House District(s) 20

Senate District(s) 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 I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Hawai'i Council for the Humanities

Dba:

Street Address:

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

Mailing Address:

Same as street address.

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

4. FEDERAL TAX ID #: [redacted]

5. STATE TAX ID #: [redacted]

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PUBLIC HUMANITIES PROGRAMS FOR K-12 AND PUBLIC

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: $ 112,591

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 $ $58,880
FEDERAL $ $75,000
COUNTY $
PRIVATE/OTHER $ $8,500

[redacted]

ROBERT BUSS, EXECUTIVE DIRECTOR
NAME & TITLE

1-19-18
DATE SIGNED

JAN 19 2018 3:09PM

Application for Grants

Please check the box when item section has been completed. 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 meaningful 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. In the 2018-2019 fiscal year, our emphasis will be on expanding neighbor island access and reach of our public humanities programs that include Hawai'i History Day, workshops for teachers, and public humanities programs. 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 public programs/partnerships for audiences throughout the islands.

Hawai'i History Day has firmly established participants on Moloka'i and we continuously engage their school(s) in the program and its resources. We are also increasing and expanding our reach to Maui Nui including public humanities programs on Lāna'i, Maui, and, as stated earlier, Moloka'i. This past year we also harnessed technology tools to create and broadcast an online program responding to race that will offer, for the first time in our history, a digital/online humanities program entirely online.

3. ☐ **The public purpose and need to be served;**

Public Humanities Programs for K-12 Communities

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 and 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.

Public Humanities Programs Statewide

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, National Archives' Bill of Rights program, and NEH Legacy of Race. 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. In spring/summer 2018, we are launching, for the first time in our history, a public humanities program entirely online. Through digital and online platforms and tools, we are making an increasing effort to make our programs accessible to anyone with a computer and internet connection (or those who use public computing facilities) as well as the next generation of humanities scholars, stewards, and communities.

4. ☐ Describe the target population to be served; and

The Hawai'i Council for the Humanities will target K-12 communities (teachers, students, parents/families) across the state with as well as the general public through public humanities programs. Neighbor island support and access will be particularly emphasized as a response to increased interest, especially from Maui County (Maui, Moloka'i, Lāna'i) and Kaua'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 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.

Our public humanities programs is intended and focuses on statewide reach to general audiences. 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. In 2018-2019, we are planning programs centered around "Democracy and the Informed Citizen" using political cartoons, graphic novels, and community murals that will also incorporate student project-based learning.

5. ☐ Describe the geographic coverage.

The project will reach O'ahu, Maui, Moloka'i, Lāna'i, Kaua'i and the Big Island of Hawai'i. The programs proposed are targeted at participants from K-12 public, private, charter and/or home schools including teachers, parents and students. Public humanities programs will reach general public audiences and are offered free or at a very minimal cost to ensure public access and engagement for all.

II. Service Summary and Outcomes

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

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

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

- Plan, manage, coordinate and conduct the Hawai'i History Day program throughout the state of Hawai'i including:
  - Conducting, at minimum, four free workshops for participants (teachers, parents, students) with one on O'ahu and three on the neighbor islands in the fall of 2018 and/or provide travel stipends for neighbor island access to our workshop(s). We are also exploring an option of live webcast for some workshops. However, kickoff workshops incorporate several concurrent sessions where access would still be a challenge;
  - Develop materials for prospective and active participants – primarily teachers and students;
  - Provision of free resources to teachers at all workshops and as requested including, but not limited to, folders, handbooks, rule books, theme books, lesson plans and curricular aids;
- Plan, manage, coordinate, and conduct eight 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 2019 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 public humanities programs 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 with tentative dates is included with this proposal in the appendix for the 2018-2019 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 public humanities programs, including collaborative workshops and projects occur throughout the year. Plans include public humanities programs on Maui, Moloka'i, Kaua'i, Hawai'i, and Lāna'i. This past year, we brought Lois Horton, professor of history emerita, George Mason University, Fairfax, VA to Maui to speak to K-12 teachers on *American Slavery: Teaching Its History and Memory in Hawai'i*. Our public humanities programs aim to be timely and relevant to audiences and this particular example highlights its immediate usefulness in the classroom and in our communities.

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 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere. They learn how to analyze their research and synthesize information – considering the context of their topic. According to a study commissioned by National History Day by independent research firm Rockman, et al, History Day students' scores or ratings [on performance assessments, surveys and standardized test scores] were higher than their peers who did not participate in the [History Day] program (see Appendix D).

In addition to the national evaluation, Hawai'i History Day annually conducts surveys on parents, teachers and students. Last year we received responses from 684 students, 565 parents and 72 teachers. However there are over 1,000 students who are registered to participate in the district history day fairs. Overall, we estimate Hawai'i History Day reaches over 8,000 students who do not always go on to the district and state fairs. HCH collects data at the district, state, and national fairs.

Similarly, HCH will conduct six to eight such collaborative projects which conduct a post-program survey of participants using either paper or online surveys, or a combination of both.

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. Public programs measure audience attendance as well as testimonials via paper or online surveys or a combination of both.

III. Financial

Budget

1. ☐ The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
   a. Budget request by source of funds (Link)
   b. Personnel salaries and wages (Link)
   c. Equipment and motor vehicles (Link)
   d. Capital project details (Link)
   e. Government contracts, grants, and grants in aid (Link)

2. ☐ The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
$28,147.75	$28,147.75	$28,147.75	$28,147.75	$112,591

3. ☐ The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.

Both local and mainland foundations and individuals will be approached for $71,500. History Day's current support is as follows:

Alexander and Baldwin Foundation	$1,500
Andrew Mellon Foundation "Democracy and the Informed Citizen"	$30,000
Bendon Family Foundation	$1,000
Daniel K. Inouye Memorial Fund	$5,000
Fred Baldwin Memorial Foundation	$5,000
Gilder Lehrman Institute of American History	$1,000
HCH Giving Circles	$8,000
Office of Hawaiian Affairs Sponsor	$4,000

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 $134,000. This reflects the History Day program portion as well as the public humanities programs portion.

HCH also estimates in-kind donations from volunteers at $145,000 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, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

Hawai'i State Foundation on Culture and the Arts (2017-2018)	$8,315
Hawai'i State Foundation on Culture and the Arts (2016-2017)	$16,815
Hawai'i State Grant-In-Aid contract number CO-10862 (2017-2018)	$107,200

6. ☐ The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.

HCH unrestricted current assets as of December 31, 2017 is $195,662.

IV. Experience and Capability

1. ☐ 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 28 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.

The current project leaders are:

Lisa Yamaki, Hawai'i State History Day Coordinator
Lisa Yamaki joined HCH as the new Hawai'i History Day State Coordinator in 2014. 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 lecture series "Addressing the Tough Stuff of American History and Memory." 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. See Appendix G for Resume.

We have provided several press clippings (see Appendix F) that highlight some of HCH's achievements in public humanities education and programs over the years.

2. ☐ 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

1. ☐ 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.

2. ☐ 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.

3. ☐ 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

1. ☐ 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.

2. ☐ 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 most review completed in December 2017. While the results are still being processed, our previous assessment in 2012 expressed 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." Our current review should be completed and returned to us by mid-spring 2018.

3. ☐ 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.

4. ☐ Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

(a) Received by the applicant for fiscal year 2018-19, but

(b) 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 and part of it is used for public humanities programs statewide.

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. In 2017-2018, our neighbor island programs were very well received and we received requests for additional programs. In the past, we hosted programs on O'ahu with neighbor island access support but after discussing with on-island participants of our neighbor island programs, they expressed that programs held on their islands would be better attended because participants would not need to confront travel hassles such as long lines at the airport, etc.

Outputs generated as a result of a fully funded proposal will leverage our current grant to increase the momentum and impact in increasing and deepening neighbor island community engagement. This engagement will increase outreach, visibility and a diversified funding base. An example of this idea was proven last year when we received funding for the first time in HCH history from a Maui foundation that targets Maui County (Maui, Moloka'i and Lāna'i). In addition, we are grateful to have received 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.

5. ☐ 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, 2017.

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

6. ☐ Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. (Link)

Our declaration statement affirming our compliance with Section 42F-103, Hawai'i Revised Statutes can be found in the form that accompanies this request.

7. ☐ Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. (Link)

§42F-102 Applications for grants. Requests for grants shall be submitted to the appropriate standing committees of the legislature at the start of each regular session of the legislature. Each request shall state:

(1) The name of the requesting organization is the Hawai'i Council for the Humanities;

(2) The public purpose for the grant is detailed in this document, particularly section I.3 on pages 2-3;

(3) The services to be supported by the grant are detailed in this document, section II on pages 4-7;

(4) The target group is detailed in this document in section I.4 on page 3; and

(5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]

The cost of the grant and the budget can be found in section III of this document on pages 7-8 and budget request and budget justification forms that accompany this request.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

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	30,391			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	30,391	65,373		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	40,000			20,000
2. Insurance		3,000		
3. Lease/Rental of Equipment				3,000
4. Lease/Rental of Space	5,000	20,000		15,000
5. Staff Training		8,000		
6. Supplies and Materials	4,000	2,000		3,000
7. Telecommunication		7,000		
8. Utilities		3,500		
9. Marketing/Promotion	10,000	6,000		
10. Historian Consultants (5 X $3,500)	12,000			5,500
11. National History Day Program Fees	2,200			
12. Workshops (K-12 and Public Humanitie	9,000	20,000		25,000
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	82,200	69,500		71,500
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	**112,591**	**134,873**		**71,500**

SOURCES OF FUNDING	
(a) Total State Funds Requested	**112,591**
(b) Total Federal Funds Requested	134,873
(c) Total County Funds Requested	
(d) Total Private/Other Funds Requested	71,500
TOTAL BUDGET	**318,964**

Budget Prepared By:

Alita Charron 732-5402 x 5

Phone

[redacted]

1-19-18

Date

Robert Buss, Executive Director

Name and Title (Please type or print)

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2018 to June 30, 2019

Applicant: Hawai'i Council for the Humanities

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Hawai'i History Day State Coordinator	43000	$43,000.00	40.00%	$ 17,200.00
Director of Grants and Special Projects	52764	$52,764.00	25.00%	$ 13,191.00
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
TOTAL:				30,391.00

JUSTIFICATION/COMMENTS:

Note that the Hawai'i State History Day Coordinator will spend over 85% of time on this program. Other funds come from local and national sources.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: Hawai'i Council for the Humanities

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

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: 2016-2017	FY: 2017-2018	FY:2018-2019	FY:2018-2019	FY:2019-2020	FY:2020-2021
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawai'i Council for the Humanities

Contracts Total: 250,340

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Hawai'i History Day: "Triumph and Tragedy in H	July 1, 2017 - June	Hawai'i State Foundatic	State	$ 8,315
2	Public Humanities programming for K-12 schoo	July 1, 2017 - June	Hawai'i State Legislatur	State	$ 107,200
3	NEH - History Day and Public Humanities prog	November 2017 - C	National Endowment fo	U.S.	$ 134,825
4					
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30					

DECLARATION STATEMENT OF APPLICANTS FOR GRANTS PURSUANT TO CHAPTER 42F, HAWAI'I 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, Hawai'i 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, Hawai'i 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, Hawai'i 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, Hawai'i 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.

Hawai'i Council for the Humanities

[redacted] 1-19-18

(Date)

Robert Buss — Executive Director

(Typed Name) — (Title)

Application for Grants and Subsisides
Hawai'i Council for the Humanities

List of Appendices

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:
[redacted]

Dear Sir or Madam:

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

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

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

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

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

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

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

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

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,

[redacted]

District Director

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

JOHN WAIHEE
GOVERNOR

STATE OF HAWAII
DEPARTMENT OF TAXATION
P.O. BOX 259
HONOLULU, HAWAII 96809

RICHARD F. KAHLE, JR.
DIRECTOR OF TAXATION

[redacted]

GEORGINA M. YUEN
DEPUTY DIRECTOR

September 14, 1993

HAWAI'I COMMITTEE FOR THE HUMANITIES
3599 Waialae 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,

[redacted]

RONALD C. CHOY
Technical Review Officer

RCC:abm

Enclosure

cc: Ronald Randall
Linda Cacpal

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,

[redacted]

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

HAWAI'I COUNCIL FOR THE HUMANITIES
2018 Board of Directors

Name/Years	Organization/Address	Phone/Email
Paul Field CHAIR (2015-2018)	Professor of History, retired Windward Community College PO Box 644 Volcano, HI 96785	(808) 985-8672 E-mail: field@hawaii.edu
Mitch Yamasaki VICE CHAIR (2014-2017, 2017-2020)	Professor of History Chaminade University 3140 Waialae Avenue Honolulu, HI 96816	735-4824 E-mail: myamasak@chaminade.edu
Tessa Munekiyo Ng SECRETARY-TREASURER (2013-2016, 2016-2019)	Vice President Munekiyo & Hiraga, Inc. 1200 Queen Emma St. #1507 Honolulu, HI 96813	983-1233 E-mail: tessa@munekiyohiraga.com
Tisha M. Aragaki (2017-2020)	Librarian Children's Section Hawai'i State Library 478 S. King St. Honolulu, HI 96813	343-3210 E-mail: aragaki.moriko@gmail.com
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: ahangman@gmail.com
Helen Cox * (2013-2016, 2016-2019)	Chancellor Kauai Community College 3-1901 Kaumualii Highway Lihue, HI 96766	(808) 245-7402 E-mail: HelenCox@hawaii.edu
Lisa Delong (2012-2015, 2015-2018)	Principal, Kailua Intermediate School 145 S. Kainalu Dr. Kailua, HI 96734	263-1500 E-mail: Lisa_DeLong@notes.k12.hi.us
Colleen Furukawa (2016-2018)	Vice President, Programming Maui Arts & Cultural Center One-Cameron Way Kahului, HI 96732	(808) 243-4263 E-mail: colleen@mauiarts.org
Susan (Yim) Griffin (2014-2017, 2018-2020)	Managing Editor, HIKI NO Hawai'i Public Television 3818 Maunaloa Ave. Honolulu, HI 96816	734-0574 E-mail: sfyim@hawaii.rr.com
Colette Higgins (2017-2020)	Dean, Academic Affairs Windward Community College 45-720 Kea'ahala Rd. Kaneohe, HI 96744	235-7339 E-mail: chiggins@hawaii.edu
Joy Holland (2016-2018)	Executive Director Kona Historical Society PO Box 398 Captain Cook, HI 96704	(808) 323-3222 E-mail: joy@konahistorical.org

Name/Years	Organization/Address	Phone/Email
Noelle MKY Kahanu (2013-2016, 2016-2019)	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: nmkahanu@hawaii.edu
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: mollegaa@hawaii.edu
Janel Quirante (2017-2020)	Head Archivist Henry Ku'ualoha Guigni Moving Image Archive of Hawai'i PO Box 61385 Honolulu, HI 96839	232-8922 E-mail: janel.quirante@gmail.com
Manoj Samaranayake (2013-2016, 2016-2019)	Senior Tax Manager Deloitte Tax LLP, CPA 94-1119 Kapukawai St. Waipahu, HI 96797	375-7012 E-mail: manojs.cpa@gmail.com
Todd Sammons (2016-2019)	Associate Professor of English University of Hawai'i 1733 Donagho Rd., Kuykendall 402 Honolulu, HI 96822	956-3040 E-mail: sammons@hawaii.edu
Karla Silva-Park (2016-2019)	Mental Health & Wellness Counselor Windward Community College 45-720 Keaahala Rd. Kaneohe, HI 96744	354-3124 E-mail: karlas@hawaii.edu
Maxine Yukie Tokuyama (2017-2020)	Educator, retired 758 Kapahulu Ave., #1076 Honolulu, HI 96816	599-0507 E-mail: yukie_tokuyama@hotmail.com
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: grant.yoshikami@HNBhawaii.com

* Gubernatorial Appointee (up to five members)

HCH STAFF

Robert G. Buss, Executive Director, rbuss@hihumanities.org, 381-3292 (cell)
Meda Brown, Finance and Office Manager, mbrown@hihumanities.org
Robert Chang, Motheread/Fatheread State Coordinator, read@hihumanities.org
Alita Charron, Director of Development and Public Affairs, acharron@hihumanities.org
Stacy Hoshino, Director of Grants and Special Projects, shoshino@hihumanities.org
Lisa Yamaki, Hawai'i History Day State Coordinator, lyamaki@hihumanities.org

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

HAWAI'I HISTORY DAY 2018-2019 CALENDAR (Tentative)

A Program of the Hawai'i Council for the Humanities

TRIUMPH & TRADGEDY IN HISTORY

HAWAI'I COUNCIL FOR THE HUMANITIES

JULY '18 – FEB. '18	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
AUG. '18 – NOV. '18	**HISTORY DAY KICK OFF EVENTS & WORKSHOPS** • Kickoff events to be held around the state. • Hawai'i – August 18, 2018 – University of Hawai'i at Hilo • Maui – August 25, 2018 – University of Hawai'i Maui College • O'ahu – September 8, 2018 – Chaminade University of Honolulu • Lana'i, Kaua'i, Moloka'i – TBD (school days) • Teacher Resource Workshop – September 12, 2018
DEC. '18–JAN. 25, '19 *(School fairs should not be held after Jan. 25, '19)*	**SCHOOL HISTORY DAYS** *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. 25). Please note limitations:* ****Group sizes are limited to 3 students maximum.*** **Youth Division (grades 4-5):** • Essay – up to 5 per school per division • Display – up to 8 per school per division • Performance – up to 5 per school per division • Documentary – up to 5 per school per division • Website – up to 5 per school per division **Junior (grades 6-8) and Senior Divisions (grades 9-12):** • Essay – up to 8 per school per division • Display – up to 8 per school per division or 8% if over 100 • Performance – up to 8 per school per division • Documentary – up to 8 per school per division • Website – up to 8 per school per division or 8% if over 100
TUESDAY, JAN. 1, '19	**ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS** *Online registration is required for all divisions and categories. Please go to hi-nhd.org/registration for online registration directions.*
FRIDAY 25, JAN. , '19	**ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES** *Online registration is required for all divisions and categories. Please go to hi-nhd.org/registration for online registration directions.*
	PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY Please go to hi-nhd.org/registration for Paper and Website Submission Directions.
	2019 DISTRICT HISTORY DAYS** Registration from 7:30-8:30 a.m. Run-offs around noon. Closing around 3:30 p.m. ***Private schools, charter schools & home-school projects participate in the district in which they are located.*
SAT., FEB. 18, 2019	**WINDWARD – TBD**
SAT., FEB. 18, 2019	**MAUI – TBD**
SAT., FEB. 24, 2019	**CENTRAL – TBD**
SAT., FEB. 24, 2019	**KAUA'I – TBD**
SAT., MAR. 3, 2019	**HONOLULU– TBD**
TUE., MAR. 6, 2019	**MOLOKA'I – TBD**
SAT., MAR. 10, 2019	**LEEWARD – TBD**
SAT., MAR. 10, 2019	**HAWAI'I – TBD**
SUN., MARCH 11, 2019	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS** *Online registration is required for all projects advancing from districts.*
WED., MARCH 28, 2019	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES** *Online registration is required for all projects advancing from districts.*
	REVISED PAPER (ESSAY) & WEBSITE ENTRIES ARE DUE ELECTRONICALLY Please go to hi-nhd.org/registration for Paper and Website Submission Directions.
SAT., APRIL 14, 2019	**2019 HAWAI'I HISTORY DAY STATE FAIR** Location: Windward Community College, 7:30 am to 3:30 pm
MID-MAY 2019	• National History Day Registration (on-line process) to be completed. • National History Day Essay and Website entries due to NHD.
MID-JUNE 2019	**NATIONAL HISTORY DAY 2019, University of Maryland at College Park**

SUBJECT TO CHANGE FOR MORE INFO VISIT US AT HI-NHD.ORG *REVISED 11/14/2018*

Appendix D

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.[1]

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

[1] 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[2]

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

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

- 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.

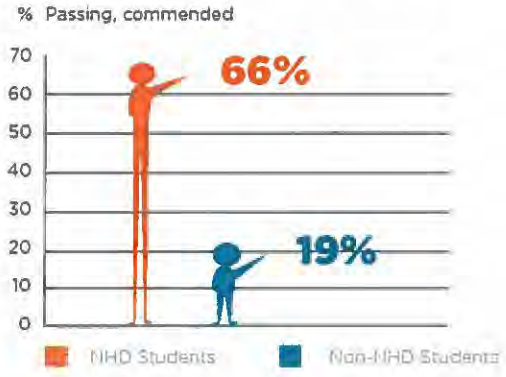
For the writing assessments, the research team developed a scoring rubric based on the NAEP persuasive essay rubric and the 6+1 Writing Traits rubric (see full report for details). Scorers were trained using the rubric and benchmark essays. Three researchers scored a sample of essays from each site,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

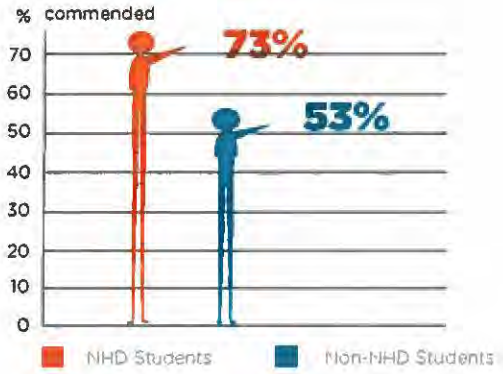
For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006-2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students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

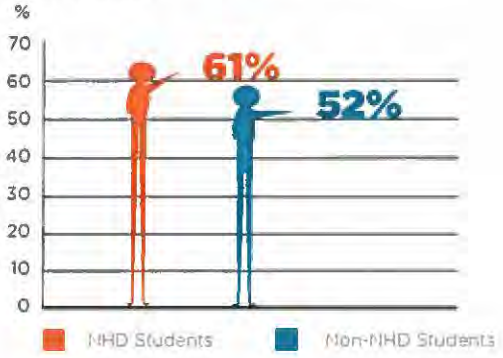
Chart B: TAKS Commended Performance Rates, Social Studies—Texas



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

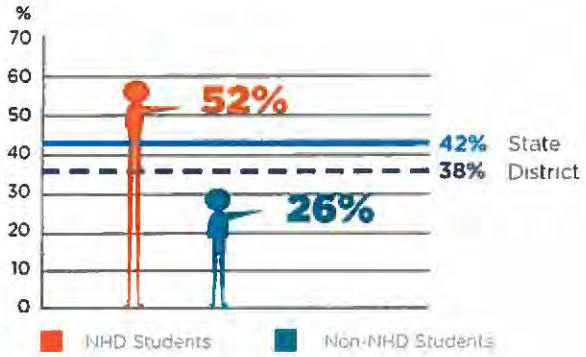
In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61 percent passing rate in English 1—9 percentage points above a comparison site (see Chart C).

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).

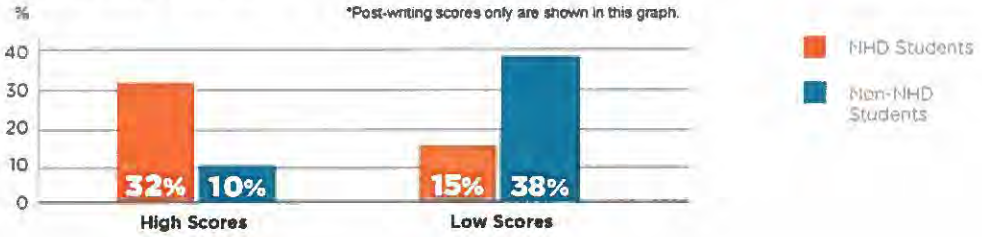
Chart D: U.S. History & the Constitution End-of-Course Exam, Passing Rates—South Carolina



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*



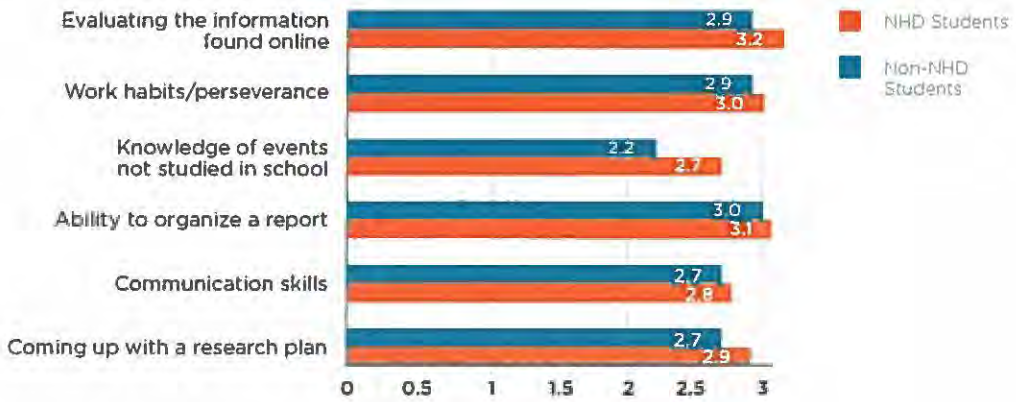
NHD has a positive impact among students whose interests in academic subjects may wane in high school.

- 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).

Chart F: Confidence Ratings on College- and Career-Ready Skills
Out of a 4-point scale



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.

For More Information

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

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

0119 Cecil Hall University of Maryland College Park, MD 20742 Tel 301.314.9739 www.nhd.org info@nhd.org

RECEIVED APR 24 2017

Quincy Coullahan and Mikayla Kuahiwinui
Mililani Waena Elementary School
95-502 Kipapa Drive
Mililani, HI 96789
April 18, 2017

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

Dear Mr. Buss:

Thank you to the Hawai'i Council for the Humanities for your generous support to Hawai'i History Day. Our project, "Taking a Stand for Those Who Can't: Exposing Child Labor in the early 1900's" from the youth division, won the Hawai'i Nikkei History Editorial Board award, the Historical Research Award, and got first place for youth performances.

At the beginning of the year we never thought we'd like history. But now all we want to do is go to nationals and learn more our topic (child labor). Thank you for giving us this experience.

Thank you again, and we look forward to your continued support of Hawai'i History Day.

Sincerely,

[redacted]

Quincy Coullahan and Mikayla Kuahiwinui

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,

[redacted]

Kainoa Pali
Molokai High
Social Studies
Department Chair

Cendall Manley
Molokai High
Student

Anna May Ewing
Molokai High
Student

Ashley Smith
Molokai High
Student

[redacted]

Kamalani Puailihau
Molokai High
Student

Edel Mae Alayarez
Molokai High
Student

Rainbow Kee
Molokai High
Student

Amber Afelin
Molokai High
Student

[redacted]

Kysha Kawano
Molokai High
Student

Keaaohonua Davis
Molokai High
Student

Oceana Madani
Molokai High
Student

Marissa Motas
Molokai High
Student

[redacted]

Sonja Angsi
Molokai High
Student

Magdalia Kapuni-Lopez
Molokai High
Student

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
WAIĀKEA HIGH SCHOOL
155 W. KĀWILI ST.
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PHONE: 974-4888 FAX: 974-4880
Website – http:// waiakeahigh.k12.hi.us

RECEIVED APR 25 2017

Kelcy Koga
PRINCIPAL

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

21 April 2017

Dear Mr. Buss,

I want to express my gratitude for the Office of Hawaiian Affairs Outstanding Projects in Native Hawaiian History teacher award at the recent Hawai'i State History Day. My student, Felix Peng - with his project, *Access for all: Hawai'i's grassroots stand against shoreline privatization* - learned so much about the Shoreline Protection Alliance and the fight against shoreline privatization in the 1970s and 1980s.

In addition to adding History Day to my curriculum in the classroom as an AP Research teacher, I truly believe in the amazing experience that History Day provides all students. Personally, I was a participant in Hawai'i State History Day from seventh through twelfth grade, and was fortunate to compete at the national level. Through History Day, I learned about many aspects of the historical, cultural, social, and political roots of Hawai'i and was able to speak fluently in historical context by the time I entered undergraduate studies on the continent. It is through History Day that I believe the best lessons can be learned by viewing episodes in the past through many lenses.

As a teacher, we are not often recognized in the process of student award ceremonies, and it is greatly appreciated when organizations such as yours recognizes the efforts that teachers put forth to help students create these projects. I want to thank you again for your support and I hope that you continue to support the Hawai'i History Day.

Mahalo nui loa,

[redacted]

Whitney Aragaki
Research and science teacher

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) [redacted] 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

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January 16,

[redacted]
Honolulu, HI 96813

Dear Sirs/Madams:

I write for the purpose of respectfully expressing my support of the [redacted] 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,

[redacted]

GRANT Y. M. CHUN
Vice President

January 31,

To Whom It May Concern:

[redacted]

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

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

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

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

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

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

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

Sincerely,

[redacted]

Lea E. Albert

[redacted]

Dear Sirs/Madams.

I am writing in support of the Hawai'i Council for Humanities program called Hawai'i History Day. I had been a participant of the program from fall of 2008 to spring of 2012 as a participant, and then fall of 2012 to Present day as a volunteer as a judge at District level. Hawai'i History Day had been one of the most exciting and beneficial programs I have ever been involved in.

This program taught me many of the skills that I found extraordinary helpful when I entered College, in addition to helping me find my love for History. It was always more than just a project to me and when I would go back and help with advisement of projects post my graduation that is how I best describe the program to new students. This program allows a student to learn about a topic in history in a new and innovative way, using multiple technologies and resources. The first step of the program best asset of being able to do the program is learning about how to conduct college level research for primary sources about each topic. The student is then able to take their topic and paper and turn it into a project of their choice (Display Board, Essay, Web Site, Performance, or Documentary). As a competitor Display Boards are my specialty. I competed at the National level my freshman and sophomore years of high school, allowing me to travel to Maryland and Washington D.C. expanding my views of history and growth as an individual that had only lived on an island extraordinarily.

The Hawai'i Council for Humanities helps to connect students not with history but the communities throughout the state of Hawai'i, as the completion includes all islands. It helps to open up the opportunity for many students to grow in their academia, as well as on the personal level. I believe that without Hawai'i History Day I am not very sure I would be where I am today a Secondary Education Major, with a specialty in Social Studies at the University of West Oahu. I urge you to continue to fund this very valuable experience so that many other students, parents and teachers throughout the state of Hawaii can enjoy history and more through the program.

Sincerely,

[redacted]

Elizabeth Gustafson
Hawai'i History Day Alumna
94-233 Hokulewa Loop
Mililani, HI 96789

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,

[redacted]

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

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Briefs| Features

Events honor contributions of Filipino-Americans

By Star-Advertiser Staff

Posted October 22, 2017

October 22, 2017

GEORGE F. LEE / 2016

At a time when they made up only 8 percent of Hawaii's population, 4,000 sakadas, or Filipino immigrant plantation laborers, were among the 10,000 Hawaii residents who served in World War I. "Sakadas and Soldiers," which chronicles their

It's Filipino American History Month, with events celebrating Filipinos' roles in local history:

>> **"Filipino Heroes,"** an exhibition featuring local military and labor movement members as well as Philippine national figures Jose Rizal and Apolinario Mabini, can be viewed at the University of Hawaii at West Oahu library, 91-1001 Farrington Highway in Kapolei.

>> **"Sakadas and Soldiers,"** chronicling the sakadas, or Filipino immigrant plantation laborers, is on display at Aiea Public Library, 99-374 Pohai Place. At a time when they made up only 8 percent of Hawaii's population, 4,000 sakadas were among the 10,000 Hawaii residents who served in World War I.

>> The Filipino Community Center, 94-428 Mokuola St. in Waipahu, will host the premiere of **"Hawaii Masters of Eskrima"** during an event from 3 to 6 p.m. Oct. 29. The film features expert practitioners of the Filipino martial art from nine eskrima schools on Oahu. The documentary is funded in part by the Hawaii Council for the Humanities and the UH-Manoa Office of Multicultural Student Affairs.

All the programs are free and open to the public.

Info: 277-9538 or email fahsoh808@gmail.com.

Exhibit

You, and the Bill of Rights

■ Exhibit opens at Lihue Public Library

Dennis Fujimoto/The Garden Island

Carolyn Larson, librarian at the Lihue Public Library, discusses facets of the Bill of Rights with Patrick Stack, Wednesday afternoon after the exhibit opened to the public

Posted Thursday, January 19, 2017 1:15 am

Dennis Fujimoto - The Garden Island | 1 comment

LIHUE — With the 58th presidential inauguration of the 45th United States president scheduled for Friday, and the Women's March on Washington, D.C., Lihue and the world scheduled for Saturday, this is a timely exhibit, said librarian Carolyn Larson, Lihue Public Library.

In partnership with the National Archives, and the Hawaii Council for the Humanities, "The Bill of Rights and You" opened to the public Wednesday, and will be on display during the library's operating hours through Feb. 28.

"I've been teaching the Bill of Rights for a number of years," said Jim Whitfield, a former publications editor and professor of journalism. "This is a good summary on the Bill of Rights."

The four-sided exhibit commemorates the 225th anniversary and is part of "Amending America," a national initiative exploring the power of the Bill of Rights and America's enduring system of government.

"We are the only library on Kauai to host this exhibit," Larson said.

The Bill of Rights, added to the Constitution in 1791 as the first Ten Amendments, protects individual rights such as freedom of speech, freedom of the press, and the freedom to practice religion.

history

Lessons from the past

Kapaa Elementary sends 65 to Hawaii History Day Fair

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

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.

West Hawaii students qualify for Hawaii History Day State Fair

Published March 16, 2016 - 1:31am

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 Greggory, 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.

A fishhook from the Puu Alii site on Hawaii Island now archived in the Bishop Museum's new online database. Photo: The Bernice Pauahi Bishop Museum.

Database of fishhooks, first used to learn about Hawaiian history, now available online

by: Meghan Miner | Jun 19, 2015

Pauahi Bishop Museum (http://www.bishopmuseum.org/) in Honolulu unearthed thousands of early Hawaiian bone fishhooks. The researchers used the fishhooks, and other culturally significant artifacts found throughout the Islands, to model when the earliest Hawaiians arrived in the archipelago and where they came from.

Now, 65 years later, some of the same fishhooks used in their studies are fueling new inquiries about how fishing, fishhooks and Island culture changed through time and across Polynesia. These artifacts are part of the first-ever **public online reference database** (http://data.bishopmuseum.org/archaeology/index.php?h=i) of Hawaiian fishhooks unveiled by the Bishop Museum last month.

The research initiative behind the database, aptly named *Hoomaka Hou* (to begin again), began as a way to share existing collections with researchers at other institutions, but ultimately expanded to make the cultural resource available to everyone.

The new online database is comprised of over 4,000 individual fishhooks with various adaptive designs—including examples of the two-piece fishhook unique to Hawaii—made between 1000 and 1600 A.D. Three Hawaii Island cultural sites are represented: Puu Alii, Waiahukini Rockshelter and Makalei Rockshelter.

Fishhooks from the Marquesas Islands in the Anthropology Lab at the Bishop Museum. Photo: Meghan Miner

"One of the really neat things we did when we initially got the grant [from the Hawaii Council for the Humanities to make the database publicly available] was we contacted the descendant community to make sure they were okay with us putting their cultural heritage online," said Mara Mulrooney, an anthropologist with the museum who spearheaded the database efforts.

"We traveled to Kau [district] and gave a presentation on the database. They were the first to see it and give feedback," she said. "The elders in the community remembered the Bishop Museum being there in the 1950s and 60s and mentioned that they've had a lot of problems protecting these culturally significant sites. They hope the new research and attention will help to add weight to [ongoing efforts to] protect these places."

The fishhooks were excavated from midden piles that also included the small debris pictured above. As part of their efforts to revisit ola museum staff are now painstakingly sorting even the smallest debris from these excavation sites to learn about how early Hawaiians li Meghan Miner.

To create the database, the museum's anthropology team used high-resolution 2-D scanners to create images of each of the fishhooks. They then posted the images along with a brief description, listing them by excavation site. Going forward, the team hopes to include fishhooks from other sites and Islands and to further classify fishhooks already in the database in order to make it searchable. All of these features will help to increase what researchers and cultural practitioners can learn from these cultural artifacts.

The database also exemplifies an ongoing push by museum staff to find new uses for its vast biological and anthropological artifact collections. "These collections are very dynamic," said Mulrooney, "As fields like ours change, we are able to actively learn so much more about the past from the existing collections."

Want to sharpen your eye and spot more of the differences between Hawaiian fishhook styles in the database? Play the Bishop Museum's Fishhook Memory Game (http://data.bishopmuseum.org/archaeology/game.html) online!

Hawaii History Day

5/5/2015 0 Comments

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

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. 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.

Category: News, Schools

Hawaii Teacher and Students awarded at National History Day

Published: 6/16 7:50 pm

Updated: 6/16 8:07 pm

Slideshow

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

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

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

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

Students developed entries based on this year's theme: *Debate & Diplomacy: Successes, Failures, Consequences.* Entries included a documentary entitled "Taking Down A Beast: Using Diplomatic Strategies to End Apartheid" by Mililani High School student Lisa Grandinetti and a website entitled "Reagon and Gorbachev: Ending the Cold War" by Molokai High School students Michael Kikukawa and Michael Onofrio.

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

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

Mr. Tabije has been teaching at 'Aiea Intermediate since 2002 and been involved with the Hawai'i History Day program for the past 13 years, the last nine at 'Aiea Intermediate. His students have qualified for the National History Day program for the past eight years. Robert Buss, executive director of the Hawai'i Council for the Humanities that presents the Hawai'i History Day program says "Mr. Tabije is an exemplary example of a History Day teacher. He engages students and makes the past come alive through their historical research."

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

Resume

ROBERT G. BUSS **Executive Director, Hawai'i Council for the Humanities**
May 2003 to present
HCH, 3599 Waialae 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 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 hisotry 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 Serivce* 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.

-- 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.

-- 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.

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.

Work Experience, continued

HAWAI'I 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 HAWAI'I, 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.

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

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 50th State, July 30, 1996

Education

NEW YORK UNIVERSITY, New York, NY
Master of Arts, Visual Culture, Costume Studies, 2002

UNIVERSITY OF HAWAI'I 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

Lisa Chiemi Yamaki
1332 10th Avenue, Apartment A • Honolulu, Hawai'i 96816
Cell: (808)-375-9572
E-Mail: lisa.yamaki@hotmail.com

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:

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.

- 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

- 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

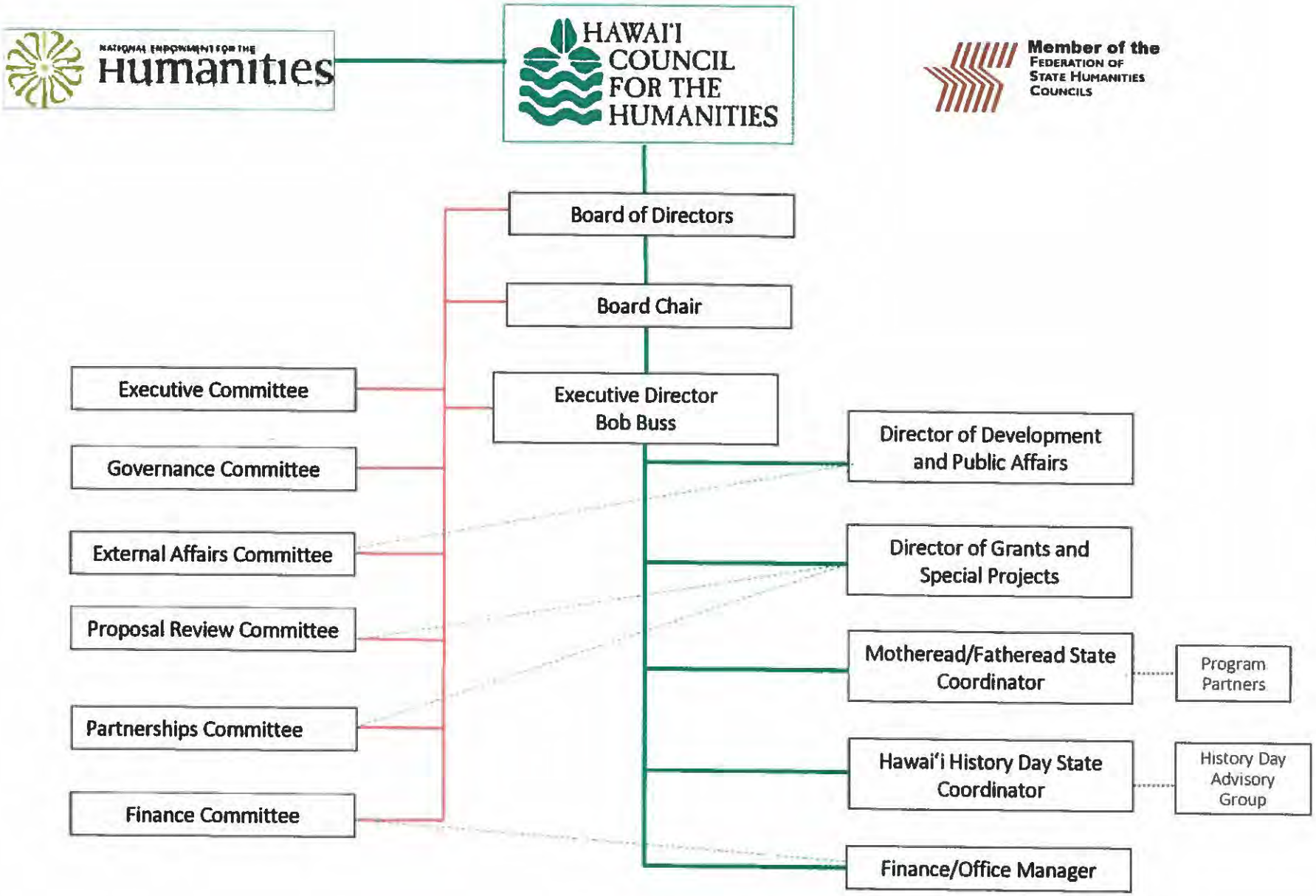
- Assist certified childcare providers
- Aid in facilitation of training, support groups and special events that provide assistance to foster families
- Ensure proper childcare for families in the Family Programs Hawaii
- Assist children and adolescents with mediation, model appropriate social and life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


National Endowment for the Humanities
Hawai'i Council for the Humanities
Member of the Federation of State Humanities Councils
Board of Directors
Board Chair
Executive Director Bob Buss
Executive Committee
Governance Committee
External Affairs Committee
Proposal Review Committee
Partnerships Committee
Finance Committee
Director of Development and Public Affairs
Director of Grants and Special Projects
Motheread/Fatheread State Coordinator
Program Partners
Hawai'i History Day State Coordinator
History Day Advisory Group
Finance/Office Manager

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 18, 2018

Director of Commerce and Consumer Affairs