THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Type of Grant Request:

☒ Operating ☐ Capital

Legal Name of Requesting Organization or Individual: Dba:

Hawai'i Council for the Humanities

Amount of State Funds Requested: $ 107,961

Brief Description of Request (Please attach word document to back of page if extra space is needed):

We are seeking critical support for public humanities programs for K-12 and public audiences across the state. We aim to ensure that the public humanities have a rigorous and relevant presence in our schools and to encourage and develop a strong public humanities culture throughout our local communities. "Democracy demands wisdom." - National Endowment for the Humanities.

Amount of Other Funds Available:

State: $ 7,560.00

Federal: $ 0 (Federal Shutdown) (would be $633,449 if no shutdown)

County: $ 0

Private/Other: $ 23,000

Total amount of State Grants Received in the Past 5 Fiscal Years:

$ 168,753

Unrestricted Assets:

$ 208,544

New Service (Presently Does Not Exist): ☐ Existing Service (Presently in Operation): ☒

Type of Business Entity:

☒ 501(C)(3) Non Profit Corporation

☐ Other Non Profit

☐ Other

Mailing Address:

3599 Wai'alae Ave., Ste. 25

City:	State:	Zip:
Honolulu	HI	96816

Contact Person for Matters Involving this Application	
Name: Aiko Yamashiro	Title: Executive Director
Email: ayamashiro@hihumanities.org	Phone: (808) 732-5402 x.4

Federal Tax ID#:	State Tax ID#
[redacted]	[redacted]

Aiko Yamashiro — Authorized Signature

Aiko Yamashiro — Name and Title

1/18/19 — Date Signed

received 1/18/19 3:48p

Applicant Hawai'i Council for the Humanities

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- ☑ 1) Certificate of Good Standing (If the Applicant is an Organization)
- ☑ 2) Declaration Statement
- ☑ 3) Verify that grant shall be used for a public purpose
- ☑ 4) Background and Summary
- ☑ 5) Service Summary and Outcomes
- ☑ 6) Budget
  - 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)
- ☑ 7) Experience and Capability
- ☑ 8) Personnel: Project Organization and Staffing

	Aiko Yamashiro, Executive Director	1/18/19
AUTHORIZED SIGNATURE	PRINT NAME AND TITLE	DATE

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
(Typed Name of Individual or Organization)

Aiko N Yamashiro — 1/18/19
(Signature) (Date)

Aiko Yamashiro — Executive Director
(Typed Name) (Title)

§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 or individual;
Hawai'i Council for the Humanities

(2) The public purpose for the grant;
In support of Hawai'i History Day and K-12 public humanities programs. See "Application for Grants" for more informatior

(3) The services to be supported by the grant;
In support of Hawai'i History Day and K-12 public humanities programs. See "Application for Grants" for more informatior

(4) The target group; and
K-12 audiences, hard-to-reach, and general public audiences.

(5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]
See "Budget Request by Source of Funds" and "Budget Justification - Personnel Salaries and Wages"

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Application for Grants

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

I. Certification – Please attach immediately after cover page

1. 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, 2018.

2. Declaration Statement

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

3. 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)

II. 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.

The Council is overseen by a board of directors (see Appendix B) which currently stands at 20 members. We currently have one government-appointed board member but may have up to five members appointed by the Governor.

2. The goals and objectives related to the request;

As one of our four ongoing strategic directions, our goal with this request is to ensure the public humanities have a rigorous and relevant presence in the schools. Our strategy is to work towards that by refocusing and rerooting our signature History Day program in the direction of local, community-, and place-based engagement with K-12 school communities (students, parents, teachers, and school communities) in Hawai'i. We also aim to provide more reach, access, and engagement with neighbor island communities including, but not limited to, piloting the use of technology tools (video conference, podcast, and/or streaming videos) to enrich access and our cadre of resources available.

Hawai'i History Day is a year-long, theme- and project-based educational program open to all Hawai'i state districts in grades 4-12 that transforms and invigorates the teaching and learning of history. The Hawai'i Council for the Humanities has conducted this program throughout the State of Hawai'i for 29 years. Currently History Day serves students in grades 4-12 in public, private, charter, home, and language immersion schools. History Day asks youth and teachers to engage in humanities activities that transform the teaching and learning of history from rote memorization to actually doing the work of a historian such as posing meaningful questions, research, critical thinking, and developing a historical argument. Our program and participants have received national recognitions and awards. Throughout our 47 years of service in Hawai'i, we have leveraged our national resources and affiliation with National History Day, the National Endowment for the Humanities, and the Federation of State Humanities Councils to create a valuable statewide program that today reaches around 8,000 youth annually. In our commitment to public humanities programming, we have also conducted public and K-12 workshops for teachers and students for over a decade. Over this time, we have seen our role of supporting Hawai'i teachers becoming increasingly important to the civics and humanities education of our next generation of future leaders.

The objective of this grant is to develop local, community, and place-based humanities education programming specific to the State of Hawai'i. We will accomplish our goal by conducting the Hawai'i History Day program, conducting workshops for teachers, parents and students, and creating special public programs/partnerships in support of the public humanities in Hawai'i. This would mean additional funds are required for outreach, travel, and curriculum and program development in collaboration with partners on O'ahu and the neighbor islands. Though we currently have relationships with educators and humanities groups on every island, in our 2017 Annual Report, we found that we conducted 413 public programs on O'ahu out of a total of 535

programs statewide. This grant is crucial to help ensure that we build our capacity to reach our island state more equitably and best serve the entire State of Hawai'i.

3. The public purpose and need to be served;

Public Humanities Programs

The humanities and the study of what it means to be human is both timeless and timely. Our public programs encourage, develop, and nurture critical thinking, analysis, presentation, research, dialog, empathy, and civic engagement – all of which are important in a strong democratic society. Our public humanities programs reach all audiences through various vehicles. For example, our History Day program and teacher workshops target our K-12 audiences. Our Motheread® and "Try Think" programs target hard-to-reach, fragile audiences, with a focus on incarcerated audiences and those transitioning out of prison. And our special and public humanities programs target the general public. This grant will support our overall public humanities development and outreach in neighbor islands while focusing on our K-12 effort.

K-12 Public Humanities Programs

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 (13)" [American Academy of Arts and Sciences. 2013. "The Heart of the Matter."].

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. 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 and in particular, further develop our community ties. This grant will enable us to really hone our local talent(s) and connections which have been developed over the years so as to reach national attention and recognition. Our local teachers have been tapped by

National History Day as one of two states to provide curricular and program support to one of their national programs for teachers across the nation. Such provenance is something we are proud to be part of and something we want to leverage into our local communities in a more meaningful and strategic way to make us more locally sustainable. Our local workshops for K-12 audiences also benefit from our national relationships such as this past fall's "Democracy and the Informed Citizen" workshop that connected our teachers with communities outside of their usual wheelhouse such as media experts. In summer/fall 2019, we will launch a pilot of a suite of digital and online tools to provide accessibility to our public humanities programs and K-12 workshops. Utilizing technology such as Zoom (similar to Skype video conferencing), podcast(s), and/or YouTube/Vimeo, we seek 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.

Partnering with Public Humanities Programs Statewide and Nationwide

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, National History Day, and the Mellon Foundation. 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. Through digital and online platforms and tools, we will increase our program's accessibility 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. In conjunction with our K-12 digital and technology pilot, we plan on utilizing those technologies for our other public humanities programs as well.

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. Community engagement and neighbor island support and access will be particularly emphasized. 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. Through this grant-in-aid, our target population also includes our existing relationship with community organizations that provide special awards at History Day and new ones that we hope to engage with in our programs.

Our public humanities programs are intended for and focuses on statewide reach to general audiences. One of the areas we see growing is our use of new technology (as mentioned earlier in number 3 above) to expand programming, access and reach across our state including neighbor islands. We are currently revamping our organization's website with a launch scheduled for spring 2018 that will provide greater access to our programs' resources. In 2019-2020, 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 and will target not only teachers, as in past workshops, but students as well who will hear first-hand from experts in the field.

5. Describe the geographic coverage.

The project will reach O'ahu, Maui, Moloka'i, Kaua'i and the Big Island of Hawai'i. The programs proposed are targeted at participants from K-12 public, private, charter, language immersion 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.

III. 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:

- Direct, 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 2019 and/or provide travel stipends for neighbor island access to our workshop(s). We are also exploring an option of live webcasts for some workshops. However, kickoff workshops incorporate several concurrent sessions where access would still be a challenge;
  - Develop curricular materials for prospective and active participants – primarily teachers and students;
  - Provide 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;
- Direct, 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;

- Direct, plan, manage, coordinate and conduct the Hawai'i History Day state fair in April 2020 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 18 community organizations to engage History Day participants.
- Conduct, at minimum, six K-12 public humanities projects/programs throughout the state;
- Create and continually enhance resources provided on the new HCH website to be launched spring 2019 that will include 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;
- Launch pilot of new technology and online tools that will record program workshops and/or events that will then be accessible online as well as archived to make sure the program reaches as many participants as possible and more widely disseminate resources and achieve the program goals.

The Hawai'i History Day program and its related functions will be coordinated and directed by the Director of Hawai'i History Day and K-12 Programs, Shannon Cristobal. 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 Shannon Cristobal, the Director of Hawai'i History Day and K-12 Programs, Stacy Hoshino, the Director of Grants and Special Projects and/or Aiko Yamashiro, 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 for the current year as well as a tentative calendar for 2019-20 is included with this proposal in the appendix (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 and engagement with our community supporters along with pilot of technology and online tools such as Zoom, podcast(s), YouTube and/or Vimeo;
- Winter: assist as schools statewide conduct their school-specific history day fairs. Special focus and support for neighbor island district fairs on Moloka'i, Kaua'i, Hawai'i and Maui. Qualifying projects progress to the district fair(s);
- Spring: direct, conduct, coordinate and direct the district and state history day fairs throughout the state. The culminating state fair takes place annually in April and brings together hundreds of students, parents, teachers and community members from across the

state. This year, we want to emphasize support for the district and state fairs as a way to highlight our local talent and expertise.

- 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, and Hawai'i. This past year, we had a partnership with the Daniel K. Inouye Institute and the University of Hawai'i to develop programs on the Inouye congressional papers that are available to our students, amongst others, for research.

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 community and online engagement 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.

IV. 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 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
$26,990.25	$26,990.25	$26,990.25	$26,990.25	$107,961

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

Both local and mainland foundations and individuals will be approached for $70,000. History Day's current support is as follows:

Alexander and Baldwin Foundation	$1,500
Andrew Mellon Foundation "Democracy and the Informed Citizen"	$10,000
Bendon Family Foundation	$1,000
Daniel K. Inouye Memorial Fund	$5,000
Gilder Lehrman Institute of American History	$1,000
HCH Giving Circles	$8,000
Matson	$2,500
Jhamandas Watumull Foundation	$1,000

We also receive funds from the National Endowment for the Humanities that will be used toward the proposed programs and projects that amount to at least $146,000. 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 2020 for program funding.

Hawai'i State Foundation on Culture and the Arts (2018-2019) $7,560

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, 2018.

   $208,544

V. 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 29 years through which we have been transforming the teaching and learning of history from rote memorization to conducting research, developing thesis statements, critical thinking, reading and analytical skills – all the work of actual historians. 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. Additionally, Ms. Amy Boehning, Nationally Board Certified Teacher and HCH board member, was the first National History Day ambassador, and continues to serve the nation through her involvement with Hawai'i History Day as well as National History Day. A local teacher from the Big Island of Hawai'i, Ms. Pualeilani Fernandez, was recently one of 18 teachers selected out of 334 national applicants to join in the *Memorializing the Fallen* program to invigorate teaching and learning of WWI in classrooms across the nation. 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:

Shannon Cristobal, Director of Hawai'i State History Day and K-12 Programs
Shannon Cristobal joined HCH in 2018 as the new Director of Hawai'i History Day and K-12 Programs in 2018. Her strong background in curriculum and teacher development as well as in Hawai'i history make her a key leader in refocusing our public humanities workshop offerings in Hawai'i communities. Already, she has leveraged her extensive networks to enrich our K-12 workshops by including community experts not normally tapped for educational workshops. These experts provide a grounded and civically engaged point of view through which teachers can see the real-world impacts of classroom activities and projects. Her long-term strategic vision is to continue to develop innovative and responsive K-12 humanities workshops and

initiatives. She works with our historian consultants and manages and directs 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.

Aiko Yamashiro, Executive Director
Aiko Yamashiro is the new executive director of the Hawai'i Council for the Humanities (HCH), an affiliate of the National Endowment for the Humanities. She has twelve years of experience working with Hawai'i community, arts, and cultural groups; universities, oral history, and humanities centers to facilitate public humanities programs. She also has been an invited presenter in national literary and international political forums. Her community service and research focus has been on Hawai'i and Pacific Islander histories and wisdoms. Prior to working at HCH, Aiko taught Hawai'i and Pacific literature at the University of Hawai'i, served as Reviews Editor and directed public programs at the Center for Biographical Research, worked as a Project Director and Principal Scholar for HCH partnership programs, and been contracted by community advocacy groups to make humanities education an integral part of civics engagement. 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.

VI. 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:

- Shannon Cristobal, Director of Hawai'i History Day and K-12 Programs
- Stacy Hoshino, Director of Grants and Special Projects
- Aiko Yamashiro, Executive Director

We are providing the resumes for the above in Appendix G. Shannon Cristobal will be responsible for executing the Hawai'i History Day program. Aiko Yamashiro will be responsible for executing special programs and collaborations. Stacy Hoshino is responsible for special public humanities programs. 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 an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director	$75,000
Director of Grants and Special Projects	$58,738
Director of Reading and Discussion Programs	$56,500

VII. 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 recent review completed in December 2017. The results were processed, and, as our assessment in 2017 expressed, no findings of concern by NEH regarding HCH operations, programs or compliance with NEH expectations. In the summary letter from NEH regarding the 2017 review, finalized and approved December 2018, it was noted that "The reach of Hawai'i History Day is immense, and there is a tremendous opportunity for increased support of the program" and that "many congressional aides and several Hawai'i state representatives and senators, including one [who ran] for Lt. Governor, are alumni of the program, and increased support from the State seems like a logical request." Remarking on our organization as a whole, they said that the Hawai'i Council for the Humanities "...is a high-functioning and well-managed organization."

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 2019-20 the activity funded by the grant if the grant of this application is:

(a) Received by the applicant for fiscal year 2019-20, 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.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Hawai'i Council for the Humanties

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	19,000			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	**19,000**	**50,000**		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	30,000	50,000		20,000
2. Insurance		4,000		
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	6,261	7,300		15,000
5. Staff Training	3,200	15,000		
6. Supplies	500	2,000		500
7. Telecommunication		2,000		
8. Utilities		10,000		
9. Marketing/Promotion/Outreach	10,000	6,000		1,000
10. Historian Consultants (4 X $3,000)	12,000	6,500		5,500
11. District and State History Day Fairs	17,000	40,000		
12. Workshops (teachers, parents, students	10,000	20,000		1,000
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	**88,961**	**162,800**		**43,000**
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	**107,961**	**212,800**		**43,000**

SOURCES OF FUNDING	
(a) Total State Funds Requested	107,961
(b) Total Federal Funds Requested	212,800
(c) Total County Funds Requested	
(d) Total Private/Other Funds Requested	43,000
TOTAL BUDGET	**363,761**

Budget Prepared By:

Meda Brown — 732-5402 x. 5

Name (Please type or print) — Phone

Signature of Authorized Official — Date: 1/18/19

Aiko Yamashiro, Executive Director

Name and Title (Please type or print)

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

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)
Director of Hawai'i History Day and K-12 Humanities Programs		$47,500.00	40.00%	$ 19,000.00
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
TOTAL:				19,000.00

JUSTIFICATION/COMMENTS:

Note that the Hawai'i State History Day Director will spend over 80% of time on this program. Other funds come from local and national sources.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Hawai'i Council for the Humanities

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
n/a			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
n/a			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Hawai'i Council for the Humanities

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
TOTAL:	**0**	**0**	0	0	0	0

JUSTIFICATION/COMMENTS:

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawai'i Council for the Humanities

Contracts Total: 212,560

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	NEH - History Day and Public Humanities programming	11/2018 - 10/2019	National Endowment for the	U.S.	$ 205,000
2	HSFCA - Hawai'i History Day Conflict and Compromise	7/2018 - 6/2019	Hawai'i State Foundation on	State	$ 7,560
3					
4					
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6					
7					
8					
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Application for Grants and Subsisides
Hawai'i Council for the Humanities

List of Appendices

Background and Summary

A. 501(c)(3) Non-Profit Letter

B. Hawai'i Council for the Humanities Board List

Service Summary and Outcomes

C. Hawai'i History Day Calendar

D. National History Day Evaluation

E. Letters of Support

Experience and Capability

F. Articles and Press Clippings

Personnel: Project Organization and Staffing

G. Resumes: Shannon Cristobal, Stacy Hoshino, Aiko Yamashiro

H. Organizational Chart of the Hawai'i Council for the Humanities and
Certificate of Good Standing

Appendix A

Internal Revenue Service

Date: July 28, 2000

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

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201
Person to Contact:
Bob Edwards 31-04014
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 9:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
99-0153704

Dear Sir or Madam:

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

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

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

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

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

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

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

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

Hawaii Council for the Humanities
99-0153704

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

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

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

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

This letter affirms your organization's exempt status.

Sincerely,

John E. Ricketts

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

JOHN WAIHEE
GOVERNOR

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

RICHARD F. KAHLE, JR.
DIRECTOR OF TAXATION

GEORGINA N. 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,

Ronald C. Choy

RONALD C. CHOY
Technical Review Officer

RCC:abm

Enclosure

cc: Ronald Randall
Linda Cacpal

Internal Revenue Service
District Director

Department of the Treasury

Date: SEP 11 1980

HAWAII COMMITTEE
SEP 15 1980
FOR THE HUMANITIES

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

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

Gentlemen:

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

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

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

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

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

Sincerely yours,

W. H Connett

District Director

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

Appendix B

HAWAI'I COUNCIL FOR THE HUMANITIES
2019 Board of Directors

Name/Years	Organization
Mitch Yamasaki, CHAIR (2014-2017, 2017-2020)	Professor History Chaminade University
Colette Higgins, VICE CHAIR (2017-2020)	Dean, Academic Affairs Windward Community College
Kirsten Mollegaard, SECRETARY-TREASURER (2015-2018, 2018-2021)	Professor & Dept. Chair, English University of Hawai'i, Hilo
Tisha M. Aragaki (2017-2020)	Librarian, Children's Library Hawai'i State Library
Susan Bendon (2018-2021)	Vice President, Bendon Family Foundation, and retired Professor of Language Arts, University of Hawai'i, Maui College
Amy Boehning (2016-2018, 2018-2021)	National Board Certified Teacher, Social Studies, NHD Teacher Ambassador Mililani High School
Helen Cox* (2013-2016, 2016-2019)	Chancellor Kaua'i Community College
Paul Field (2015-2018, 2018-2021)	Professor of History, retired Windward Community College
Colleen Furukawa (2016-2018, 2018-2021)	Vice President, Programming Maui Arts & Cultural Center
Susan (Yim) Griffin (2014-2017, 2018-2020)	Managing Editor, HIKI NO Hawai'i Public Television
Mary Therese Perez Hattori (2018-2021)	Director and Associate Professor, Center for Teaching and Learning Chaminade University of Honolulu
Joy Holland (2016-2018, 2018-2021)	Executive Director Kona Historical Society
Noelle MKY Kahanu (2013-2016, 2016-2019)	Asst. Specialist, Public Humanities & Native Hawaiian Programs University of Hawai'i, Manoa
Tessa Munekiyo Ng (2013-2016, 2016-2019)	Vice President Munekiyo & Hiraga, Inc.
Janel Quirante (2017-2020)	Head Archivist Henry Ku'ualoha Guigni Moving Image Archive of Hawai'i
Manoj Samaranayake (2013-2016, 2016-2019)	Managing Director, Tax Accuity, LLP
Todd Sammons (2016-2019)	Associate Professor of English University of Hawai'i, Mānoa
Karla Silva-Park (2016-2019)	Mental Health and Wellness Counselor Windward Community College
Maxine Yukie Tokuyama (2017-2020)	Educator, retired
Grant Yoshikami (2016-2018)	VP & Department Head, Corporate Banking Hawai'i National Bank

* Gubernatorial Appointee (up to five members)

HCH STAFF

Meda Brown, Finance and Office Manager
Robert Chang, Director of Reading and Discussion Programs
Alita Charron, Director of Development and Public Affairs
Shannon Cristobal, Hawai'i History Day Coordinator
Stacy Hoshino, Director of Grants and Special Projects
Aiko Yamashiro, Executive Director

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

Appendix C

HAWAI'I HISTORY DAY 2019 CALENDAR

TRIUMPH AND TRAGEDY IN HISTORY

JULY '18 – FEB. '19	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
SAT., AUG. 18, 2018 **TUES., AUG. 28, 2018** **SAT., SEPT. 8, 2018** **SAT., SEPT. 15, 2018** **SAT., SEPT. 22, 2018**	**HISTORY DAY KICKOFF EVENTS & WORKSHOPS** **HAWAI'I - University of Hawai'i at Hilo** **MOLOKA'I - Moloka'i High School** **KAUA'I - Kaua'i Community College - Cancelled** **MAUI - University of Hawai'i Maui College** **O'AHU - Tokai University**
DEC. '18–FEB. 1, '19 *(School fairs should not be held after Feb 1, 2019)* *Hawaiian Language Projects will be allowed but, like the youth projects, can only advance to the State level.*	**SCHOOL HISTORY DAYS** ***Groups 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, 2019	**ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS**
FRIDAY, FEB. 1, 2019	**ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES**
	PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY
SAT., FEB. 16, 2019 **SAT., FEB. 16, 2019** **SAT., FEB. 23, 2019** **SAT., FEB. 23, 2019** **SAT., MARCH 2, 2019** **TUE., MARCH 5, 2019** **SAT., MARCH 9, 2019** **SAT., MARCH 9, 2019**	**2019 DISTRICT HISTORY DAYS**** ***Private schools, charter schools and home-school projects participate in the district in which they are located.* **WINDWARD - King Intermediate School** **MAUI - University of Hawai'i Maui College (Tentative)** **CENTRAL - Mililani High School** **HAWAI'I - University of Hawai'i at Hilo** **HONOLULU - Chaminade University** **MOLOKA'I - Moloka'i High School (Ho'olehua)** **KAUA'I - Kaua'i Community College (Tentative)** **LEEWARD - Ewa Makai Middle School**
SUN., MARCH 10, 2019	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS**
FRI., MARCH 29, 2019	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES**
	REVISED PAPER (ESSAY) & WEBSITE ENTRIES ARE DUE ELECTRONICALLY
SAT., APRIL 13, 2019	**2019 HAWAI'I STATE HISTORY DAY** Location: Windward Community College, 7:30 am to 3:30 pm

HAWAI'I COUNCIL FOR THE HUMANITIES

HAWAI'I HISTORY DAY 2019-2020 CALENDAR ----draft

BREAKING BARRIERS IN HISTORY - ***Tentative subject to change by NHD***

JULY '19 – FEB. '20	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
SAT., AUG. 17, 2019 **TUES., AUG. 27, 2019** **SAT., SEPT. 7, 2019** **SAT.,SEPT. 14,2019** **SAT., SEPT. 21, 2019**	**HISTORY DAY KICKOFF EVENTS & WORKSHOPS** **HAWAI'I - University of Hawai'i at Hilo** **MOLOKA'I - Moloka'i High School** **KAUA'I - Kaua'i Community College** **MAUI - University of Hawai'i Maui College** **O'AHU - Tokai University**
DEC. '19–FEB. 1, '20 *(School fairs should not be held after Feb 1, 2020)* *Hawaiian Language Projects will be allowed but, like the youth projects, can only advance to the State level.*	**SCHOOL HISTORY DAYS** ***Groups 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
WED., JAN. 1, 2020	**ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS**
SAT., FEB. 1, 2020	**ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES**
	PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY
SAT., FEB. 15, 2020 **SAT.,FEB. 15, 2020** **SAT., FEB. 22, 2020** **SAT., FEB. 22, 2020** **SAT., FEB. 29, 2020** **TUE., MARCH 3, 2020** **SAT., MARCH 7, 2020** **SAT., MARCH 7, 2020**	**2020 DISTRICT HISTORY DAYS**** ***Private schools, charter schools and home-school projects participate in the district in which they are located.* **WINDWARD - King Intermediate School** **MAUI - University of Hawai'i Maui College** **CENTRAL - Mililani High School** **HAWAI'I - University of Hawai'i at Hilo** **HONOLULU - Chaminade University** **MOLOKA'I - Moloka'i High School (Ho'olehua)** **KAUA'I - Kaua'i Community College** **LEEWARD - Ewa Makai Middle School**
SUN., MARCH 8, 2020	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS**
SUN., MARCH 29, 2020	**ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES**
	REVISED PAPER (ESSAY) & WEBSITE ENTRIES ARE DUE ELECTRONICALLY
SAT., APRIL 11, 2020	**2020 HAWAI'I STATE HISTORY DAY** Location: Windward Community College, 7:30 am to 3:30 pm

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.

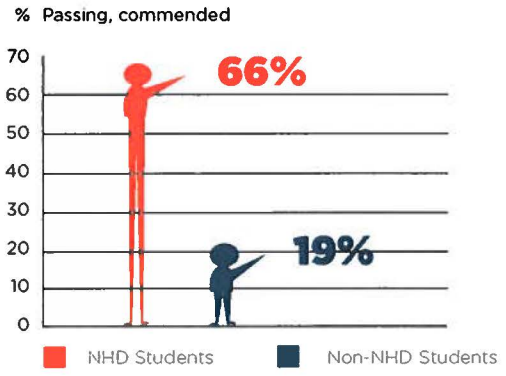
For the writing assessments, the research team developed a scoring rubric based on the NAEP persuasive essay rubric and the 6+1 Writing Traits rubric (see full report for details). Scorers were trained using the rubric and benchmark essays. Three researchers scored a sample of essays from each site,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

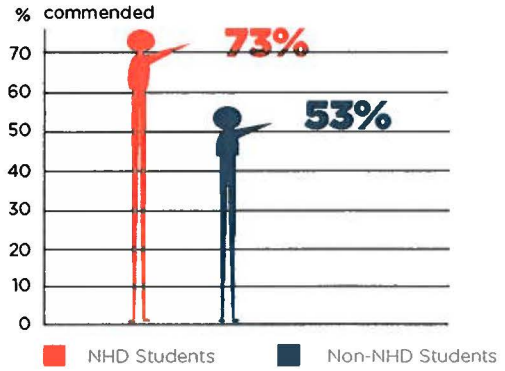
For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006-2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students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

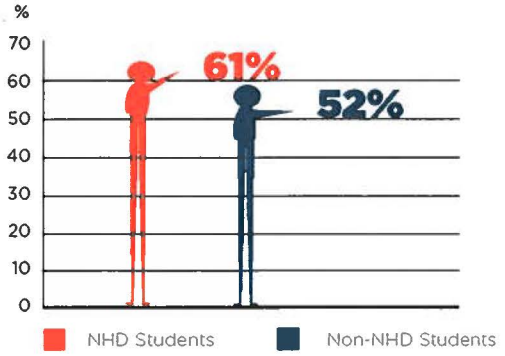
Chart B: TAKS Commended Performance Rates, Social Studies—Texas



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

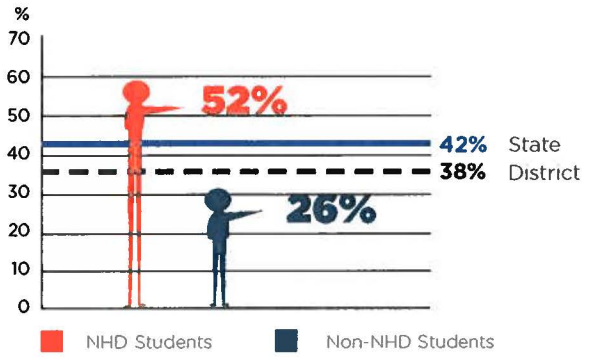
In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61 percent passing rate in English 1—9 percentage points above a comparison site (see Chart C).

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).

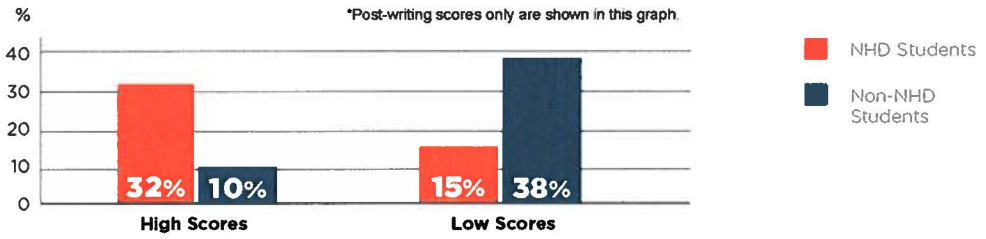
Chart D: U.S. History & the Constitution End-of-Course Exam, Passing Rates—South Carolina



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*



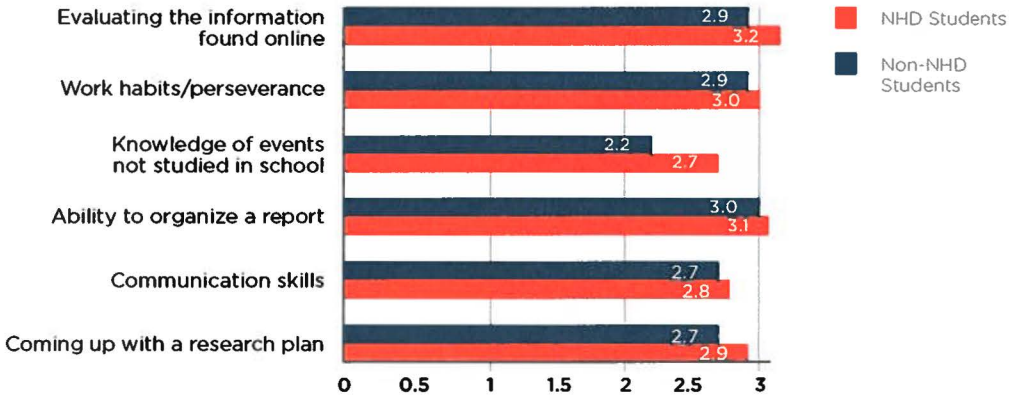
NHD has a positive impact among students whose interests in academic subjects may wane in high school.

- 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

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

RECEIVED JUN 07 2018

Dear Robert Buss,

Hello, we are [redacted], [redacted], and [redacted] from Waipahu Intermediate School. We have participated in the 2018 National History Day event. We performed a performance called "The Salem Witch Trials in 1692." We passed districts and made it to states. In districts we were given improvements to our performance and followed the improvements to make our performance closer to perfect. We had a great blast in this event.

Thank you very much for supporting this years National History Day event. We had a lot of fun, experience, and education. We learned to research and cite sources to show proof where our information came from. We had experienced performing in front of many people who are interested and willing to learn about an event in time. We will take these experience we gathered and use them in future reference. Maybe we might use the public speaking skill to talk in front of all people someday and use it for good. We also watched others perform and learned what could improve next time. The judges and all staff were all so kind and precious. We hope to see you all in the 2019 National History Day. Thank you very much again.

Thank You,

[redacted]

Waipahu Intermediate School
94-455 Farrington Hwy.
Waipahu, HI 96797

mustang media
kalāheo high school

RECEIVED MAY 15 2018

May 8, 2018

Dear Alexander & Baldwin Foundation,

I would like to thank you for your contribution to the Hawaii Council for Humanities. I also want to thank you for recognizing my students [redacted] and [redacted] and awarding their Banana Wars documentary in last month's Hawaii History Day. But mostly, I appreciate you also including me, their teacher, in the award.

This was the first year I attempted to include History Day as part of my curriculum in my media class. While it was a struggle in the beginning, my students really got involved in their research, and I enjoyed seeing them stretch their learning and watching their growth from their earliest rough cuts to a polished product. I am proud of both of them and their perseverance.

It really was a pleasant surprise when the emcee called their names and their documentary for the award. My only regret was allowing them to leave early so they could get ready for prom, and they missed out on the ceremony.

My students and I are grateful for the generous contributions from supporters like you who encourage and foster a greater appreciation for the humanities.

Sincerely,

Kathy Shigemura
Teacher

cc:RB

Waipahu Intermediate School
94-455 Farrington Hwy
Waipahu, HI 96797
April 20, 2018

RECEIVED APR 30 2018

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

Dear Mr. Buss:

Thank you for granting me the Historical Research Award for Hawai'i History Day. I feel honored to receive the award for using primary documents in my research. I loved participating in History Day and the award made it better.

I think Hawai'i History Day has a lot of educational benefits, which was one of the reasons I participated. One benefit is that you are educated in the history of your topic. You dive deep into the research of your topic and compile that into a documentary, performance, essay, exhibit, or website, to show what you have learned, which, in turn, makes the knowledge you compiled stick with you. Another educational benefit is you become a better writer since you have to write out all of your research and helps you analyze and synthesize information a whole lot better. Those are just some of the benefits-the list goes on and on.

By participating in Hawai'i History Day, I got to learn a lot more about my heritage. I am part Chickasaw, and the Chickasaws were affected by the Indian Removal Act of 1830, which was my topic. I feel encouraged to participate in History Day next year, as well as during my high school years. Thank you again for the Historical Research Award for my essay on the Indian Removal Act of 1830.

Sincerely,

[redacted]

25th April, 2018

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

RECEIVED MAY 21 2018

Dear Robert Buss,

The National History Day event has been and always will be, a memorable experience to cherish. Not only did we learn valuable facts about our nation, we learned communication and presentation skills as well as the ability to produce college level research. Through competing against other teams we came to understand the many perspectives of certain historical events. If possible we would certainly participate in NHD again.

We had invited a student of special needs to participate with us as a normal group member, and while there were some issues here and there but we were able to find solutions for most of them. We wanted to give a performance that overlooked the prejudice against disabled teens and we were glad to find that no one in the audience minded. We spent months working on this project and we are proud of the overall results.

We greatly appreciate the $100 that you have offered us and hope you continue to support the NHD program. We genuinely believe that the program is an incredible opportunity for students to grow and mature in studious activities and your help will never be dismissed.

Sincerely,

[redacted]

Honolulu, HI 96822

May 5, 2018

RECEIVED MAY - 8 2018

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

RE: Hawaii History Day

Dear Mr. Buss:

Hi, this is [redacted] 8th grader at Kailua Intermediate School. I had such a wonderful experience at last year's National History Day competition that I set a goal to qualify for NHD again. I am so excited and grateful to be selected to represent Hawaii again. I will use my competition experience from last year to do even better this year!

My mother, [redacted] wanted me to mention that I have been awarded a merit scholarship to Le Jardin Academy for 25% of the tuition for 4 years of high school. She said winning the 1st place medal at the Hawaii History Day fair last year helped me win the scholarship. We want to thank you and the Hawaii Council for the Humanities.

It is an honor to represent Hawaii, and I will do my very best.

Aloha,

[redacted]

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

RECEIVED MAY - 9 2018

Dear Hawaii Council for the Humanities,

Thank you for selecting our project entitled "Social Conflict During War: Japanese-American Internment and the Long Road Towards Resolution" for the Hawaii Labor Heritage Council Award and for your cash donation. We are honored to have received your award! Your prize has inspired us to continue working with History Day and we appreciate your support for the event. From participating in History Day we were able to gain valuable experience and now we understand how to conduct proper and effective research. Altogether we had over 50 primary sources to help us put together an accurate project, we conducted interviews and gathered photographs taken from the time of the Japanese Internment. We also learned how to express ourselves by performing in a way that not only informed people of the Japanese-Americans' history, but also tell a meaningful story that gave insight as to what most of the internees had to experience. In addition, we learned from conflicts and compromise of the past and applied this new found higher level analysis and understanding with equal acceptance and without stereotypical prejudices.

We know the event would not have been a success without the generous support you have provided throughout. We express our gratitude to you for your generosity.

Sincerely,

[redacted]

May 31, 2018

RECEIVED JUN 04 2018

Dear Mr. Robert Buss,

My name is [redacted] and I am a 6th grader at Pearl Ridge Elementary. My project topic is the Orphan Trains. The Orphan Trains were a form of compromise to deal with the tremendous amount of homeless children living on the streets and overpopulation. Solving this conflict, an aspiring young man named Charles Loring Brace dreamt up the idea to transport homeless children to other states where they would hopefully be adopted. Hence the Orphan Trains were born. The movement led to foster care becoming more efficient and made way for future laws to come.

I believe that there are numerous benefits that come from participating in Hawaii History Day. One of these benefits is that I had the amazing opportunity to learn more about our history and the world as a whole. Although I learned a lot from my topic for the contest, I learned even more by attending Hawaii History Day. Another benefit from participating in Hawaii History Day is that I was challenged to meet deadlines and learn how to effectively manage my time on my project. It has been an exciting journey to participate in this year's contest, and I hope I will continue participating in the future.

I hope that you will read this letter and not only take it as a mediocre thank you letter but more of a sincere letter of my deepest gratitude and appreciation. I hope you continue supporting this program for years to come.

Sincerely,

[redacted]

Aiea, HI 96701

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

Dear Executive Director Robert Buss,

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

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

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

Sincerely,

Kainoa Pali
Molokai High
Social Studies
Department Chair

Cendall Manley
Molokai High
Student

Anna May Ewing
Molokai High
Student

Ashley Smith
Molokai High
Student

Kamalani Puailihau
Molokai High
Student

Edel Mae Alayarez
Molokai High
Student

Rainbow Kee
Molokai High
Student

Amber Afelin
Molokai High
Student

Kysha Kawano
Molokai High
Student

Keaaohonua Davis
Molokai High
Student

Oceana Madani
Molokai High
Student

Marissa Motas
Molokai High
Student

Sonja Angst
Molokai High
Student

Magdalia Kapuni-Lopez
Molokai High
Student

Michael Munekiyo
757 Maalahi Street
Wailuku, Hawaii 96793

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

Dear Sir or Madam:

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

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

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

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

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

Very truly yours,

Michael T. Munekiyo

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

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

ATTN: Nandana Kalupahana

Dear Sirs/Madams:

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

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

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

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

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

Sincerely yours,

Grant Y. M. Chun

GRANT Y. M. CHUN
Vice President

To Whom It May Concern:

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

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

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

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

With warm aloha,

/s/ Maya Soetoro-Ng

Dr. Maya Soetoro-Ng

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 proved to be one of the most enriching activities I had the pleasure of experiencing.

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

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

Thank you,

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

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

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

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

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

Elizabeth Burroughs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bethany Smith

History Theater Showcases Lives of Annie Alexander, Samuel Kamakau & Rev. Richards

July 12, 2018, 8:34 AM HST · Updated July 12, 8:34 AMui Now : History Theater Showcases Lives of Annie Alexander, Samu... https://m

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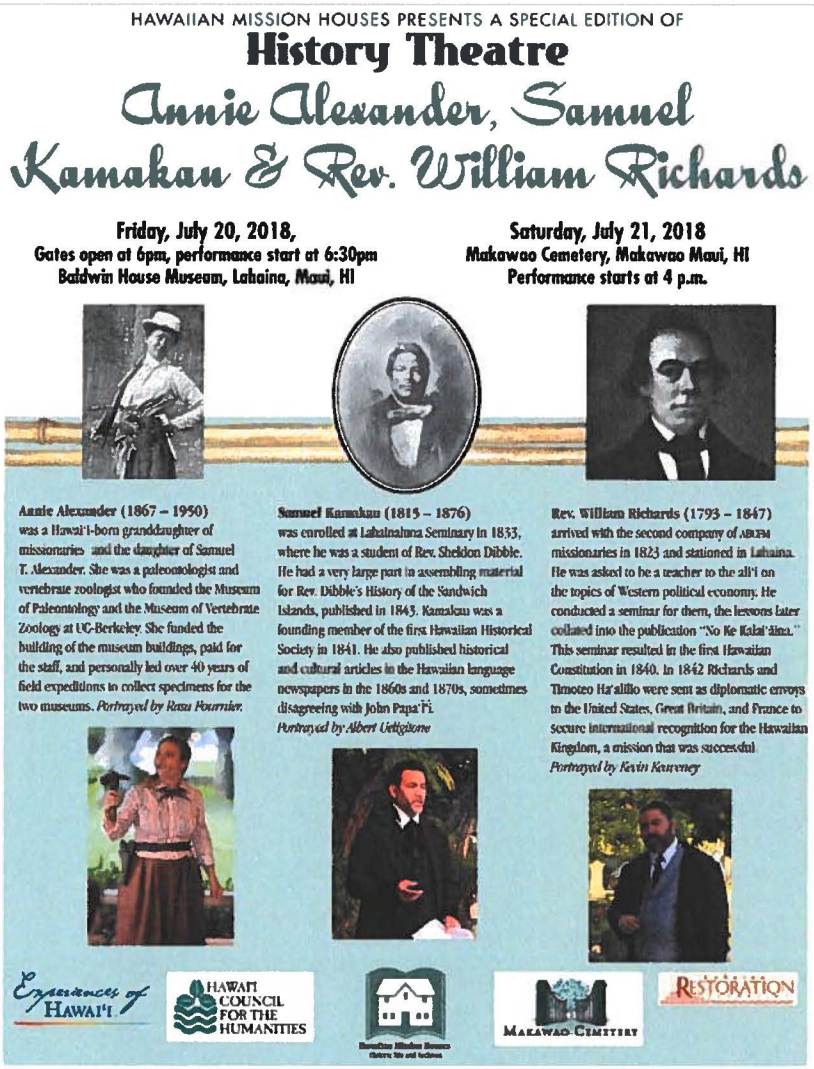


History Theatre Maui Flier

The Lahaina Restoration Foundation in partnership with Hawaiian Mission Houses presents History Theater on Friday, July 20, 6:30 p.m. on the Baldwin Home Lawn.

The live performance features three professional actors – Rasa Fournier, Albert Ueligitone and Kevin Keaveney – who will portray Annie Alexander, Samuel Kamakau and Reverend William Richards.

Gates open at 6 p.m. Admission is free; however advance reservation is required by calling (808) 661-3262 or email joni@lahainarestoration.org.

After seven years running on O'ahu, the History Theater is expanding to the neighbor islands with the July 20 show in

Lahaina, Maui. There is also a sold out show taking place on July 21 at the Makawao Cemetery where Annie Alexander is buried.

The program began as a way to place history into a format where it could be accessible and fun. Organizers say that seeing characters portrayed by professional actors is exciting, but "seeing the portrayals in a historic setting adds a sense of drama to the drama."

The History Theater runs as the Cemetery Pupu Theater program on O'ahu. The difference is the O'ahu portrayals take place near where the people are buried; whereas in Lahaina, the actors are stationed at historic sites, not burial grounds.

The live production will feature three monologues and the audience is divided into three groups. The audience will walk between the different stations with each station running 15 minutes. The first station will be on the mauka side of the Masters' Reading Room; the second station will be inside the Baldwin Home; and the third station will be under a tree in Campbell Park.

Group escorts will be with each group to help guide them between stations, and seating will be provided at each location. Refreshments will be available before and after the show at the grape arbor next to the Baldwin Home. There's also a "talk back" session with the actors after the show.

"We believe it's important to make history accessible to the

general public," said Theo Morrison, Executive Director, Lahaina Restoration Foundation. "Storytelling is a creative and wonderful way to share history. We're proud to present History Theatre and we hope it will continue so everyone will have a chance to experience it, first hand."

The History Theatre allows the general public to meet people from Hawai'i's shared history and to hear their stories from their perspective. Through extensive research and thorough documentation, the scripts are crafted to be an intimate and engaging way to learn about our history.

"By using journals, letters, and writings by and about the people being portrayed we can get a closer look at Hawai'i's history through one person's perspective. Many times the scripts utilize the person's own words from these sources. This is what makes our version of history unique," organizers said.

As HMH History Theatre expands its programs, there are many characters available for events at the museums or community organizations. The current characters are Annie Alexander, Samuel Kamakau and Reverend William Richards. Organizers say all three have had an incredible impact on the history of Hawai'i, Maui and beyond.

Hawaiian Mission Houses, including the Hawai'i Council for the Humanities, Hawai'i Tourism Authority, Makawao Cemetery and Lahaina Restoration Foundation, presents History Theater. The History Theatre is grant-funded by the Hawai'i Council for the Humanities.

About the characters:

Rasa Fournier will portray Hawai'i born Annie Alexander who lived from 1867-1950. She is the granddaughter of missionaries and the daughter of Samuel T. Alexander. She was a paleontologist and vertebrate zoologist who founded the Museum of Paleontology and the Museum of Vertebrate Zoology at UC-Berkeley.

Albert Ueligitone will portray Samuel Kamakau. Kamakau lived

from 1815-1876. He was enrolled at Lahainaluna Seminary in 1833 where he was a student of Rev. Sheldon Dibble. In 1841, Kamakau was a founding member of the first Hawaiian Historical Society, and he published historical and cultural articles.

Kevin Keaveney will portray the Rev. William Richards who lived in 1793-1847. He arrived with the second company missionaries in 1823 and was stationed in Lahaina. He lived in a house on what is now Campbell Park. He became a teacher to the ali'i on the topic of western political economy.

Hawaii State Department of Education

Students showcase knowledge of 'Conflict and Compromise' at Hawai'i History Day

27-Apr-2018

More than 300 students from public and private schools across the state participated in Hawai'i History Day's State Fair on Saturday, April 14. The fair showcased 214 projects in five categories: essay, display, website, documentary, and performance. Top finishers will compete with peers across the nation as well as China, Korea and Southeast Asia at the National History Day Contest, June 10-14 at the University of Maryland at College Park.

The top student essays, displays, websites, documentaries and performances from district history fairs advance to the statewide showcase.
Photo Credit: Hawai'i History Day

More than 300 students from public and private schools across the state participated in Hawai'i History Day's State Fair on Saturday, April 14. The fair showcased 214 projects in five categories: essay, display, website, documentary, and performance. Fifty students advanced to compete with peers across the nation as well as China, Korea and Southeast Asia at the National History Day Contest, June 10-14 at the University of Maryland at College Park. A full list of state winners and special awards winners can be found on the Hawai'i Council for the Humanities' History Day website at https://www.hi-nhd.org/state-qualifiers and can also be viewed below.

History Day's annual theme this year was "Conflict and Compromise in History." Through their projects, students had to develop a thesis, supported by an annotated bibliography sorted into primary and secondary sources while adhering to the theme. Students then had to present their projects to show their interpretation of a historical event, its historical significance and impact.

Hawai'i History Day is an affiliate of the National History Day program that reaches over 850,000 students from around the nation each year. History Day projects are judged by historians from the universities and colleges, museums and historical societies and leaders from the community and include subjects in local, state, national and world history.

Hawaii History Day State Fair Results 2018

JUNIOR DISPLAY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Group Travel Scholarship $500 - Daniel K. Inouye Institute	The Stolen Generation: A Cultural Genocidal Conflict for Aboriginal Families	Ani Hippolite Keala Kahananui	Christine Ornellas	Kahuku High & Intermediate School
2	National Qualifier Individual	Portraits of Prejudice	Alec Dutil	Karen Kutsunai	Kailua Intermediate School
3	National Qualifier Individual	New Zealand's 2nd Class Citizens	Benjamin Lolesio	Patricia Wurst	Sacred Hearts School Lahaina

	National Qualifier Group	Mexican Repatriation	Taylor Raco Ella Offley Maiya Oshima	Keyk Capati	Island School

SENIOR DISPLAY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	A Living Restoration: The Diverse Roles of Iolani Palace	Lehuanani Kanahele-Santos	Sarah Razee	Kamehameha Schools Kapalama
2	National Qualifier Group	The Cuban Missile Crisis	Mark Anthony Balanay Joebelle Daludado	Janyce Omura	Maui High School
3	National Qualifier Group	The Jazz Revolution: From "Devil's Music" to Liberation and Integration	Alissa Mabini Johnalynne Nakamatsu	Emy Keola	Waipahu High School
	National Qualifier Individual	The Oneida Community: The Problem with Perfect Love	Doulton-Lee Ho	Daina Enabe	Kamehameha Schools Kapalama

YOUTH DISPLAY

Rank	NHD/Number	Title	Students	Teacher	School
1	Individual	Wangari Maathai and the Green Belt Movement	Sophia St. Germain	Verona Holder	Mililani Waena Elementary School
2	Individual	Missionaries and the Hawaiian Culture	Ainsley Coullahan	Verona Holder	Mililani Waena Elementary School
3	Individual	Four Phases of Compromise: The Geneva Convention and Human Rights	Kupono Plunkett	Alison Faleolo	Kahuku Elementary School

JUNIOR DOCUMENTARY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	The Unsung Heroes of The Pacific: The Military Intelligence Service	Angelee Marshall	Carol Yuen	Kahuku High & Intermediate School
2	National Qualifier Individual	The Civil War of China in the 1900's: The Battle Between Nationalists and Communists	Zoey Duan	Noah Kawano	Robert Louis Stevenson Middle School
3	Individual	The Christmas Truce of 1914: A Miracle on the Battlefield	Grace Damato	Leslie Ringuette	Kailua Intermediate School
	National Qualifier Group	The Noble Jew: Eduard Bloch	Zachary Jordan Gaoiran Jerel-Dayne Duque Philip Fernandino	Daena Tokunaga	Waipahu Intermediate School

SENIOR DOCUMENTARY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	The Vietnam Veterans Memorial: A Political Scar	Shannyn Soliven	Sarah Razee	Kamehameha Schools Kapalama
2	National Qualifier Individual	The Delano Grape Strike: Unification through Conflict, Amelioration by Compromise	Haley Evile	Jason Duncan	Mililani High School

3	National Qualifier Group	Japanese American Internment Camps: The Loyalty of Japanese Americans in Hawaii	Willow Otaka Mia Murasaki	Amy Perruso	Mililani High School
	National Qualifier Group	The West Computers' Compromises Over Conflicts of Racism and Sexism	Olivia Tueller Annie Aldrich Kahililani Solis	Lisa Lessing	Kahuku High & Intermediate School

YOUTH DOCUMENTARY

Rank	NHD/Number	Title	Students	Teacher	School
1	Individual	Japanese Internment Camps: The Conflict That Changed the Lives of Japanese Americans	Emi Okimoto	Gregoria Perez Mishima	Pearl Ridge Elementary School
2	Individual	The American Revolution: No Taxation without Representation	Ryan Broenieman	Catherine Hawkins	Innovations - PCS
3	Individual	Brown v. Board of Education: The Case That Lead the Way for Desegregated Schools	Kymberly Fong	Gregoria Perez Mishima	Pearl Ridge Elementary School

JUNIOR ESSAY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	Gideon v. Wainwright: The Unfulfilled Promise of Indigent Defendants' Rights	Amy Denis	Kacey Martin	Aiea Intermediate School
2	National Qualifier Individual	The Nuremberg War Trials: A Sense of Justice for Holocaust Victims	Mia Campora	Leslie Ringuette	Kailua Intermediate School
3	Individual	The Korean War	Audrey Engelhardt	Jonathan Peralto	Waiakea Intermediate School

SENIOR ESSAY

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	The Franklin Petition: Igniting the National Slavery Debate	Evan Gates	Sarah Razee	Kamehameha Schools Kapalama
2	National Qualifier Individual	The Road of Conflict and Compromise to the Completion of the H-3 Freeway	Sarah Sakakihara	Janyce Omura	Maui High School
3	Individual	The Pentagon Papers: Publishing for Press Prerogative	Sarah Santos	Sarah Razee	Kamehameha Schools Kapalama

JUNIOR PERFORMANCE

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Group Daniel K. Inouye Institute Travel Scholarship $500	Kaiser Wilhelm II, King George V, Tsar Nicholas II: The Conflict of Compromised Cousins	Colin Bradshaw Lorenzo Palmer Lamont Tueller	Colleen Spring	Laie Elementary School
2	National Qualifier Group	Compromising Our Humanity to Save Our Children	Alana Lee Tatiana Asifoa Netina Kaluhiokalani	Colleen Spring	Laie Elementary School
3	Group	Sendler's List: How One Woman Saved Thousands	Liv Deeley Gianna Dewey	Karen Kutsunai	Kailua Intermediate School

SENIOR PERFORMANCE

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	Operation Overlord: Triumph of Cooperation	Travis Afuso	Amy Boehning	Mililani High School
2	National Qualifier Group	The My Lai Massacre: Compromising the Values of the U.S Military	Theresa Ahuna-Turqueza Hauhere Peters	Daina Enabe	Kamehameha Schools Kapalama
3	National Qualifier Group	It's a Lot O' Pressure: The Blood Diamond Trade	Zoe Dadian Kyle Valdez Jordan Vaughn	Janyce Omura	Maui High School
	National Qualifier Individual	History Mystery 243: Child Labor in the U.S.	Naomi Lemieux	John Woolverton	Connections - New Century PCS

YOUTH PERFORMANCE

Rank	NHD/Number	Title	Students	Teacher	School
1	Group	Little Rock Nine	Leesa Takara Verity Wayne Camryn Kunihisa	Verona Holder	Mililani Waena Elementary School
2	Individual	The Conflict of the Lawrence Textile Strike: Bread, Roses, and Fair Wages	Madeline Mintz	Verona Holder	Mililani Waena Elementary School

JUNIOR WEBSITE

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	The Longitude Act of 1714	Jack Miller	Grace Coleman	Kahuku High & Intermediate School
2	National Qualifier Individual	Fred Korematsu: Refusal to Compromise Constitutional Rights	Heather Dinman	Leslie Ringuette	Kailua Intermediate School
3	Individual	Bill 101: How to Preserve French In Quebec	Jasmine Cadotte	Leslie Ringuette	Kailua Intermediate School

SENIOR WEBSITE

Rank	NHD/Number	Title	Students	Teacher	School
1	National Qualifier Individual Daniel K. Inouye Institute Travel Scholarship $500	Kamehameha Schools: Forming a Hawaiian Language School	Phillip Amona	Sarah Razee	Kamehameha Schools Kapalama
2	National Qualifier Individual	The Struggle of the Working Children	Dallas Brown	Dawn Tuifua	James Campbell High School
3	National Qualifier Group	Mississippi Freedom Democratic Party	Hayley Silipa Brooke Baba	Sarah Razee	Kamehameha Schools Kapalama
	National Qualifier Group	Irish Independence: Conflict & Compromise	Cameron Frey Anthony Bragg	Caitlin Albert	Mililani High School

YOUTH WEBSITE

Rank	NHD/Number	Title	Students	Teacher	School
1	Individual	Sarah Emma Edmonds in the Civil War: Oh, Man!	Xavier Robinson	Gregoria Perez Mishima	Pearl Ridge Elementary School

2	Individual	The USS Arizona: Symbol of Conflict and Triumph	Tearikinui Pulotu	Moke Galletes	Hauula Elementary School
3	Group	The Treaty of Versailles: Success? Or Failure?	Sophia Foster Natalia Nyza	Amy Casey	Ahuimanu Elementary School

SPECIAL AWARDS

View list here

UNIVERSITY of HAWAI'I® at MĀNOA

Jon Van Dyke papers to be unveiled at UH law library

University of Hawai'i at Mānoa
Contact: Beverly Creamer, (808) 389-5736
William S. Richardson School of Law

Posted: Feb 26, 2018

Information regarding video for this news release is below

Seven years after renowned University of Hawai'i law Professor Jon Van Dyke's untimely death, his papers dealing with his vast research topics ranging from Pacific disarmament to the law of the sea to Native Hawaiian rights will be available to scholars and law students at the UH Law Library.

Van Dyke was one of Hawai'i's most influential legal scholars with an international reputation in ocean, environmental, human rights, constitutional, and Native Hawaiian law.

The UH law library will unveil a searchable database of his 35-year career at a reception on March 4, 2018 from 4 to 6 p.m. The papers include specifics of his lawsuit filed on behalf of victims who suffered under the regime of former Philippines President Ferdinand Marcos, as well as his work on sea level rise and nuclear waste disposal in the Pacific.

William S. Richardson School of Law Dean Avi Soifer called Van Dyke "a phenomenon." He explained, "Jon's far-ranging intellect and his passion for justice benefitted not only our students and his colleagues, but the entire community and many other people far beyond Hawai'i."

Associate Professor and Law Library Director Vicki Szymczak said the collection will enhance library offerings by providing an added depth of insight into multiple areas of legal concerns involving the interests of Pacific nations.

"As a law student, I read and studied about Jon Van Dyke's work on the Law of the Sea and his environmental efforts in the Pacific region," said Szymczak. "Having the opportunity to see his genius firsthand through his research papers is an amazing experience for me. I hope his archive will also inspire the next generation of legal scholars in the Pacific region."

The UH Law Library received a grant from the Hawai'i Council for the Humanities to process the papers of Professor Van Dyke, who died November 29, 2011. Ellen-Rae Cachola, UH Law library archives manager and evening library supervisor, is heading the project.

Included among the Van Dyke collection are several series:

- Series 1: Who Owns the Crown Lands?: This broad sweep of research covers research for his book with that title as well as legal documents relating to this subject such as the overthrow of the Hawaiian monarchy, Akaka Bill, Apology Resolution, Blood Quantum, Rice v. Cayetano, Declaration of the Rights of Indigenous Peoples, water rights and much more.

- Series 2: Ferdinand Marcos Human Rights Litigation. Includes legal documents and research related to successful litigation, with his wife attorney Sherry Broder, against the estate of former Philippines President Ferdinand Marcos for human rights violations committed against Filipino citizens during the Marcos regime.

- Series 3: Pacific Island Judiciary Development. His work advocating for territorial rights, sovereignty, and judicial development of various Pacific Islands and their inhabitants, including Kiribati, the Federated States of Micronesia, Johnston/Kalama Atoll, Kermadec Islands, Kosrae, Minerva, Tonga, American Samoa, and the Commonwealth of the Northern Mariana Islands.

- Series 4: Ocean Law. Van Dyke helped shape the discourse around Ocean Law as a member of many organizations involved with the development of the Law of the Sea, including: the International Law Association (ILA)- Law of the Sea, Dividing Up the Ocean/Oxford, the Secretariat of the Pacific Regional Environmental Programme Convention; the Committee on Foreign Affairs, Council on Ocean Law; and others. He did case studies on specific places involved in Ocean Law issues, including Bosnia, Greece, and Turkey and the Aegean Sea, the Northwestern Hawaiian Islands, the Philippine Particularly Sensitive Sea Area (PSSA), and many more.

Researchers will be welcome to make an appointment to gain access to the collections. Ask for assistance by calling: (808) 956-2867.

Video news release

Link to video and sound (details below): http://bit.ly/2ERKb80

WHO: Vicki Szymczak (pronounced "Shim Chak"), University of Hawai'i law library director

WHAT: Announcing new searchable database of late UH Law Professor Jon Van Dyke's lifelong research on ocean law, crown lands, Ferdinand Marcos' human rights litigation, Pacific Island judiciary development and other legal issues. Explanation of the papers' preservation process, which includes freezing of documents.

WHEN: Unveiling and reception commemorating his 35 years of legal research, Sunday, March 4, 2018, 4-6 p.m.

WHERE: UH Law Library, UH Mānoa campus

WHY: Collection will be accessible to law students and scholars

OTHER FACTS:

- Van Dyke was an internationally renowned scholar and teacher of environmental, constitutional, international and ocean rights law; and the rights of Native Hawaiians and indigenous peoples.

- The preservation and processing of his legal writings and work entailed freezing the papers to eliminate microbes, bugs, bacteria or mold; time-consuming individual scanning of the documents; then storage in acid-free

folders and acid-free boxes in an intensive chilled storage unit.

- The Hawai'i Council for Humanities provided a grant for the processing of the papers, which began in May 2017.

VIDEO:

B-ROLL: (2 minutes, 10 seconds)

0:00-0:22, 4 shots: opening boxes of Jon Van Dyke's work

0:22-0:39, 3 shots: stored acid-free boxes of faculty documents

0:39-0:47: papers stored in the freezer

0:47-0:59, 2 shots: storyboard of the process of preparing the Jon Van Dyke Archive for public access

0:59-1:05: external shot of the William S. Richardson School of Law library

1:06-1:18, 2 shots: Jon Van Dyke speaking in past lectures

1:19-2:10, 13 clips: photos of Jon Van Dyke

SOUND:

Vicki Szymczak (pronounced "Shim Chak"), UH law library director

(On the value and legacy of Jon Van Dyke's work)

(15 seconds)

A lot of Jon Van Dyke's work continues today, so a lot of the issues – regarding environmental law, the rights of indigenous peoples and the Pacific Islands – is still work that is being taken on by new scholars.

(15 seconds)

It was very easy to read his work. He had a tremendous ability for breaking down complex issues so that other people could understand, who were not versed in the law but were just learning about these issues.

(On preserving documents once they enter the library)

(12 seconds)

The best way to eliminate it (mold, bugs) is to freeze the documents for a period of time to ensure that any living organisms are killed, and then the documents never leave the building again.

(10 seconds)

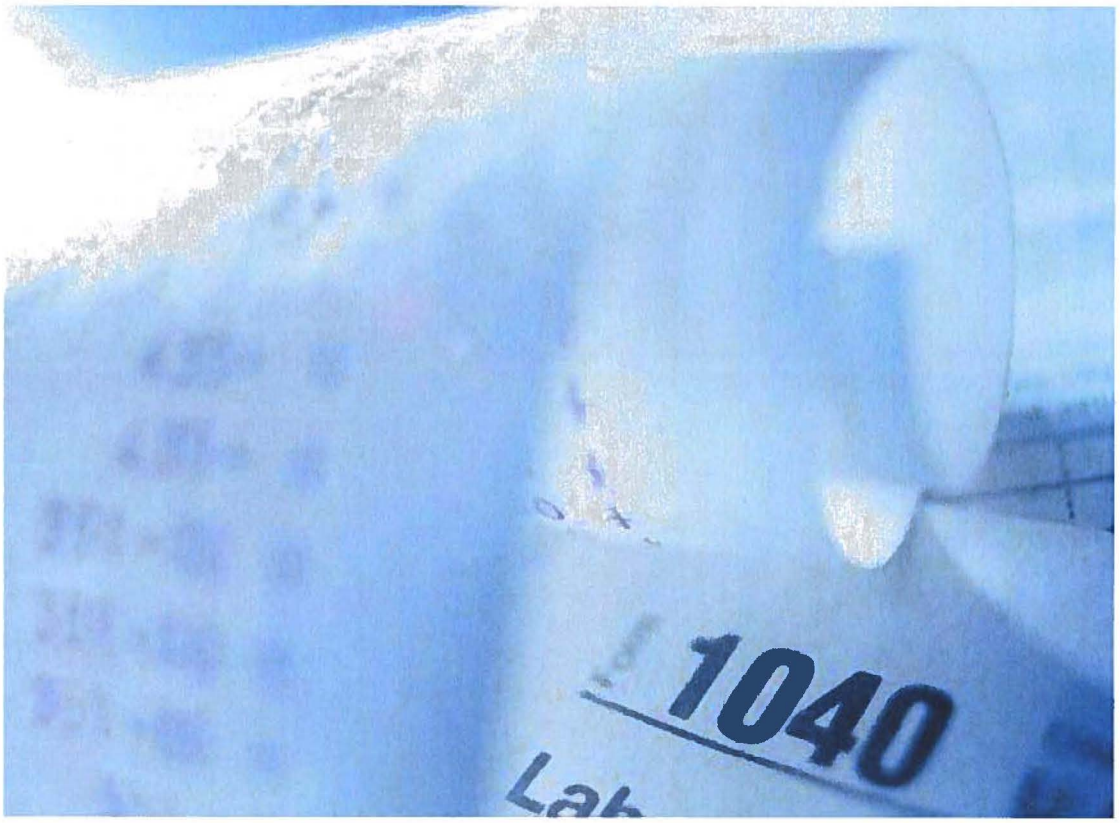
Once they are removed from the freezer, they are indexed and tabbed, and placed into acid-free folders and acid-free boxes.

(14 seconds)

The permanent resting place for the documents is our intensive storage room, which has a separate chilling unit apart from the library to ensure that it always maintains a certain temperature level and a certain humidity level.

Community Calendar – January

Ho'okele Staff | Jan 26, 2018



TAX ASSISTANCE CENTER

JAN. 30 — The Tax Assistance Center opens Jan. 30 at the Navy College Building, 1260 Pierce St., building 679, Joint Base Pearl Harbor-Hickam. The center is in classroom 11 on the first floor.The Tax Assistance Center will be open Monday, Wednesday, and Friday from 8 a.m. to 1 p.m. Unlike in past years, the tax assistance center will only provide service to service members E1-E6 and their dependents with the ability to electronically file individual tax returns through internet-based software applications. Internal Revenue Service (IRS)-certified tax personnel assist with questions but do not prepare individual tax returns. Volunteers are critical to the success of the Tax Assistance Center. To participate, volunteers will complete a self-study program to obtain advanced and military IRS certifications. Service members or their family members interested in volunteering at the Tax Assistance center full-time or part-time should contact Lt. Rosemarie Lombardi by phone at 473-1394 or email Rosemarie.Lombardi@ navy.mil or Lt. Kevin Griffin by phone at 473-1387 or email Kevin.R.Griffin@ navy.mil. The Tax Assistance Center relies on local commands for supplies, including papers, pens and toner cartridges (NT-PE250 C toner for Lexmark E250D printer and E206 A11A toner for Lexmark E260D printer).

AHUA REEF RESTORATION EVENT

JAN. 27 — Volunteers are needed for an Ahua Reef wetland restoration event from 8 to 11 a.m. Activities will include removing invasive weeds, picking up trash and planting costal plants. This will take place at the wetland on the Hickam side of Joint Base, near Hickam Harbor and Hawaii Air National Guard. Volunteers need to wear-closed toed shoes. They should also bring sunblock, water, a hat and snacks. Expect to get wet and muddy, so boots, long sleeves and pants are recommended. Navy Natural Resources will provide tools, gloves and water to fill up bottles. RSVP to Aurelia Gonzalez or Corrina Carnes at 474-0125 or email Aureliag@hawaii.edu or corrina.carnes.ctr@Navy.mil.

TRUE WEST

JAN. 27 — A reading of "True West" by American actor, playwright, author, screenwriter and director Sam Shepard will be held at 7 p.m. at Bellows Air Force Station Turtle Cove lawn. The reading will be performed by TV and movie actors and is sponsored by Arts in the Armed Forces. The event is for those ages 18 and older only. Guests can bring their beach blanket and lawn chairs. Food will be available for purchase. FMI: 864-0144 or visit Bellows AFS on Facebook.

CFS TRAINING

JAN. 29 TO FEB. 2— Command financial specialist (CFS) training will be held from 7:30 a.m. to 4 p.m. each day at Military and Family Support Center Pearl Harbor. The five-day workshop offered to Navy command-sponsored service members who will be assigned this collateral duty. Members attending the class need to be E-6 and above with a minimum of one year left on their projected rotation date. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

VOLUNTEER OPPORTUNITY

JAN. 29 — Sailors and Airmen are invited to assist with conducting traditional Makahiki (Hawaiian Thanksgiving) games from 9 a.m. to noon at St. John the Baptist Catholic School. Volunteers do not need any experience. Uniform for the event is the Navy working uniform. FMI: call Jeff Pantaleo, Joint Base cultural resource manager/archeologist at 471-1171, ext. 368 or 781-6603.

POSITIVE PARENTING

JAN. 30 — A positive parenting class will be held from 1 to 3 p.m. at Military and Family Support Center Pearl Harbor. Topics will include establishing positive relationships, disciplining assertively, creating realistic expectations and more. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

HEALTHY RELATIONSHIPS 101

JAN. 30 — A class on healthy relationships will be held from 1 to 43 p.m. at Military and Family Support Center Pearl Harbor. This class outlines characteristics of a healthy relationship, how self-esteem affects our choices, effective communication and conflict resolution. The class is designed for any personal relationship, whether working, family or romantic. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

JOB FAIR: hiring Base security

JAN. 31 — The Joint Base Pearl Harbor – Hickam (JBPHH) Security Department is recruiting for 60 entry level security guards. Management in collaboration with Commander Navy Region Hawaii Human Resources Office will be promoting this hiring initiative on Wed, Jan. 31 in the 2018 Workforce Career Fair at the Neal Blaisdell Center from 10 a.m. to 3 p.m. If you or someone you know is interested, please bring a resume with you to the job fair. FMI: base security: www.cnic.navy.mil/PEARLHARBOR-HICKAM/.

PARENTS: YOUR TEENS AND DATING

JAN. 31 — A class called "Parents: Your Teens and Dating" will be held from 10 a.m. to noon at Military and Family Support Center Pearl Harbor. This class is designed to provide participants with information to help guide their teen in building positive dating relationships and keeping the teen safe. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

SAPR POC TRAINING

JAN. 31 — training to provide Sexual Assault Prevention and Response (SAPR) points of contact (POC) with the knowledge and responsibilities to perform their duties will be held from 8 a.m. to 4 p.m. at Military and Family Support Center Pearl Harbor. Contact the Sexual Assault Response Coordinator (SARC) for more information and to register for this course which will require a letter of designation. FMI: www.greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

THE DAY THE CRAYONS QUIT

JAN. 31 — Patrons can bring their kids to the Military and Family Support Center from 1 to 3 p.m. for story time featuring "The Day the Crayons Quit." This book focuses on the value of diversity and how differences make us each valuable and unique. Following the end of the reading, kids can participate in an empowering activity. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

FAP LEADERSHIP SEMINAR

FEB. 1 — A Family Advocacy Program (FAP) leadership seminar will be held from 8 to 11 a.m. at Military and Family Support Center Pearl Harbor. FMI: www.greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

KEY SPOUSE CONNECT MEETING

FEB. 1 — A key spouse connect meeting will be held from 9 to 11 a.m. at Military and Family Support Center Hickam. Participants can network with other key spouses/mentors and discover community resources for disaster preparedness, relocation, and more. The meeting is open to all appointed U.S.

Air Force key spouses, commanders and first sergeants. FMI: www. greatlifehawaii.com/family-support/mfsc-class-schedule or call 474-1999.

RECRUITING EVENT

FEB. 1 — A recruiting event for spouses and transitioning service members will be held from noon to 2 p.m. at Military and Family Support Center Pearl Harbor. Employers will be in attendance to recruit employees. FMI: www. greatlifehawaii.com/family-support /mfsc-class-schedule or call 474-1999.

'HIDDEN FIGURES' SCREENING

FEB. 3 — In honor of African American History Month, a screening of the movie "Hidden Figures" will be held from 1 to 3:45 p.m. at Pacific Aviation Museum Pearl Harbor. Co-sponsored by the Hawaii Council for the Humanities, the screening will include a scholarly presentation, question-and-answer session, and discussion of the movie's theme. Seating is limited. FMI: www.pacificaviationmuseum.org.

MOVIE SHOWTIMES

STAR WARS: THE LAST JEDI

Luke Skywalker's peaceful and solitary existence gets upended when he encounters Rey, a young woman who shows strong signs of the Force. Her desire to learn the ways of the Jedi forces Luke to make a decision that changes their lives forever. Meanwhile, Kylo Ren and General Hux lead the First Order in an all-out assault against Leia and the Resistance for supremacy of the galaxy.

Movie schedules are subject to change without notice.

SHARKEY THEATER

TODAY — JAN. 26

7:00 PM • Star Wars: The Last Jedi (PG-13)

SATURDAY — JAN. 27

2:30 PM • Ferdinand (PG)
4:50 PM • Pitch Perfect 3 (PG-13)
7:00 PM • All The Money In The World (R)

SUNDAY — JAN. 28

2:30 PM • Jumanji: Welcome To The Jungle (3-D) (PG-13)
5:00 PM • Star Wars: The Last Jedi (PG-13)

THURSDAY — FEB. 1

7:00 PM • Jumanji: Welcome To The Jungle (PG-13)

HICKAM MEMORIAL THEATER

TODAY — JAN. 26

7:00 PM • Pitch Perfect 3 (PG-13)

SATURDAY — JAN. 27

4:00 PM • Pitch Perfect 3 (PG-13)
6:00 PM • Downsizing (R)

SUNDAY — JAN. 28

1:30 PM • Jumanji: Welcome To The Jungle (PG-13)
4:00 PM • The Greatest Showman (PG)

THURSDAY — FEB. 1

6:30 PM • Wonder (PG)

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- Buzzer beater in regulation leads to OT win for 8th IS
- 647th CES ready for another streak to championship
- USS Utah Memorial welcomes home another Pearl Harbor survivor
- 'Madison's Music: On Reading the First Amendment'

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.

Community News

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/ Community / Community News /

« Kiwanis invited to White Hou... Sale benefits team»

Maui County students, teachers earn State History Day Awards

May 10, 2015

The Maui News

Save |

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

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

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

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

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

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

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

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

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

Save |

News, Blogs & Even

I am looking for:

in:
News, Blogs & Events Web

Shannon Cristobal

1816 Dole St. #304B
Honolulu, HI 96822
Cell: (925) 354-1596
Email: sjcristobal@yahoo.com

CAREER OBJECTIVE

Attain a tenure track teaching position with a focus on Asian American Studies, Ethnic Foodways, Ethnic Studies & Education. Passionate about working with students from diverse heritage and backgrounds to assist and support them in reaching their academic goals.

EDUCATION

University of Hawaii at Manoa
College of Education
1776 University of Avenue, Wist Hall
Honolulu, Hawaii 96822
Ph.D. Student-Education Foundations: Fall 2015-Present- GPA 3.9
Anticipated date of completion- Spring 2020

University of Hawaii at Manoa
1890 East-West Road
Moore Hall 324
Honolulu, Hawaii 96822
Graduated-May 2015 MA in American Studies-GPA 3.73

University of Hawaii at West Oahu
96-129 Ala 'Ike
Pearl City, Hawaii 96782
Graduated: December 2011 with Distinction
Bachelor of Arts in Humanities, Concentration English
Magna Cum Laude- GPA 3.85

PROFESSIONAL APPOINTMENTS

University of Hawaii at Manoa
2425 Campus Road, Room 1
Honolulu, HI 96822-2247
August 2015-Present
Kevin Hanaoka, Contracts & Grants Manager
Position Title: Graduate Assistant-Contracts & Grants

- Supports contracts and grants specialist and coordinators process and assigns contracts and grants UH system wide (UH System Wide-UH Manoa, UH West Oahu, UH Hilo, and all community colleges).

University of Hawaii at Manoa Office of Student Equity, Excellence and Diversity (SEED)
2600 Campus Road
QLCSS Office Room 414-B
Honolulu, HI 96822
August 2017-Present
Janis Dela Cruz, METS Program Director
Position Title: OSA Fellow- Manoa Educational Talent Search (METS)

- Advised students on college experience, programs, scholarship, college & career exploration, Financial Aid (FAFSA), Assistance with College Admissions
- Assist with updating METS website
- TRIO Day at the Hawaii State Capitol and UH Manoa Campus Tour- Shared Testimony with students and staff
- Assist and chaperone students at the UHM Experience and Preview Day

University of Hawaii at Manoa
QLCSS Office Room 309
Honolulu, HI 96822-2247
Summer Session II 2017
Clem Bautista, Director Hawaii Undergraduate Initiative
Position Title: Lecturer-EDEF 310, Education in American Society

- Course covers interrelated historical, philosophical, and socio-cultural contexts of education with an emphasis on contemporary problems and application.
- Worked with students from underrepresented communities, 1st generation to attend college, and economically disadvantaged.

University of Hawaii West Oahu
96-129 Ala 'Ike
Pearl City, Hawaii 96782
August 2010-December 2011
Dr. Brenda Machosky, Director of Center for Teaching and Learning Excellence
Position Title: Student Assistant

- Organize and coordinate events on campus such as workshops, seminars and meetings for faculty on campus
- Maintain CTLE library by cataloging books and ordering new books
- Creates flyers, brochures and email that is distributed to faculty
- Handle catering and set up of events

The Permanente Federation, LLC. ,
1 Kaiser Plaza, 23rd Floor, Oakland, California 94612
July 2005 – April 2008
Christine Rojo, Project Manager
Position Title: Administrative Project Coordinator

- Maintains daily calendars for Director of Risk Management and Patient Safety, and Director of Medical Group Performance Improvement to accommodate management and professional endeavors.
- Coordinates the scheduling and planning of complex & senior leadership meetings, (2008 Permanente Executive Leadership Summit, 2008 IR Breast Care Conference, 2008 Nat'l Quality & Brand Conference, etc…) conference calls, off-site meetings including overseeing all meeting logistics (webcast, webinar & same-time) and complex travel arrangements.
- Maintain collaborative relationships with executive level and senior level management to ensure effective communication and work flow.
- Creates meeting materials such as binders, packets, CD's or DVD's.
- Composes, proofreads and disseminates correspondence such as agendas, meeting minutes, excel spreadsheets, PowerPoint presentations, meeting logistics & various meeting materials utilizing various software applications.
- Maintains numerous (26) distribution and contact lists for groups such as: Nat'l Chiefs Groups-Chiefs of Anesthesiology, Cardiology, Gastroenterology, General Surgery, Oncology, Orthopedics, Urology, Public Reporting Leadership Forum etc…
- Organizes and maintains simple to complex departmental documents and files in hard copy and electronic format.
- Prepares, submits & maintains groups expense reports, timesheets & supply orders.
- Provides administrative and research support for other activities and special projects as assigned.

Lawrence Berkeley National Laboratory,
1 Cyclotron Road, Berkeley, California, 94720
March 2001-June 2005
Su Jane Lai, Senior Budget Analyst
Position Title: Administrative Assistant III

- Serve as the primary point of contact for the CXRO Director.
- Maintain and update CXRO Director's schedule to accommodate his management, scientific, and professional endeavors.
- Coordinate complex domestic and international travel arrangements for the Director and Deputy Director as needed.
- Organize and arrange logistics of reviews, workshops and program or department meetings.
- Plan and follow through on presentations or agenda materials
- Compose and edit business, professional, or scientific correspondence of general or highly confidential nature.

- Responsible for completing various departmental projects such as the annual performance review process (P2R), publication list, curriculum vitae, and annual supplement to CXRO Director's professional resume (ASPR), and bi-weekly processing of division payroll.
- Communicate with internal and external individuals in response to general or highly sensitive inquiries.
- Establish and maintain cooperative working partnerships with LBNL, LLNL, DOE, UCB, and other scientific or academic organizations.
- Design, produce, and distribute quarterly department newsletter.
- Create various desktop publishing documents, flyers, invitations, announcements, and brochures for departmental events and activities.
- Maintain and archive a well-organized filing system in the CXRO program office.

Chaminade University of Honolulu
3140 Waialae Ave.
Honolulu, HI 96816
October 1998 – September 2000
Dan Cormany, Dean of Students
Position Title: Administrative Coordinator

- Provided administrative support to assistant Dean of Students - Academics.
- Provided administrative support to Director of Career Services and Director of Personal Counseling
- Coordinated staff meetings, special events, and annual freshmen orientation program.
- Audited and processed payroll records for part-time staff.
- Supervised the division's office assistants
- Prepared forms, manuals, and various documents.
- Maintained, analyzed, and reconciled division budget.
- Coordinated and maintained student health records.
- Advertised services and workshops provided by the division.
- Responded to inquiries from students, parents, staff, and the general public.
- Arranged travel and prepared expense reports.
- Processed purchase orders and maintained inventory.

CONFERENCES

March 28-31, 2018 — Association for Asian American Studies Annual Conference - San Francisco, CA
Panelist- Inter-and Intra-group Alliances: Filipina Hawai'i
"Decolonizing Food for the Soul: Stories & Social Biographies through Filipino Foodways in Hawai'i

March 23-25, 2017 — National Association for Ethnic Studies 45th Annual Conference - San Francisco State University, CA
Panelist- Roundtable: Documenting Women in Hawaii through Land, Labor and Food

November 1-3, 2016 Sixth International Conference on Food Studies - University of California at Berkeley, CA
Panelist-Food Philosophies
"Filipino Foodways in Hawaii: History, Memory and Dismantling Narratives of Hawaii's Romanticized Plantation Past"

November 1-3, 2013 111th Annual Conference of the Pacific Ancient and Modern Language Association-San Diego, CA
Panelist-Oceanic Literatures & Cultures
"Are you what you eat? Contemporary Filipino Women in Hawaii: Foodways, Identity, and Decolonization"

October 19-21, 2012 110th Annual Conference of the Pacific Ancient and Modern Language Association-Seattle University
Panel Chair & Presenter-Oceanic Literatures & Cultures
"Three is betta den one! My Triple Consciousness and Unmasking Filipino Identity in Hawaii.

May 25-26, 2012 Oceanic Popular Culture Association Conference at Chaminade University-Presented "Three is betta den one! My Triple Consciousness and Unmasking Filipino Identity in Hawaii."

February 18, 2012 Hawaii Sociological Conference at Kapiolani Community College- Presented "Three is betta den one! My Triple Consciousness and Unmasking Filipino Identity in Hawaii."
Undergraduate Paper Competition Winner

May 27-28, 2011 Oceanic Popular Culture Association Conference at Chaminade University-Presented "Navigating through a sea of identities

PUBLICATIONS

April 16-30, 2017 Issue- The FilAm Courier "Kitchen to Classroom: Education through Filipino Food, History & Memory

August 2014- Hawaii Review-Student of Month: Four Poems
Anak, Made in Hawaii, Our Journey, Filipino Chicken Soup

EVENTS & EXHIBIT

April 30, 2016 Instructor-Filipino Foodways: Family, Friends & Food Cooking Class at the Lyon Arboretum-University of Hawaii at Manoa

August 30- September 11, 2015 Ways of Looking? Exhibit at Commons Gallery at University of Hawaii at Manoa Contributor: Kau Kau Tin, early-mid 20th century stainless steel

AWARDS & HONORS

Fall 2014	Student of the Month August 2014-Hawaii Review
	University of Hawaii at Manoa-American Studies Department Merit Scholarship
Spring 2014	University of Hawaii at Manoa-American Studies Department Merit Scholarship
Fall 2012	James M. McCutcheon Memorial Fund for American Studies
Fall 2012	University of Hawaii Manoa-American Studies Departmental Merit Scholarship
Spring 2011	Hawaii Sociological Conference-Undergraduate Paper Competition Winner
Fall 2011	University of Hawaii West Oahu-Chancellor's Award
Fall 2010	University of Hawaii West Oahu Humanities OWG Scholarship Recipient
Spring 2009-Fall 2011	University of Hawaii at West Oahu Dean's List

PROFESSIONAL AFFILIATIONS

Tinalak Advisory Council -University of Hawaii at Manoa- College of Education
Member Fall 2016-Present

American Educational Research Association (AERA)
Member Fall 2015-Present

Association for Asian American Studies (AAAS)
Member Spring 2018-Present

Decolonial Pinays-University of Hawaii at Manoa
Member Fall 2014-Present

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

Stacy H. Hoshino

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

Aiko Yamashiro

Event Organizer, Editor, Writer, Researcher, Artist, Teacher

Center for Biographical Research
1960 East West Road
Biomed B104
Honolulu, HI 96822
(808) 358-0871
aikoy@hawaii.edu

SELECTED EMPLOYMENT and COMMUNITY SERVICE

Center for Biographical Research, Honolulu — *Editorial Assistant and Reviews Editor*

AUGUST 2017 - PRESENT

Organize and publicize weekly forum on life writing, solicit review essays for most current research in the field, compile annual annotated bibliography on the field of life writing, assist in preparing manuscripts for publication in scholarly journal *Biography*, run logistics for symposia.

Hawai'i People's Fund, Honolulu — *Board of Directors*

2013 - 2017

Managed and supported staff, fundraised, participated in nonprofit trainings and staff and board evaluations, led Board meetings and strategic planning, co-organized the annual fundraiser and grantee gathering, built relationships with grantees, represented organization on neighbor island trips.

Served as Board President during the ED hiring and transition.

Department of English, University of Hawai'i-Mānoa — *Instructor and Graduate Assistant*

AUGUST 2011 - MAY 2017

Developed and taught undergraduate courses, including ENG100 and ENG200 (Composition), ENG270 (Literatures of Hawai'i; Postcolonial/Decolonial Literature), ENG273 (Spoken Word), ENG313 (Types of Creative Writing--Poetry, Drama, and Community)

University of Hawai'i-Mānoa — *Symposium Coordinator*

Helped organize food, lodging, travel, program, community partners, volunteers, publicity, budget, run-of-show, for symposia featuring local, national, and international speakers--

2018: "Biographic Mediation"

2017: "Movement for Black Lives"

2015: "Creating Futures Rooted in Wonder: Bridges between Indigenous, Science Fiction, and Fairy Tale Studies."

2008: "Folktales and Fairy Tales: Translation, Colonialism, and Cinema"

SKILLS

Teach lower and upper level core humanities classes at the university level

Design and lead creative and relevant public humanities programs

Collaboratively lead nonprofit and community organizations in Hawai'i

Writer, public speaker, and artistic performer, in academic and community settings

Editor for scholarly and creative arts publications

Communications and community engagement online and on the ground

PROFESSIONAL MEMBERSHIPS

American Comparative Literature Association

American Folklore Society

Association of Writers and Writing Programs

Critical Ethnic Studies Association

International Women's Network Against Militarism

The Kohala Center, Kohala — *Writer for Annual Report (Contract)*

2015

Assisted The Kohala Center in researching and writing sections of their 2015 Annual Report for funders and stakeholders.

Roy Sakuma 'Ukulele Studios, Kāne'ohe and Kaimukī — *'Ukulele Instructor*

2000 - 2010

Taught individual and group lessons to students ages 5 to 80, handled student accounts, trained and managed junior instructors, helped organize annual 'Ukulele Festival at Kapi'olani Park

SELECTED HUMANITIES PROGRAMMING--SERIES

Nā Hua Ea — *Cofounder and Co-organizer*

2014 - present

Plans a community arts workshop series and annual event celebrating and exploring community issues around "genuine sovereignty, genuine security" through poetry, music, and speeches. We have held this event in He'eia and Honolulu, O'ahu, as well as on Hawai'i Island and Moloka'i. Held in conjunction with Lā Ho'iho'i Ea events, and originated with support of an HCH partnership grant for *The Value of Hawai'i* 2.

The Value of Hawai'i 2 — *Principal Scholar*

2014 - 2015

Helped plan and manage a series of community engagement events with various local media, on multiple islands, and in collaboration with public and private universities, and community partners (including Nā Mea Hawai'i and Pū'ā Foundation). Organized a series of panels at the Hawai'i Book and Music Festival. Helped develop curriculum for the university level. This project was a one-year humanities program partnership with HCH.

The Value of Hawai'i 1 — *Project Director*

2014 - 2015

Directed a year-long community engagement plan in partnership with the Hawai'i Council for the Humanities. Organized and publicized 30 public humanities events for the book *The Value of Hawai'i*, worked with a range of local media and community partners, and supported curriculum creation (a civic and student-authored "card game" and pde3 course) with DOE high schools and with HPU undergraduates. This project was a one-year humanities program partnership with HCH.

Native American and Indigenous Studies Association

Split This Rock: Poetry of Provocation and Witness

NONPROFIT AND COMMUNITY ORGANIZATION EXPERIENCE

Center for Biographical Research

Hawai'i Council for the Humanities

Hawai'i Okinawa Alliance

Hawai'i Peace and Justice

Hawai'i People's Fund

Kanu Hawai'i

Kōkua Kalihi Valley Health Center

Kua'āina Ulu 'Auamo

Lā Ho'iho'i Ea

Ukwanshin Kabudan

UNIVERSITY COMMITTEE SERVICE

UH Regents Scholarship Selection Committee

Dept of English Policy Committee

Graduate Student Organization

Food (+) — *Cofounder and Co-organizer*

Sep 2012 - Oct 2013

Organized an interdisciplinary series of panels and discussions around current issues related to food sustainability, food sovereignty, food policy, GMOs, and public health; and featuring student research.

Lunch Poems—*Cofounder and Co-organizer*

Oct 2006 - May 2007

Organized a monthly lunchtime reading and music series at UH Mānoa, featuring students and community members.

(after)words—*Cofounder and Co-organizer*

Mar 2006 - Dec 2007

Created curriculum and trained UHM students to serve as writing mentors in an after-school Hawai'i literature program that expanded to Castle, Farrington, and Roosevelt High Schools.

SELECTED HUMANITIES PROGRAMMING--SINGLE EVENTS

"From Surviving to Thriving: Sustaining Life Past, Present, and Future in Okinawa and Hawai'i," Co-organizer with Hawai'i Okinawa Alliance. Jikoen Hongwanji, Kalihi, O'ahu, 30 Apr 2017.

"Wansolwara Voices for West Papua." Co-organizer with We Bleed Black and Red Artist Collective, Hālau o Haumea, UHM, 21 Apr 2015.

"De-processing SPAM." Co-organizer and Presenter. Part of the Decolonizing Our Diets Monthly Dinner Series. Kōkua Kalihi Valley Health Center, Kalihi, 19 Aug 2014.

"Spoken Word Symposium: Building a Community of Oceanic Voices and Performances." Co-organizer. Hālau o Haumea, UH Mānoa, Jul 13–14 2012.

SELECTED HUMANITIES WORKSHOPS

"Love Letters for Mo'omomi Poetry Workshop." Collaboration with KUA and OLA, Moloka'i, Mar 2018.

"Speculative Futures Workshop." Decolonizing Cities Symposium, Hālau o Haumea, UH Mānoa, 5 May 2017.

"Community Poetry Workshop." Community Manso Mural, 808 Urban event series, Lāna'i City, Lāna'i, 31 Mar 2017.

"Risking Transformation and Creating Safe Spaces in the English Classroom," with Sarah Allen. UH Mānoa English Department First Year Writing Workshop Series, 3 Mar 2017.

SELECTED PRESENTATIONS--COMMUNITY AND SCHOLARLY

"Women's Voices Women Speak: Okinawa, Hawai'i, and Demilitarization." *Center for Okinawan Studies Lecture Series*, UH Mānoa, 22 Sept 2017.

"Women's Voices Women Speak Community Report Back." Honolulu Friends Meeting House, Mānoa, 26 Aug 2017.

"Hawai'i Delegation Country Report." 9th *International Women's Network Against Militarism Meeting.* Okinawa University, Naha, Okinawa, 25 Jun 2017.

"Vigilant and Vulnerable Collaboration: Writing Decolonial Poetry in Hawai'i." *Native American and Indigenous Studies Association Annual Meeting*, UH Mānoa, Honolulu, May 18–21, 2016.

"Farm to Table to Poem: A Food Justice Poetry Workshop." Workshop co-leader, with Craig Santos Perez. *Split This Rock Poetry Festival 2016*, Washington D.C., Apr 14-17, 2016.

"Creating Futures Rooted in Wonder: Storytelling and Community Organizing." Invited lecture at the Sapienza University of Rome, Italy, 23 Mar 2016.

"Vigilant and Vulnerable Collaboration: Writing Decolonial Poetry in Hawai'i." *American Comparative Literature Association Annual Meeting*. Sheraton Seattle, Seattle. 29 Mar 2015.

"Demilitarizing Home and Relating to Land and Ocean in the Pacific." *American Comparative Literature Association Annual Meeting*. NYU, New York. 22 Mar 2014.

"Returning to Our Roots at Kokua Kalihi Valley Comprehensive Family Services," co-presenter with Ka'iulani Odom and Katherine Burke. *Native American and Indigenous Studies Association Annual Meeting.* University of Saskatchewan, Saskatoon, Canada. 14 Jun 2013.

"Erupting Our SPAM Cravings." *Oceania Rises Student Conference.* Center for Pacific Island Studies, UH Mānoa. 4 Apr 2013.

"Our Stories of Manuela Boy." *Out Loud in the Library Series.* Kāne'ohe, Windward Community College. 21 Feb 2013.

"WE GO JAM Author Panel." Co-panelist. *Hawai'i Book and Music Festival.* Honolulu, 6 May 2012.

"'I'm Just a Kamaaina Now': Hapa-Haole Music in Hawaiian Hospitality." *Cultural Studies Association Annual Meeting.* UC Berkeley, CA. 18 March 2010.

"Pidgin in Hawai'i: Resources, Education, Activism." Co-presenter with Da Pidgin Coup. *International Society for Language Studies Annual Conference.* Honolulu, Apr 2007.

SELECTED PUBLICATIONS

Edited Collections

Rooted in Wonder: Tales of Indigenous Activism and Community Organizing, with Bryan Kamaoli Kuwada. Special issue of *Marvels and Tales: Journal of Fairy-Tale Studies*, vol. 30, no. 1, 2016.

The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions, with Noelani Goodyear-Ka'ōpua, UH Press, 2014.

Routes Vol. 1, with Ryan Oishi and Emelihter Kihleng, Kahuaomanoa Press, 2010. Literature and arts chapbook on TheBus in Hawai'i.

Vice-Versa: Creative Works and Comments, with Anjoli Roy. Online creative media journal. Special Issue on Tradition(s), no. 6, 2010; no. 5, 2009.

Ka Lamakua Online Creative Arts Magazine, Literature Editor. UH Mānoa Student Publication, Oct 2006–May 2007.

Scholarly Articles

"Demilitarizing Hawai'i's Multiethnic Solidarity: Decolonizing Settler Histories and Learning Our Responsibilities to 'Āina." Co-author with Ellen-Rae Cachola and Tina Grandinetti. Under revise and resubmit review with *Critical Ethnic Studies Journal*.

"Conclusion." Co-author with Emalani Case. Essay solicited for edited book titled *Nourish: The Revitalization of Foodways in Hawai'i*. Forthcoming in 2018.

"Reconnecting Our Roots: Navigating the Turbulent Waters of Healthcare Policy for Micronesians in Hawai'i." Co-author with Joakim Peter and Wayne Chung Tanaka. *Beyond Ethnicity: New Politics of Race in Hawai'i*, edited by Camilla Fojas, Rudy P. Guevarra, and Nitasha Tamar. UH Press, 2018.

"Rooted in Wonder: Tales of Indigenous Activism and Community Organizing." Co-author with Bryan Kamaoli Kuwada. Introduction to special issue of *Marvels and Tales: Journal of Fairy-Tale Studies*, vol. 30, no. 1, 2016, pp. 17–21.

"We Are Islanders." Co-author with Noelani Goodyear-Ka'ōpua. *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*, UH Press, 2014, pp. 1–8.

"Carrying Heavy Songs so Lightly: Footnotes for Manuela Boy." *We Go Jam: Celebrating Our Music, Our Soundscape, Our Hawai'i*, edited by Susan Yim, Hawai'i Council for the Humanities, 2012, pp. 76–84.

"Ethics in Song: Becoming Kama'āina in Hapa-Haole Music." *Cultural Analysis: An Interdisciplinary Forum on Folklore and Popular Culture*, vol. 8, 2010, pp. 1–21.

Curriculum

"Lessons for 'A Thesis on the Ko'olau Mountains.'" *Creative Writing Resource Guide for Secondary Educators*, vol. 2, edited by Kimo Armitage, Ryan Oishi, and Sage U'ilani Takehiro, Fat Ulu Productions, 2012, pp. 44–48.

Bibliographic Resources

"Annual Bibliography of Works about Life Writing." Coauthor with Sam Ikehara. *Biography*, vol. 40, no. 4, 2017, pp. 695–776.

"Cumulative Index: *Biography* 1–33 (1978–2010)." *Biography*, vol. 33, no. 4, 2010, pp. 914–1037.

Conference and Festival Materials

"Women's Voices Women Speak International Women's Network Against Militarism (IWNAM) Country Report: Hawai'i." Co-author, with Kelsey Amos, Kim Compoc, Ellen-Rae Cachola, Kasha Ho, and Darlene Rodrigues. Conference materials for 9th *International Women's Network Against Militarism Meeting*, Okinawa University, Naha, June 22–26, 2017, pp. 8–17.

"Rejecting/Reclaiming Hapa Haole Music's History." *Aural History: How Music Shaped the Culture of Hawai'i*. Hawai'i Book and Music Festival Humanities Guide. Hawai'i Council for the Humanities, 2012, p. 10.

Poetry

"When I Give You a Jabong." *Home(is)lands: New Art and Writing from Guåhan and Hawai'i*, Ala Press, 2017.

"'Listening' Session." *Spiral Orb*, vol. 10, 2015.

"Our Waka." *Hawaii Review*, no. 80, 2014.

"A Recipe for Tofu Bittermelon" and **"Family Recipe/Tree/Shortcuts."** *Banninur: A Basket of Food*, special issue of *Blackmail Press*, vol. 36, 2014.

"Poetrymail." Co-author with Dawn Mahi. *Hawaii Review*, no. 79, 2014.

"Space Suits." Lyricist. *Space Suits-EP* by Aldrine Guerrero, 2010.

"A Thesis on the Ko'olau Mountains." *Anglistica: An Interdisciplinary Journal*, vol. 14, no. 2, 2010.

Reviews

Finding Meaning: Kaona and Contemporary Hawaiian Literature, by Brandy Nālani McDougall. *American Indian Culture and Research Journal*, vol 40, no. 4, 2017, pp. 146–48.

Searching for Nei Nim'anoa, by Teresia Kieuea Teaiwa. *Poetry Magazine*, July/August 2016, pp. 419–22.

Voices from the Canefields: Folksongs from Japanese Immigrant Workers in Hawai'i by Franklin Odo. *Journal of Folklore Research*, 2014.

The Year of the Fish, dir. David Kaplan. *Marvels and Tales*, vol. 25 no. 1, 2011, pp. 178–81.

Blog Posts

"Gathered by Plants: Some Decolonial Love Letters." Co-author, with Lia Barcinas. *Ke Kaupu Hehi Ale*, 06 March 2017.

"Writing Decolonial Poetry for Ea." *Ke Kaupu Hehi Ale*, 11 July 2016.

"Some Baby Steps Toward a Decolonial Love Story." *Ke Kaupu Hehi Ale*,11 May 2015.

SELECTED PERFORMANCES

"Kanaganatu: Hui o Laulima 50th Anniversary," dancer, Hawai'i Okinawa Center, Waipi'o, 17 Mar 2018.

"Steel Rain," dancer, *Taiko Drum and Dance Hana Hou!*, Kennedy Theater, UH Mānoa, 3–12 Nov 2017.

"Because We Have Chosen Each Other" and **"Nā Wāhine Koa,"** cowriter and performer, *Nā Hua Ea: Tell Me An Aloha 'Āina Story*, Papahana Kuaola, Waipao, He'eia, 23 Jul 2017.

"Listening' Session" and other poems, *It's Lit with PhDJ*, KTUH Radio Show, 11 Apr 2017.

"Gathered by Plants," *It's Lit with PhDJ*, KTUH Radio Show, 12 Mar 2017.

"Nirai Kanai" and "For Lia," Pacific Eco-Poetry Performance Panel, Hawai'i Conservation Conference, Hawai'i Convention Center, Waikīkī, 19 Jul 2017

Her Bodies of Stories by Lyz Soto, co-performer. Doris Duke Theater, 3 Dec 2016; Maui Arts and Cultural Center, 13 Jan 2017.

"Our Waka" and **"'Listening' Session,"** *Decolonial Solidarities Reading*, Manifest Lounge, Chinatown, 21 Apr 2016.

"The Poet and the Scientist" and other poems, *Pacific Poetry Feast,* Kokua Market, Mō'ili'ili, 29 Oct 2013.

"A Recipe for Tofu Bittermelon," *Pacific Islanders in the Arts Showcase (PACITA)*, Mānoa Gardens, 19 Apr 2013.

"Kualoa Photos & Haole Hula," Place, Space, and Performance in Poetry panel, *UHM English Department Colloquium Series*, UH Mānoa, 1 Mar 2012.

"Kualoa Photos & Haole Hula" *M.I.A. Art and Literary Series*, Mercury Bar, Honolulu, 13 Jan 2010.

Art Is What You Can Get Away With, contributing author, music arranger, and musician ('ukulele). Earl Ernst Lab Theater, UH Mānoa, Apr 2008.

EDUCATION

University of Hawai'i-Mānoa, — *Ph.D. in English*

ANTICIPATED COMPLETION MAY 2019

Dissertation: "Poetry for Ea: Building Decolonial Communities in Hawai'i."
This dissertation combines literary analysis, oral histories, and archival research to offer pedagogy and methods for building political community and collaboration around contemporary arts in Hawai'i.
Teaching specializations: Indigenous Pacific Island Literature and Criticism 1960s–present (in English), Poetry and Community Engagement, Critical Ethnic Studies Theory

University of Hawai'i-Mānoa, — *M.A. in English (Cultural Studies focus)*

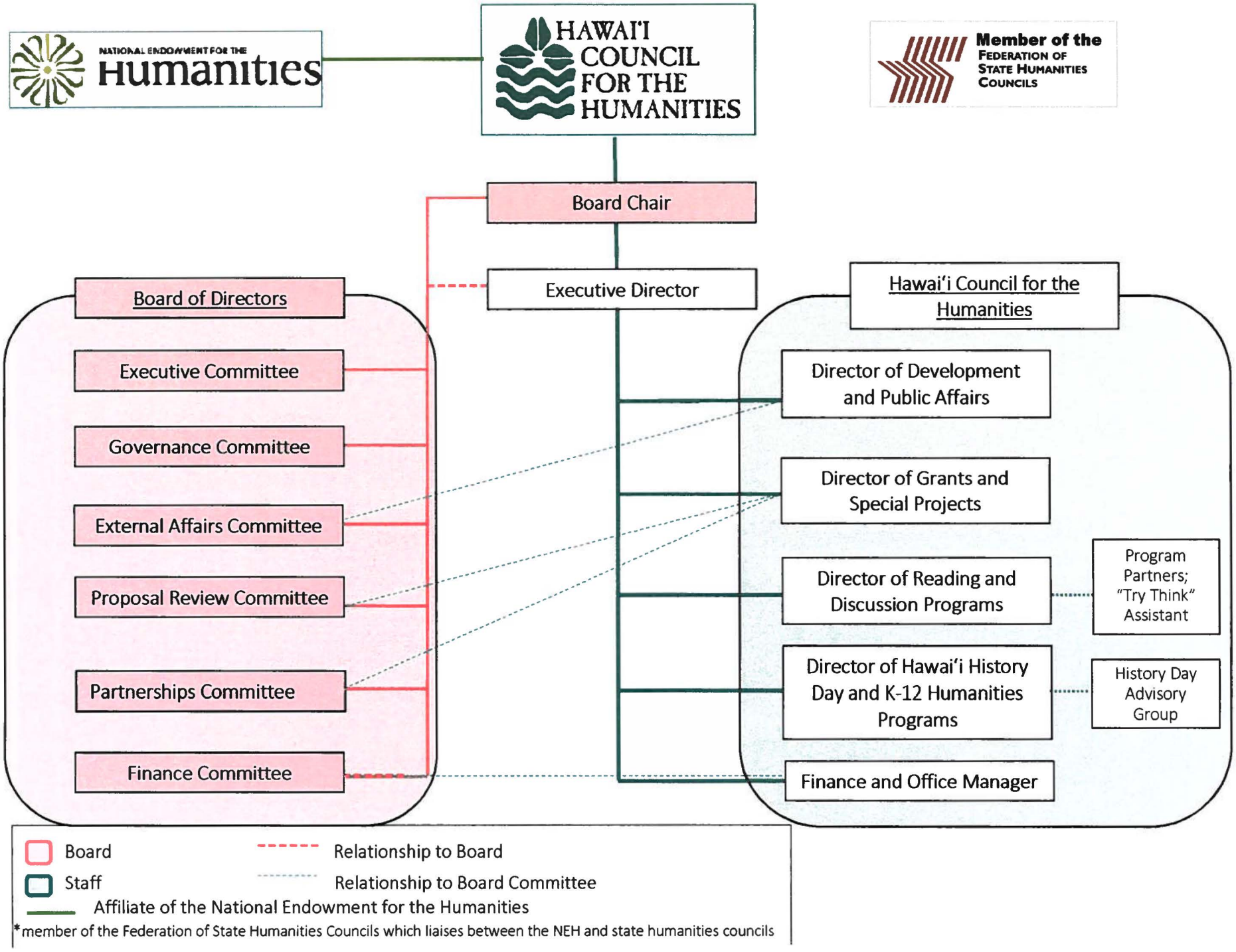
MAY 2011

MA Project: "Our stories of Manuela Boy: Performing Hilahila as Hahaha"

University of Hawai'i-Mānoa, — *B.A. in English*

DEC 2007

UH Regents Scholar
Participated in National Student Exchange Program, Hunter College, NYC
Participated in Summer Abroad: Kobe University, Japan


NATIONAL ENDOWMENT FOR THE
Humanities
HAWAI'I COUNCIL FOR THE HUMANITIES
Member of the FEDERATION OF STATE HUMANITIES COUNCILS
Board Chair
Executive Director
Board of Directors
Executive Committee
Governance Committee
External Affairs Committee
Proposal Review Committee
Partnerships Committee
Finance Committee
Hawai'i Council for the Humanities
Director of Development and Public Affairs
Director of Grants and Special Projects
Director of Reading and Discussion Programs
Program Partners; "Try Think" Assistant
Director of Hawai'i History Day and K-12 Humanities Programs
History Day Advisory Group
Finance and Office Manager
Board
Staff
Relationship to Board
Relationship to Board Committee
Affiliate of the National Endowment for the Humanities
*member of the Federation of State Humanities Councils which liaises between the NEH and state humanities councils

Appendix H

STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

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

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

Issue Date: **01/11/2019**

Status: **Compliant**

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

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
	Internal Revenue Service (Compliant for Gov. Contract)	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

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