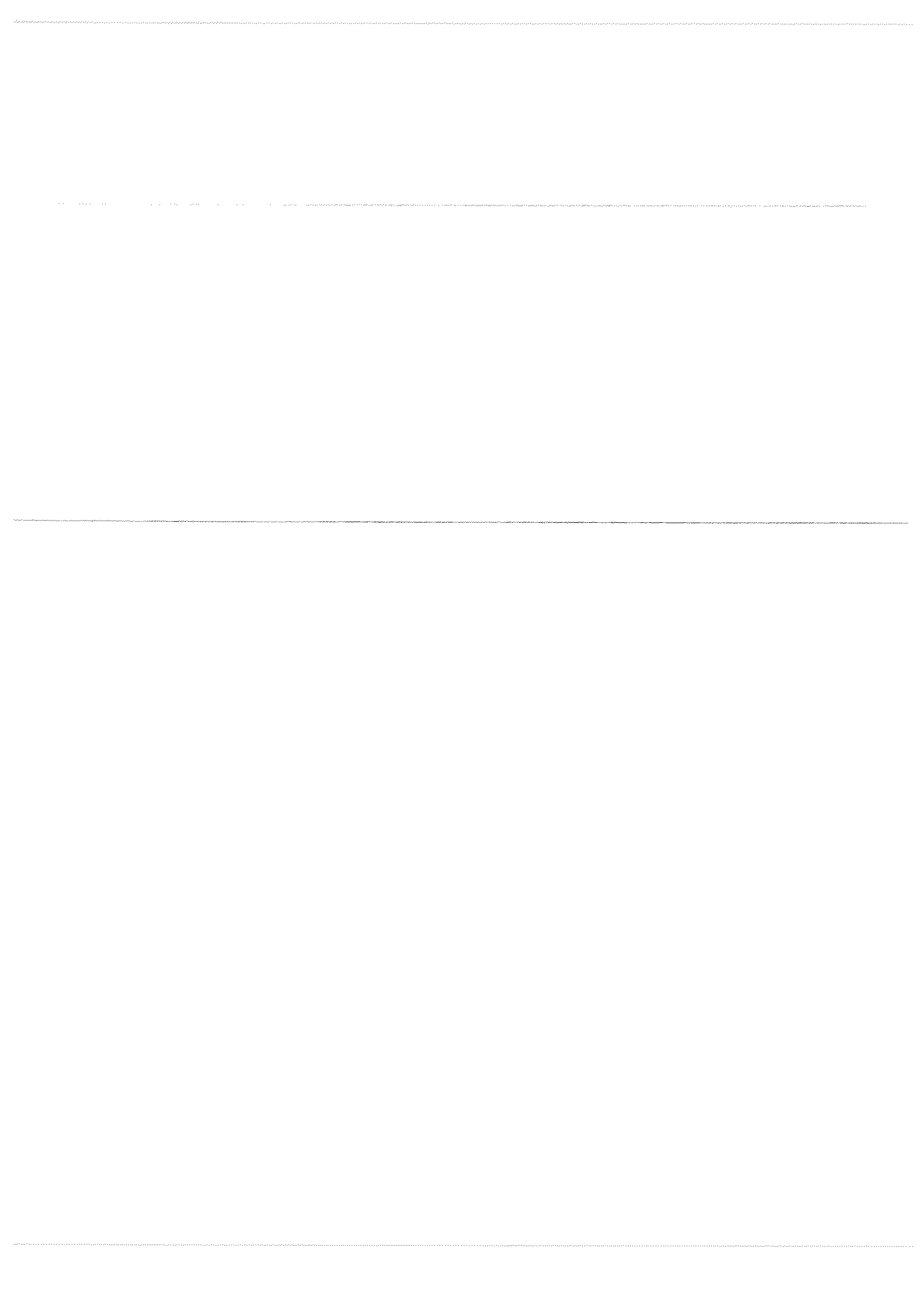


**Hawai'i Council for the Humanities Hawai'i History Day Recognition Ceremony, at the Millilani High School Welcome Back Assembly, August 3, 2012.**

Millilani High School students won at the state level for Hawai'i 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 for 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 Day Teacher of the Year Award: Senior Division; and Amy Perruso, winner of Hawai'i History Day Teacher 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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Milliani High teacher earns national history honor  
Waipahu High.

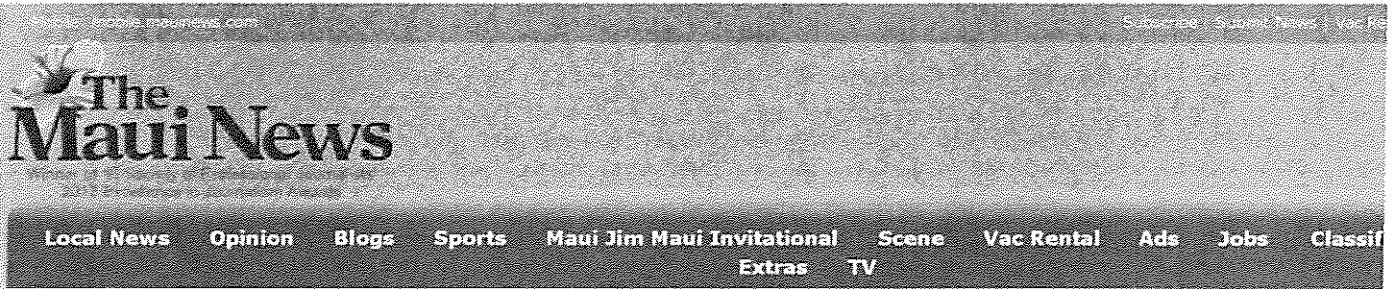
National History Day is a year-long academic program for elementary and secondary school students focused on the teaching and learning of history. The program each year engages more than half a million students across the nation. Students research history topics of their choice related to an annual theme and create exhibits, documentaries, performances, and papers, which they may enter in competitions at the district, state, and national levels.

More than 300 historians and other education professionals evaluate the work of over 2,000 students at the NHD contest. Over \$250,000 in scholarships and cash prizes were awarded at the awards ceremony this year. A recent national 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 standardized tests in multiple subjects, including reading, science, math, and social studies.

To learn more about National History Day in Hawaii, contact Jane Murao at (808) 732-5402, ext. 2 or [jmurao@hihumanities.org](mailto:jmurao@hihumanities.org). For more information on NHD, contact the national office at (301) 314-9739 or visit the NHD official website at [www.nhd.org](http://www.nhd.org).

June 2012 eNewsletter

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# Top history projects from Maui, Molokai off to Oahu

April 11, 2012  
The Maul News

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The top Maui and Molokai History Day projects from documentaries to performances are eligible to compete in Saturday's State History Day at Windward Community College.

The top historical works at the state contest will qualify for the Kenneth E. Behring National History Day Contest at the University of Maryland in June.

The Molokai District History Day Fair was held Feb. 29 at Molokai High School with 63 students participating in the fair.

The categories, student, high school, project title, teacher and placement follow:

Senior (grades 9-12) paper - Kelsie Espiritu-Tanabe, Molokai High; "Kalakaua World Traveler," Laura Buller, first; Kiloaulani Kaawa-Gonzales, Molokai High, "El Grito de Lares," Buller, second; Michaela Riehn, Molokai High, "Bathing Suits," Buller, third.

Senior exhibit - Hope Will, Molokai High, "Propaganda in Nazi Germany," Buller, first; Conan Kawano and Quintin Chow, Molokai High, "Kapu System & Overthrow," Buller, second; Kiana Simmons and Haaloa Alkala-Falealii, Molokai High, "The Trading of Curt Flood and other Baseball Players," Kainoa Pall, third.

Senior documentary - Jhaymie-Lee Davis and Apellila Tangonan, Molokai High, "Kahoolawe Then & Now," Buller, first.

Senior Website - Michael Kikukawa and Michael Onofrio, Molokai High, "Telephone," Paula Friel, first; Trevor Takata and Codi Kamakana, Molokai High, "The History of Free Agency," Pall, second; Shampayne Kaal, Molokai High, "Ruby Nell Bridges: Revolution, Reaction, and Reform in History," Buller, third.

The Maui District History Day Fair was held March 3 at Baldwin High School with 221 students participating.

No placements were awarded, only finalists. The categories, students, their school, title and teacher follow:

Junior (grades 6 to 8) paper - Kamryn Perry, Sacred Hearts School, "For Better or Worse: Eli Whitney's Cotton Gin," Patricia Wurst; Jamie Advincula, Sacred Hearts, "The New Girl: Flappers in the 1920s," Wurst; Molly Manafo, Maui Preparatory Academy, "More Than a

## News, Blogs & Even

I am looking for:

in:

- News, Blogs & Events
- Web

Fashion Statement: Amella Bloomer and the Changing Role of Women in America," John Deal.

Junior exhibit - Layla Nabavi, Maui Prep, "1979 Iranian Hostage Crisis: The Islamic Revolution," Deal; Alesha Casayuran and Alssie Casayuran, Lokelani Intermediate, "Electrifying Benjamin Franklin," Joy Au; Brandon Barreno, Sacred Hearts, "Amazing Dots," Wurst.

Junior documentary - Kieran Clark, Sacred Hearts, "The Irish Revolution," Wurst; Nick Head, Rich Sargent and Evan Frederiksen, Maui Prep, "The Revolutionary Model T," Deal; Frankie Singer, Cindy Dinh and Brittany Morgan, Maui Prep, "Overthrow, Annexation, Revolution: Hawaii's Last Queen," Deal.

Junior performance - Suniva Thangaraj and Sammi Shoemaker, Maui Prep, "The Role of Women in the Revolutionary War," Deal; David Coulombe and Carter Stockham, Sacred Hearts, "The John Deere Tractor: Friend of the Farmer," Wurst.

Junior website - Joshua Schwartzlow, Sacred Hearts, "The Kapu System: The Abolition that Westernized Hawai'i," Wurst; Katie Slear, Sacred Hearts, "The Weather Satellite: A Revolution in the Sciences," Wurst; Natalie Kent, Sacred Hearts, "Can You Imagine? The Fair Labor Standards Act of 1938," Wurst.

Senior (grades 9-12) paper - Alisha Summers, Baldwin High, "John A. Burns: A Catalyst of the Hawaii Democratic Revolution in 1954," Scott Clarke; Leslie Santiago, Baldwin, "Harriet's Letter: When Our Nation Was Divided," Ted Lusk; Katherine Chun, Baldwin, "Elizabeth Blackwell: Catalyzing the Revolution that Opened the Medical Profession to Women," Clarke.

Senior exhibit - Jaclyn Blumer, Alison Torres and Katharine Ornelas, Maui Prep, "The Haitian Revolution: A Catalyst for Freedom," Deal; Alexandra Underwood, Baldwin, "The Mexican Muralist Movement," Clarke; Jill Bianca, Fe Daguio and Bernadette Gamit, Maui High, "The Journey to Women's Suffrage," Janyce Omura.

Senior documentary - Venizze Fernandez, Racieli Andrada and Giesa Rosal, Maui High, "Dr. Sun Yat Sen: Father, Reformer, & Revolutionist of the Republic of China," Omura; Devon Bloss, Nathan O'Hanlon and Evan Blumer, Maui Prep, "Meiji Japan: Reforming a Nation Through Western Development," Deal; Christopher Kim and Angelo Sanakli, Maui High, "Mao Zedong's Cultural Revolution," Omura.

Senior performance - Kayla Atlan-Kinasz, Madeline Hamada and Katie Thompson, Baldwin, "It's Not Just Facebook," Lusk, Linda Carnevale; Hannelore Rolfig, Makenna Stockham and Haley Robb, Lahainaluna High, "Pablo Picasso: Revolution in Art," Keith Todd; Julianna Scharnhorst and Sienna Minnock, Baldwin, "T.V.: A Cultural Revolution," Clarke.

Senior website - Ashley Ryan Vidad, Vanessa De Cambra Ocampo and Shanelle Kaaikala, Maui High, "Fingerprints: The Basis of Biometric Revolution," Omura; Alex Muto, Maui Prep, "Blood on the Gateway of Heavenly Peace," Deal; Josh Ancheta, Maui Prep, "The Revolution of 1911: Overthrow of Monarchy to Failed Republic," Deal.

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# The Education Our Economy Needs

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

By **NORM AUGUSTINE**

Sept. 21, 2011

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

our public elementary and high schools can and should be developing through subjects like history.

Far more than simply conveying the story of a country or civilization, an education in history can create critical thinkers who can digest, analyze and synthesize information and articulate their findings. These are skills needed across a broad range of subjects and disciplines.

In fact, students who are exposed to more modern methods of history education—where critical thinking and research are emphasized—tend to perform better in math and science. As a case in point, students who participate in National History Day—actually a year-long program that gets students in grades 6-12 doing historical research—consistently outperform their peers on state standardized tests, not only in social studies but in science and math as well.

In my position as CEO of a firm employing over 80,000 engineers, I can testify that most were excellent engineers—but the factor that most distinguished those who advanced in the organization was the ability to think broadly and read and write clearly.

Now is a time to re-establish history's importance in American education. We need to take this opportunity to ensure that today's history teachers are teaching in a more enlightened fashion, going beyond rote memorization and requiring students to conduct original research, develop a viewpoint and defend it.

If the American economy is to recover from the Great Recession—and I believe it can—it will be because of a ready supply of workers with the critical thinking, creative problem-solving, technological and communications skills needed to fuel productivity and growth. The subject of history is an important part of that foundation.

*Mr. Augustine, a former under secretary of the Army, is the retired chairman and CEO of Lockheed Martin.*

<http://online.wsj.com/article/SB10001424053111904265504576568351324914730.html?KEYWORDS=Norm+Augustine#articleTabs%3Darticle>

# Hawaii Teacher and Students awarded at National History Day

Published: 6/16 7:50 pm

Updated: 6/16 8:07 pm



## Slideshow

Kamaile Aluli, Kayles 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 *Janai 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; Milliani High; Moanalua High; Molokai High; Sacred Hearts Academy-Maui;

and Waihua High & Intermediate.

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

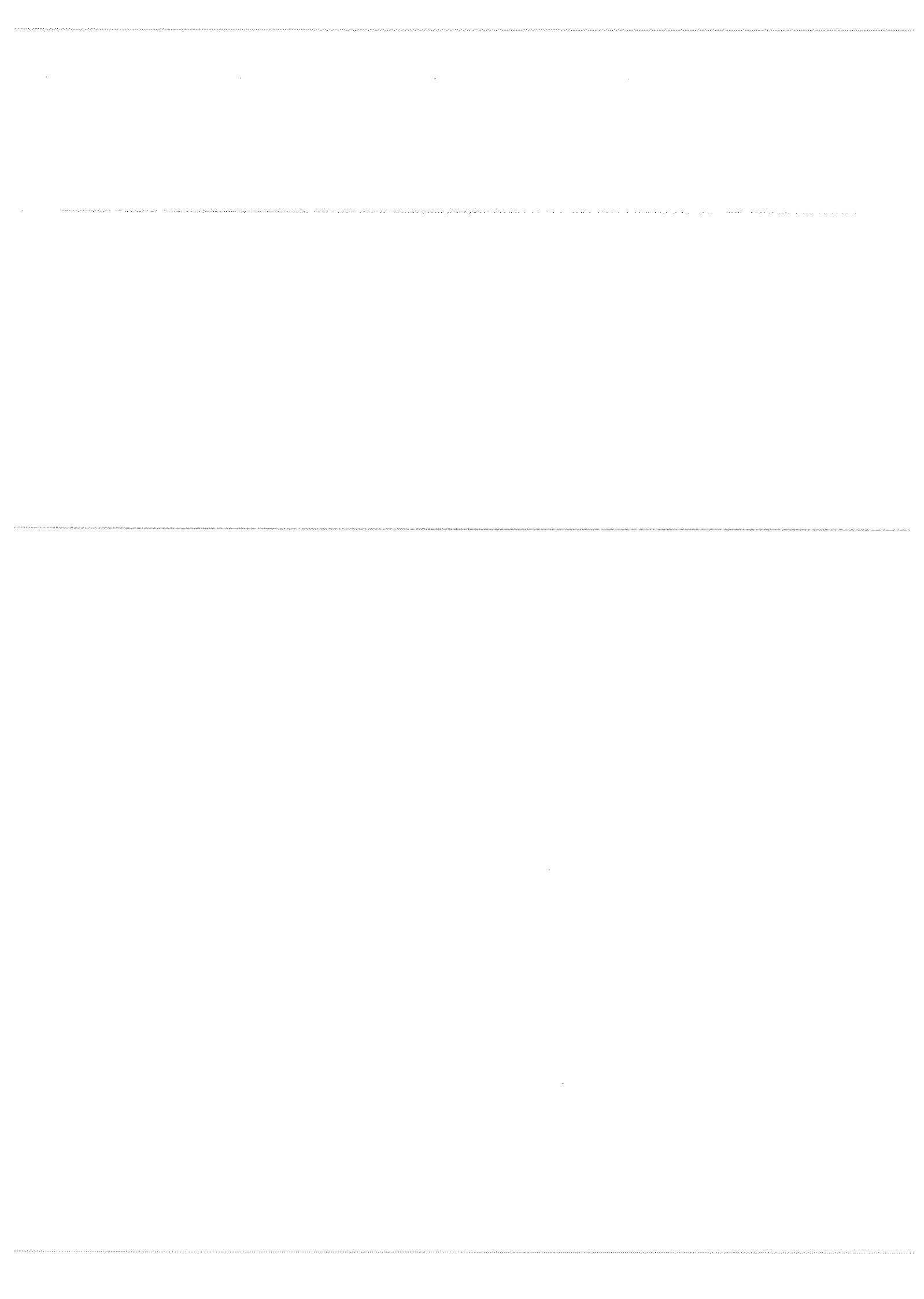
*Successes, Failures, Consequences.* Entries included a documentary entitled "Taking Down A Beast: Using Diplomatic Strategies to End Apartheid" by Milliani High School student Lisa Grandinetti and a website entitled "Reagon and Gorbachev: Ending the Cold War" by Molokai High School students Michael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

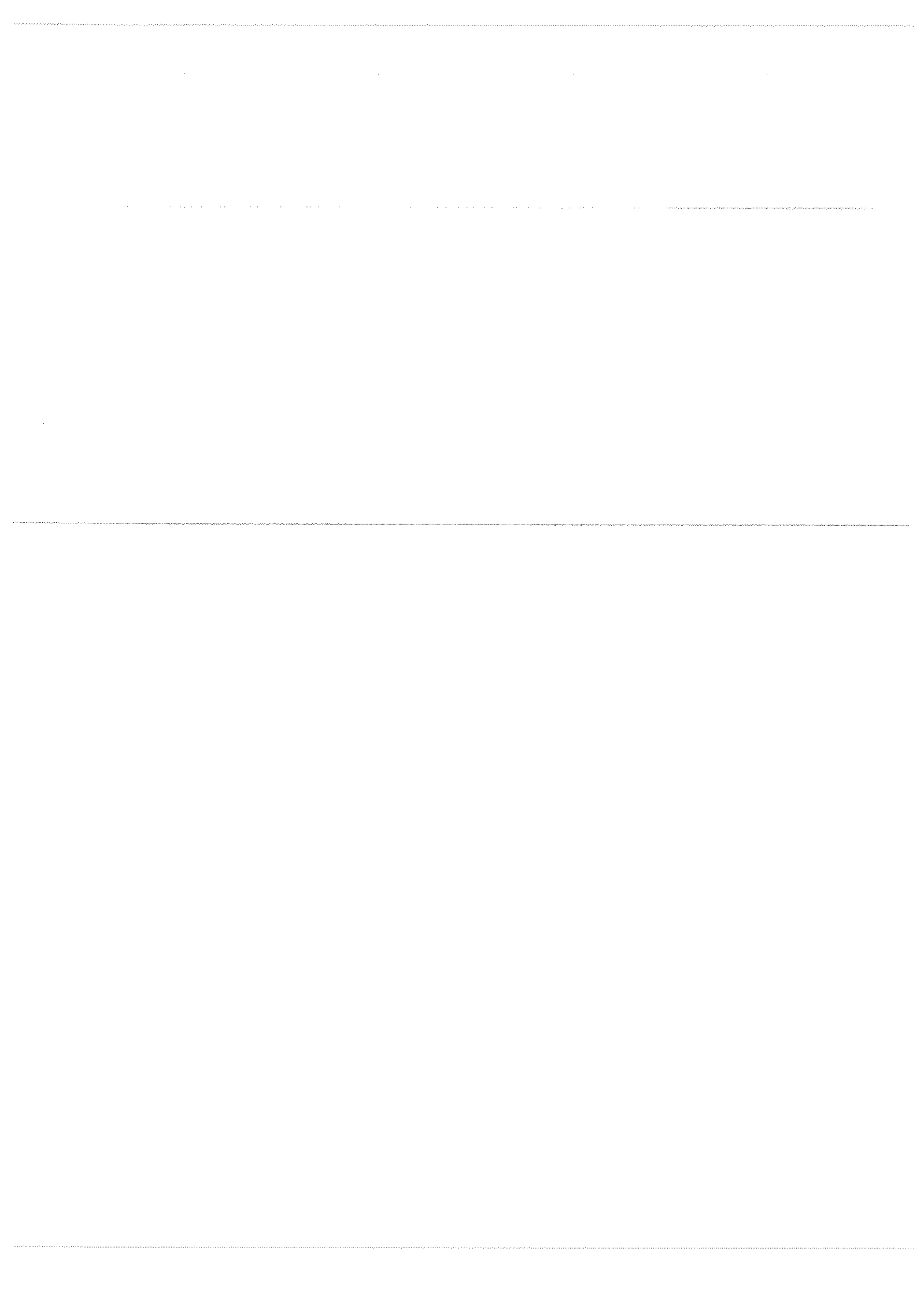
Participants will receive the "Making History: A Guide to Historical Research Through the National History Day Program" handbook prepared by National History Day. Featured presenters include Paul Field, Windward Community College and History Day consultant, and Todd Sammons, English, University of Hawai'i,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

**Faculty Adviser**

Liane Voss

**Editor**

Christine Perez

**Address**

2825 Ala Ilima St., Honolulu, HI 96813

**Principal**

Darrel Galera

**Enrollment**

2,100

**Colors**

Royal blue and white

**Mascot**

Na Menehune

**Web site**

[MoHS.k12.hi.us](http://MoHS.k12.hi.us)

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This was followed by extensive research, where they were required to find secondary and primary sources to put together in a final paper.

The girls agree writing the paper was the hardest part. But after the paper was written, the girls formed a group based on their similar theses and created a collaborative display board.

Their biggest challenges were finding primary sources, getting interviews and writing the narrative for the board.

"We rewrote our thesis five times," Tomino said.

Doing it once was not enough, either. Each time they advanced to the next level, they had to redo their board and make changes. By the time they got to the national competition, they had redone their board three times.

"We spent a lot of time at Kinko's," Tomino joked.

Upon arrival at the national contest, the girls were taken aback by the competition.

"You see everyone else's projects with their big, swiveling props," Tomino said. "Ours was just this depressing board."

But the girls' simple, black-and-white display garnered them a top medal against 84 others in their category.

Kevin Chaitin, the girls' U.S. history teacher, was confident the girls would go far: "They had a good thesis. They were able to prove it while also using wonderful, very emotional pictures."

Buss added, "Not only did they show change, but they went beyond that -- they demonstrated an idea using a sophisticated argument through their photos.

"There were lots of other projects on the same topic, but they were all rather descriptive. The girls' entry was one of the few that showed analysis."

The girls agreed that their favorite part of the experience was the time spent on their trip to Maryland. Staying right next to the nation's capital, they got to see monuments, museums, and even attend a dinner theater.

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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.

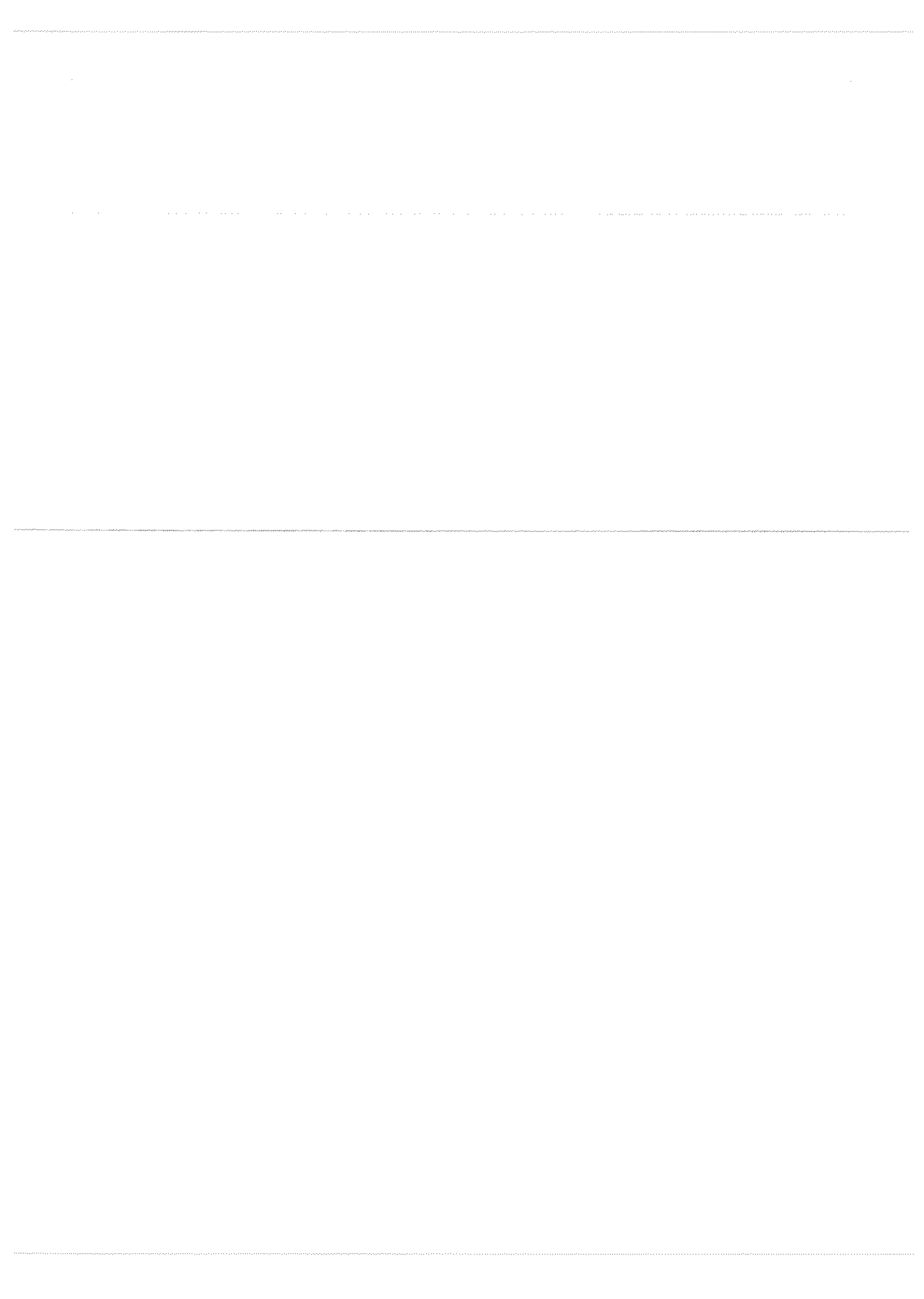
Tomino said she will be required to enter the contest again for her junior history class. "How am I going to top this?" she said. "It's going to be so hard!"

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

[Back](#)



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## EDUCATION:

### **Chaminade University of Honolulu**

October 2008 – September 2011

*Masters of Science in Counseling Psychology*

- Emphasis in Marriage and Family Therapy
- Member of the Hawaii Association of Marriage and Family Therapists
- Member of the Psy Chi Honor Society

### **Chaminade University of Honolulu**

August 2004 – May 2008

*Bachelor of Arts in Psychology*

- Academic Dean's List
- Member of the Delta Epsilon Iota Honor Society Chapter
- Presidential Scholarship

## WORK EXPERIENCE:

### **Hawai'i Council for the Humanities**

October 2014 – Present

*Hawai'i History Day State Coordinator*

- Strategize, implement and administer the Hawai'i History Day contest at the district and state levels
- Organize and execute teacher workshops statewide
- Plan, coordinate, lead and manage the Hawai'i delegation of over 55 students, teachers, parents and family members from Hawai'i to the National History Day competition in College Park, MD every June
- Build and maintain positive working relationships with teachers and schools across the state to increase participation in the program
- Visit and coordinate classroom visits with volunteers and historian consultants to assist teachers and students in their research on History Day theme-related topics
- Coordinate educational curriculum with teachers and students as well as distribute national program and contest materials to ensure the success of the History Day program
- Develop and distribute educational, informational and promotional materials to help raise awareness about History Day to teachers, students and interested constituents statewide
- Establishes strategic partnerships with local colleges, universities and various organizations to recruit volunteers and judges
- Research and secures sponsorships to increase program funding
- Manage database and monies for scholarship prizes for district and state competitions
- Assists in preparation and implementation of special projects to receive funding and grants
- Implements evaluation tools for students and teachers at workshops, district and state competitions
- Develops marketing strategies to increase participation in the program
- Increase program efficiency and awareness through e-news letters, database management of online registration system for district and state competitions, website and social media outlets

### **Kaiser Permanente**

April 2014 – Present

*Medicare Sales Coordinator*

- Responds to member and prospect inquiries regarding Medicare and Kaiser Permanente Senior Advantage Plans, enrollment, products and services
- Assists prospects, Account Managers and Sales Representatives with member enrollments and seminars
- Conducts sales presentations with prospects via direct and indirect contact
- Responsible for updating progress for Medicare-eligible prospects into database on a daily basis
- Engage with Account Managers and Sales Representatives to close or assist with closing of sales leads
- Support contracted call centers as a subject matter expert and act as a regional liaison in resolving issues
- Prepares sales packets and other materials used for sales presentations or member enrollments
- Organize, schedule, and maintain seminars on Medicare and compliance websites
- Facilitate and triage leads to field staff, track results, and produce management reports as needed
- Organize and maintain a system to warehouse a variety of documents related to Medicare, compliance, procedures and maintain Medicare share drives, and intranet sites

**Kaiser Permanente**

June 2013 to May 2014

*Sales Coordinator*

- ♦ Responds to questions and requests regarding products, services and rate quotes
- ♦ Closes and/or assists Account Managers, Sales and Marketing team with closing prospective businesses
- ♦ Prepares contracts, rate proposals and marketing packets and materials for Sales and Marketing team
- ♦ Serves as a liaison between clients, sales and marketing staff and clinic operations staff on contract issues
- ♦ Ensures proper processes are in place, including legal approvals and notification of appropriate internal staff to ensure successful outcomes
- ♦ Organize and maintain a system to warehouse a variety of documents and reports related to the Hawaii Health Connector prospects, Brokers and Commercial Sales Department etc.
- ♦ Create/maintain prospect and existing client profiles on online tracking database
- ♦ Develops and provides weekly and monthly reporting on all sales activities
- ♦ Resolves problems and complaints of employers, carriers, and brokers regarding program services

**Gilly Hicks**

December 2012 – May 2013

*Assistant Manager*

- ♦ Complete daily audits of inventory, merchandise presentation and customer service standards
- ♦ Responsible for overseeing 200 plus associates, daily scheduling, training and sales performance
- ♦ Perform cashiering, stocking and other necessary store duties while ensuring excellent customer service
- ♦ Responsible for floor supervision and completion of all daily tasks, daily sales performance documents and shrink reduction reports
- ♦ Responsible for effectively communicating daily and hourly sales goals, company goals and standards etc. with sales staff, managers and district manager
- ♦ Assume responsibility for weekly bank deposits and monetary exchange
- ♦ Perform daily balancing of registers during opening and closing of store
- ♦ Continuously cultivate, recruit and hire a professional, motivated sales team
- ♦ Oversee and ensure that all store departments are organized and working cohesively together
- ♦ Responsible for resolving customer discrepancies and conflict resolution between staff members
- ♦ Responsible for receiving and processing shipment, transferring out damaged or defective merchandise

**The Gold Guys**

September 2011 – March 2013

*Assayer*

- ♦ Provide knowledge of current world stock exchange rates and information of precious metals with excellent customer service
- ♦ Ensure accurate calculation and assaying of precious metals
- ♦ Assist store managers and supervisors with administrative tasks such as accurate organizing, filing and record keeping, opening and closing duties, and the referral program materials and mailings
- ♦ Responsible for entering large amounts of client information into store database

**Institute for Human Services**

January 2011- March 2011

*Community Based Case Management**Intern*

- ♦ Provide assistance for Case Managers in Community Based Case Management department
- ♦ Created and implemented Parenting Curriculum for parents, couples and children who are experiencing homelessness
- ♦ Provide counseling to clients whom had previously been incarcerated, clients with severe mental illnesses, dual diagnoses or recent or current victims of domestic violence
- ♦ Manage and oversee all trainings for Case Managers in Family Case Management, Community Based Case Management and General Case Management departments

**Parents And Children Together**

October 2010 – September 2011

*Ohia Shelter**Intern- Advocate*

- ♦ Provide case management for clients with histories of domestic violence
- ♦ Provide counseling and support for children, adolescents, and families, as well as individual clients with severe mental illness and dual diagnosis
- ♦ Assist clients with appropriate parenting skills, peer mediation and life skills
- ♦ Have an understanding of dynamics of domestic violence and the impact on an individual and family
- ♦ Responsible for planning and facilitating/co-facilitating psycho-educational/support groups on domestic violence, substance abuse, peer-relationships, and life-skills

- Provide information, safety planning and support for those in crisis via Domestic Violence Hotline
- Verify clients complying with medication schedule
- Assist Ohia Advocates and staff with daily maintenance of shelter, case management, and monitor safety and compliance of clients with shelter rules and regulations
- Plan and implement various educational and psychosocial activities for individual clients and families

**Nurse Finders**

January 2009 – March 2009

*Para Professional*

- Assist special-needs student with daily life-skills, academic, behavioral, recreational and community-based activities subject to the goals and objectives in the Individualized Educational Plan
- Provide support to teachers, parents and Behavioral Specialist with providing instruction, tutoring, and supervision of individual student and/or groups of students
- Assist with classroom management, monitoring students, creating daily/weekly reports of target goals
- Prepare classroom materials, projects and operating audiovisual equipment and computers
- Communicate daily, weekly and monthly reports of targeted goals to parents, teachers, Behavioral Specialist and Nurse Finders Company

**Calvin Klein**

May 2008 – December 2012

*Sales Associate*

June 2006 – August 2007

- Ensure appropriate and exemplary customer service
- Assist store managers and supervisors with training new employees
- Maintain visual appeal of store for customer presentation
- Perform cashiering, stocking and inventory duties efficiently
- Achieve daily sales and business goals

**Chaminade University of Honolulu**

January 2010 – April 2010

*Institutional Advancement*

September 2006 – May 2008

*Student Office Assistant*

- Work to ensure the success in all areas of the Institutional Advancement Department: Development and Major Gifts, Alumni Relations, Advancement Services, and Communications and Marketing
- Assist in organizing and executing small and large-scale development-related events
- Assist with all elements of major gift processing, including generating acknowledgment letters, assisting with large-scale solicitation mailings, preparing Board development materials, entering high volumes of information into the Raiser's Edge database, and processing and filing records of monetary gifts and pledges
- Assist in accurate budget balancing and keeping records of office expenditures
- Increase office efficiency through accurate record keeping and organization of historical data and confidential donor documentation
- Communicate with and provide accurate and appropriate information to constituents

**VOLUNTEER EXPERIENCE:**

**Family Programs of Hawai'i**

August 2012 – October 2012

*Volunteer Assistant*

September 2007 – May 2011

- Assist certified childcare providers
- Aid in facilitation of training, support groups and special events that provide assistance to foster families
- Ensure proper childcare for families in the Family Programs Hawaii
- Assist children and adolescents with mediation, model appropriate social and life skills
- Provide one-on-one assistance for children with special needs

**Hawai'i Council for the Humanities**

April 2007 – March 2014

*Hawai'i History Day Volunteer Judge*

- Aid in set-up and clean-up of judging rooms and display tables
- Assume responsibility for overseeing registration table, participants and projects
- Responsible for critiquing participants' history projects, interviewing candidates, writing reviews
- Assist Hawaii History Day Coordinator with organization of finalist lists and scholarship prize monies
- Assume responsibility for fundraising activities and inventory of products and monies

**PERSONAL AND PROFESSIONAL REFERENCES:**

References available upon request



# Stacy H. Hoshino

2630 Kapi'olani Boulevard, Honolulu, HI 96826

(808) 351-6867

stacy.h@mac.com

## Summary

Professional Project Manager with proven ability to conceptualize and carry through assignments towards their completion. Understands the importance of thoughtful and strategic communication and protocol at all levels in order to build relationships and partnerships for achieving successful results. Exceptional written and verbal skills, and proficient at communicating information to a variety of audiences. Expert at working with board directors and high-level donors, as well as community at-large.

## Work Experience

HAWAI'I COUNCIL FOR THE HUMANITIES, Honolulu, HI

**Director of Grants and Special Projects**, January 2011–present

Direct and administer all aspects of the Hawai'i Council for the Humanities (HCH) Grants Program. Create and execute new mission-aligned programs to statewide audiences, and at the same time develop program partnerships with communities and other organizations and institutions. Work together with other HCH program directors and coordinators, to promote the mission and work toward meeting goals of HCH.

- Oversee the Grants Program, and manage the program's grant budget of \$150,000 to \$50,000 per year.
- Publicly promote the Grants Program and the organization at meetings and grant workshops statewide.
- Assist between 10–20 grant applicants with their grant proposals, providing personalized assistance through feedback and advice to applicants during the competitive grant application process. Manage the application process from start to grant award via an online application system.
- Work with a board committee to evaluate and select proposals for grant funds and also guide the grants program.
- Write contracts and monitor grant-funded projects from commencement to completion. Over 30 grant awarded projects are currently being managed.
- Create and direct Special Projects for HCH and its constituency. Through research and need, these programs are conceived to compliment the organization's mission and goals. Several programs and workshops have been created and executed, a few are *Mele Lahui*, a concert and presentation of the history of national songs of Hawai'i with the Royal Hawaiian Band; and *Politics of Representation* symposium with University of Hawai'i at Mānoa.
- Serve as liaison with Board Directors and Executive Director for meetings and HCH business.

HAWAI'I ARTS ALLIANCE, Honolulu, HI

**Manager, Special Projects**, September 2007–January 2011

Advised CEO on Alliance business, and serve as liaison to board directors; also, coordinated monthly board, executive and committee meetings. Managed major annual fundraiser and wrote majority of collateral material as well as strategic and general correspondences for the Alliance's CEO. Worked with a team to develop and implement a strategic and a fund development business plans.

- Advised CEO on planning, implementing, and completing major projects. Managed fiscal operations together with CEO and accountant, and coordinated annual auditing.
- Researched grant-funding opportunities within public and private sectors. Assisted with writing and final assembly for a \$150,000 U.S. Department of Commerce, Economic Development Administration Financial Assistance Award. Tracked policy and budget requirements, and worked closely with regional representative in Honolulu.
- With CEO and Communications Director, created fund development plans to raise over \$150,000 in unrestricted funds, and to develop a major gifts category of giving.
- Managed, budgeted, planned, and executed the annual fundraiser and concert *Celebrate the ARTS!* for over 1,000 audience in attendance.
- Corresponded with 19 board directors and planned and managed monthly board, executive and committee meetings.
- Coordinated scholarship programs, and annual Arts Excellence Awards for schools and students.
- Responsible for overall office and human resources management for seven full and part-time staff.

# Stacy H. Hoshino

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Résumé, page 2 of 4

## Work Experience, continued

HAWAII ARTS ALLIANCE, Honolulu, HI

**Interim Executive Assistant**, November 2006–August 2007

Helped Alliance CEO with staff transition, and worked to improve office efficiencies.

THE NATURE CONSERVANCY OF HAWAII, Honolulu, HI

**Donor Relations Manager**, Philanthropy Department, July 2005–October 2006

Created a new portfolio consisting of over 300 donors with individual annual giving levels of \$250 to \$1,000. Enabled careful stewardship of these donors. Worked with team to develop capital campaign strategies in accordance with organization's national fundraising goals.

- Conceived of high-level next-generation donor group of under-forty year old professionals, and worked on its business plan for realization. Nature Conservancy's board approved this new junior committee of donors and continues to thrive till this day.
- Served as the primary point-of-contact to donors and prospects to steward them for higher levels of giving.
- With team, established marketing and branding protocols in accordance to organization's overall policies, and helped to develop the department's donor activity policies and procedures.
- Planned with directors the fundraising strategies for the department, and managed four events per quarter.

JPMORGAN CHASE, Presentation and Production Services Department, New York, NY

**Production Coordinator and Senior Administrative Assistant**, December 2000–March 2005

As a team, worked with investment bankers on deadline-driven client presentations. Managed production of highly confidential presentation projects while maintaining cost-effectiveness. With department managers, helped to create policies and procedures and supervised a staff of eight to eleven people.

CORCORAN GALLERY OF ART, Washington, DC

**Essayist and Curatorial Consultant**, Fashioning Art: Handbags by Judith Leiber. May 2002–Jan. 2003

Served as primary contact between artist, based in New York City, and curator, based in Washington, DC. Worked on exhibition funding, research, and selection from over 500 artworks, to final gallery installation. Performed extensive research and interviews, and authored the exhibition brochure.

Element, New York, NY

**Market Research Analyst**, June 1999–May 2000

Located and analyzed current and emerging trends in arts, culture, and consumer culture. Wrote weekly summaries on new and thought-provoking ideas about marketplace, and contributed to development of website content to serve as to retrieve market research data. Created and produced of layouts for monthly trend reports, and managed a research library. Also, supervised staff and interns.

WHITNEY MUSEUM OF AMERICAN ART, New York, NY

**Special Projects Coordinator**, January 1994–June 1999

Worked with Librarian and Associate Curator to manage the collection and outreach. Performed scholarly research for the Curator. Helped to manage the library and special collections. Coordinated and executed special events for 60 Library Fellows (high-level donor group). Assisted with conception, production, and marketing of limited edition, fine press publications.

- Planned and managed several exhibitions, and the production and publication of exhibition catalogues. Conducted scholarly research together with curator.
- Supervised staff and interns.

WHITNEY MUSEUM OF AMERICAN ART AT CHAMPION, Stamford, CT

**Co-Curator**, Animal Tales: Contemporary Bestiary and Animal Painting, Nov. 1997–Feb. 1998

Together with co-curator, worked on exhibition conception, research, selection of artworks, and installation. Developed educational outreach opportunities for community.

- Wrote exhibition brochure text, and interpretive materials.



# Stacy H. Hoshino

Résumé, page 3 of 4

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## Work Experience, continued

BARNEYS NEW YORK, New York, NY

**Personal Shopping Assistant**, December 1991–May 1992

- Assisted personal shopper and worked with sales associates on selection of high-end designer apparel and luxury goods for high profile clients.

## Community Work

GALLERY 'IOLANI, WINDAWARD COMMUNITY COLLEGE, Kāne'ohe, HI

**Member, Advisory Group**, November 2011–present

Comprised of fine art professionals and scholars, the Advisory Group reviews exhibition proposals and advises the Gallery 'Iolani Director about selection of future exhibits and programs.

HAWAI'I MUSEUMS ASSOCIATION, Honolulu, HI

As President, managed the Hawai'i Museums Association (HMA) together with its working board. Initiated several professional development programs for the membership. Partnered with the Western Museums Association to be the local host organization of their annual meeting and conference at the Hawai'i Convention Center. This major annual conference brought in over 600 attendees from the western region to the Hawai'i Convention Center in September 2011. Also, as Board Secretary (2008-2010), assisted the board directors by taking minutes and maintaining the association's website. HMA is a professional development 501(c)3 organization, that has over 240 members, and 10-12 board directors.

**President, Board of Directors**, One-year appointment, 2011-2012 (Two-year limit)

**President, Board of Directors**, One-year appointment, 2010-2011

**Secretary, Board of Directors**, Two-year appointment, 2008–2010

HAWAI'I STATE FOUNDATION ON CULTURE AND THE ARTS, Honolulu, HI

**Visual Arts Consultant**, December 2008–present

**Acquisition Award Selection Committee**, December 2008–present

**Advisory Committee Member**, *Uncommon Objects*, September 2006–November 2007

UNIVERSITY OF HAWAI'I AT MANOA, Department Of Art And Art History, Honolulu, HI

**Steering Committee Member**, *Intersections*, Visiting Artists and Scholars Program, May 2005–May 2006

**Steering Committee Member**, Ann Hamilton Artist-in-Residence

*Distinguished Visiting Scholars in the Liberal Arts Program*, Spring Semester 2006

HAWAI'I ARTS ALLIANCE/THE ARTS AT MARKS GARAGE, Honolulu, HI

**Top 20 Finalist**, *Bright Ideas: Mini-grants*, July 7, 2006

Proposal title: "Using City and County of Honolulu Parking Lots After-hours, and the Development of Systems to Transport People to the Parking Lots"

## Publications

***Fashioning Art: Handbags by Judith Leiber*** (exhibition brochure).

Washington, DC: Corcoran Gallery of Art, 2002

**"Animals, Reptiles, Insects, and Books." *Animal Tales: Contemporary Bestiary and Animal Painting*** (exhibition brochure). New York: Whitney Museum of American Art, 1997

## Lectures

University of Hawai'i at Mānoa, Honolulu, HI

*Alumni Experiences After UH*, Department of Art and Art History, September 25, 2005

# Stacy H. Hoshino

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Résumé, page 4 of 4

## Lectures, continued

**Duke University**, Durham, NC

*Museology and Reinterpretations*, November 11, 1998

**Cooper-Hewitt, National Design Museum, Smithsonian Institution**, New York, NY

*The Hawaiian Masquerade: Touristic Notions of the 50<sup>th</sup> State*, July 30, 1996

## Education

NEW YORK UNIVERSITY, New York, NY

**Master of Arts**, Visual Culture, Costume Studies, 2002

UNIVERSITY OF HAWAII AT MĀNOA, Honolulu, HI

**Bachelor of Arts**, Art History, 1990

## Computer Skills

Microsoft 8.1 and Mac OS X; Microsoft Word, Excel, and PowerPoint, Adobe Acrobat X and Adobe Photoshop

Writing samples and references furnished upon request

## *Resume*

### **ROBERT G. BUSS Executive Director, Hawai'i Council for the Humanities**

May 2003 to present

HCH, 3599 Waiialae Avenue, Suite 25, Honolulu, HI 96816

Home: 1069 Spencer Street, Apt 403, Honolulu, Hawai'i 96822

Phone: (808) 528-4067 (home), 732-5402/5607 ext 4 (work), 381-3292 (cell)

Email: [rbuss@hihumanities.org](mailto:rbuss@hihumanities.org) Fax: (808) 732-5432

Bob Buss is executive director of the Hawai'i Council for the Humanities (HCH), and before that served as its program officer since 1983 and Hawai'i History Day state coordinator since 1991. Prior to working at HCH, Bob taught philosophy and logic at Chaminade University and religious studies at Honolulu and Kapi'olani Community Colleges. He has a MA in comparative philosophy from the University of Hawai'i at Manoa and is especially interested in aesthetics, comparative ethics, and intellectual and social history. He is a member of the Kahala Sunrise Rotary Club.

### ***Education***

- B.A., with special honors, in philosophy and sociology, Winona University (Minnesota), 1972.
- M.A. in Comparative Philosophy, University of Hawai'i at Manoa, 1974.
- All-But-Dissertation, Western Philosophy (aesthetics), University of Hawai'i at Manoa. Qualifying Exams: "Aesthetics," "Ch'an/Zen Buddhism," "Existentialism," and "The Philosophy of Soren Kierkegaard." Translation proficiency exams in French and German.

### ***Employment***

#### **-- Hawai'i Council for the Humanities**

- HCH Executive Director, 2003-present. • HCH Program Officer, 1983-2003

#### **-- Instructor in Humanities, Philosophy and World Religions**

- Instructor of philosophy at Chaminade University of Honolulu (1975-1985); comparative religious studies at Kapi'olani and Honolulu Community Colleges (1978-83); and at Hawai'i Pacific University (Hawai'i Loa), "History of Asian Philosophies" (1988).

#### **• Courses Taught:**

- Philosophy: "Introduction to Philosophy," "Intro to Phil: Asian Traditions," "Introduction to Logic," "Critical Thinking," "Philosophical Psychology," "Ethics," "Asian Philosophy," "Philosophy of Religion," "Aesthetics," "Social Philosophy," "History of Western Philosophy," "Contemporary Philosophy," "Philosophy of Law," "Political Philosophy."
- Religious Studies: "Introduction to World Religions," "Meaning of Existence," "Sociology & Philosophy of Religion," "Philosophy, Religion and Social Change."
- Humanities: "Introduction to the Humanities"

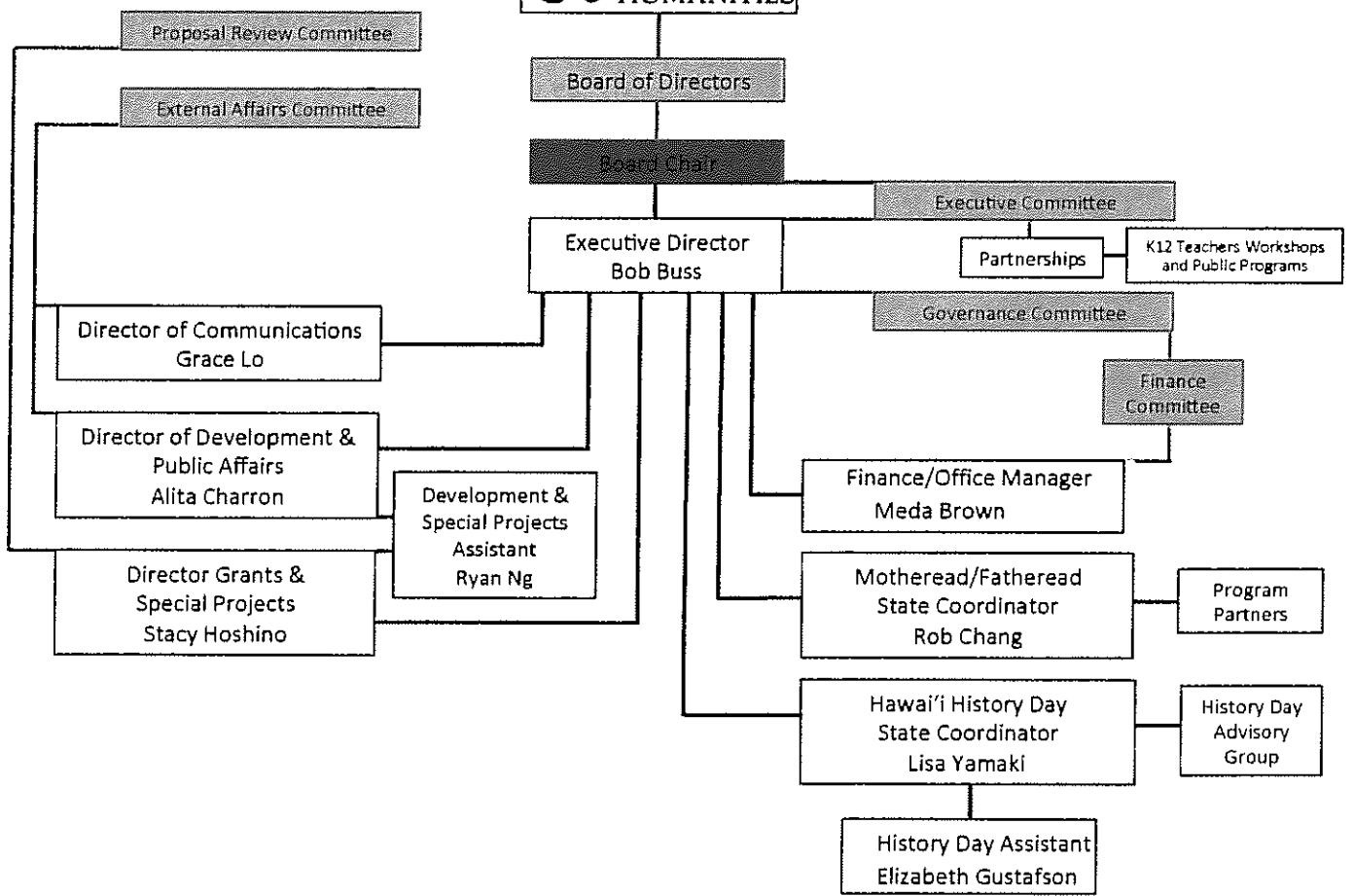
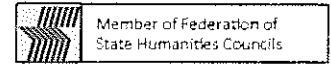
### ***Community Service***

- Author of selection on "Hawai'i, local history in," pages 237-240, in *Encyclopedia of Local History*, second edition, edited by Carol Kammen and Amy H. Wilson, Altamira Press, 2013.
- Member of Kahala Sunrise Rotary Club, board of directors 2011-2013, club administration 2011-12, New Generations Chair 2012-2013, speakers coordinator 2010-2013, recipient of *Avenues of Service Citation* for District 5000 2010-2011, *Club Award for Exceptional Service* 2011-2012.
- Member of Expert Advisory Board to the social studies content panel, Hawai'i State Department of Education, 2012-2013.
- Member of Honolulu Diamond Sangha board of directors 2009-2011, president 2003 and 2010-2011.

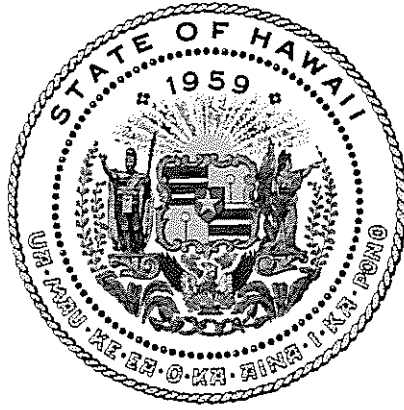
- Member of search committee for Dean of Arts & Sciences, Kapi'olani Community College, 2009.
- Member of Crown Thurston association of apartment owners, board of directors, 1997-2013, president 1998-2012.
- Abraham Lincoln Bicentennial Commission, appointed 2007 by Hawai'i Governor Linda Lingle, programs held 2008-2009 coordinated by Hawai'i Council for the Humanities.
- Selection committee member, Hawai'i State Foundation on Culture and Arts for *Governor's Award for Distinguished Achievement in Culture, Arts and Humanities*, 2007 and 2006.
- National History Day Executive Committee, representing Western region, 2006-2008.
- College of Liberal Arts Advisory Council member, Hawai'i Pacific University, 2003-2010.
- Judge for *State We the People, the Citizen and the Constitution* competitions, 2008-2012.
- Review panelist for Hawai'i State Foundation on Culture and the Arts: *History and Humanities* (2005, 2003 and 2001), *Media Arts* (1999, 1994, 1990 and 1988), *Literary Arts* (1997 and 1992), *Humanities* (1985), and *Humanities & Literary Arts* (1984).
- Member of Planning Committee for 2005 National Conference of State Humanities Councils.
- State coordinator, Hawai'i History Day program of Hawai'i Council for the Humanities, 1991-2005.
- Board of Advisors, Hawai'i Council for History Education, 1996-2000.
- Jury panel for 2001 *'Ohina Short Film Showcase*, Oct. 5-6, 2001 at Honolulu Academy of Arts.
- Co-curator with Mike Molloy of *Art and Spirituality: Sacred Space* (eight invited artists) Gallery 2500 on the Pali (Honolulu), Dec. 8, 1996 to Jan. 9, 1997.
- *Cinema of Ideas* Institute for Teachers, moderator/organizer for session on "Ways of Historical Thinking and Seeing Meaning in Film," Hawai'i Pacific University, 1996.
- Presentations for *Let's Talk About It*, sponsored by Hawai'i State Library System, "Science Fiction & Fantasy" series, including brochure article on LeGuin's *Left Hand of Darkness*.
- Film Selection Committee member, "Hawai'i International Film Festival: When Strangers Meet," East-West Center, 1983-1984.
- Ho'omana Program -- teaching humanities classes to prisoners at the O'ahu Correctional Center, Hawai'i State Prison System, 1981-83.
- Editing/layout of humanities guides for community educational programs (selected examples): 1) "Images of Old Age in America and Other Cultures," Hawai'i State Executive Office on Aging; 2) "Understanding the History and Cultures of Africa," Honolulu Branch of NAACP; 3) "Noontime Culture Break" (*American Short Stories* and *American Values, American Character*) Hawai'i Pacific College; 4) "Places of Origin" and "Black Women: Achievements Against the Odds," Hawai'i State Library System. 5) "Working in America and in Hawai'i," Center for Labor Ed. and Research; 6) "Romanticism and Modernity," UHM College of Ed., and 7) "Calligraphy and Society in East Asia," Korean Studies Center and West O'ahu College.

### **References:**

- Alfred L. Castle, Executive Director and Trustee, The Samuel N. and Mary Castle Foundation.  
Address: 733 Bishop Street, Suite 1275, Honolulu, HI 96813; 808-522-1101; [acastle@aloha.net](mailto:acastle@aloha.net).
- Warren S. Nishimoto, director, Center for Oral History, and former chair of the Hawai'i Council for the Humanities (board member 2003-2009). Address: University of Hawai'i at Manoa, George Hall 212, 2560 Campus Rd, Honolulu, HI 96822; 808-956-6260; [wnishimo@hawaii.edu](mailto:wnishimo@hawaii.edu).
- Eileen Tamura, professor of educational foundations, University of Hawai'i at Manoa College of Education: former board member (1998-2004) and chair (2002-03) of the Hawai'i Council for the Humanities. Phone, 808-956-7289. Email, [etamura@hawaii.edu](mailto:etamura@hawaii.edu).







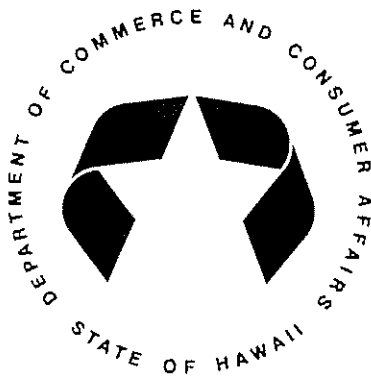
## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

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

HAWAII COUNCIL FOR THE HUMANITIES

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.



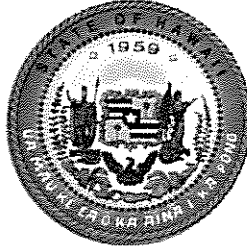
IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 19, 2017

Director of Commerce and Consumer Affairs







**STATE OF HAWAII  
STATE PROCUREMENT OFFICE**

**CERTIFICATE OF VENDOR COMPLIANCE**

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs

**Vendor Name: HAWAII COUNCIL FOR THE HUMANITIES**

**DBA/Trade Name: HAWAII COUNCIL FOR THE HUMANITIES**

**Issue Date: 01/19/2017**

**Status: Compliant**

Hawaii Tax#: 40402012-01  
New Hawaii Tax#: GE116866662401  
FEIN/SSN#: XX-XXX3704  
UI#: XXXXXX0623  
DCCA FILE#: 30306

**Status of Compliance for this Vendor on issue date:**

<b>Form</b>	<b>Department(s)</b>	<b>Status</b>
A-6	Hawaii Department of Taxation	Compliant
	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

**Status Legend:**

<b>Status</b>	<b>Description</b>
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards
Pending	The entity is compliant with DLIR requirement
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

