

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) Hawaii Compliance Express Certificate (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


AUTHORIZED SIGNATURE

Aiko Yamashiro, Executive Director
PRINT NAME AND TITLE

11/17/2025
DATE



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 (DCCA).

Vendor Name: HAWAII COUNCIL FOR THE HUMANITIES

DBA/Trade Name: HAWAII COUNCIL FOR THE HUMANITIES

Issue Date: 01/14/2025

Status: **Compliant**

Hawaii Tax#: 40402012-01
New Hawaii Tax#: GE-1168666624-01
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
8821	Internal Revenue Service	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	A status determination has not yet been made
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

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

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

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

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

(Typed Name of Individual or Organization)

(Signature)

(Date)

(Typed Name)

(Title)

Application for Grants

I. Certification – Please attach immediately after cover page

1. Hawaii Compliance Express Certificate

Attached.

2. Declaration Statement

Attached.

3. Public Purpose

The Hawai'i Council for the Humanities confirms that the grant being applied for will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

II. Background and Summary

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

The National Endowment for the Humanities (NEH) was established in 1965 as part of a call for the government to invest in culture as much as it had with science. Technology can carry us swiftly, but the humanities must be publicly fostered because “democracy demands wisdom and vision in its citizens.” Organized as an NEH state affiliate in 1972, the Hawai'i Council for the Humanities' (HCH) mission is to enrich lives, broaden perspectives, and strengthen communities through the public humanities. We fulfill our mission through public programs centered in the humanities. In 1973, HCH began distributing community grants for humanities programs statewide, where humanities scholars collaborated with community organizations to address important social problems and illuminate our cultural richness.

In 1999, HCH initiated a reading and conversation program in correctional facilities, which continues today as Try Think. In 2024, Try Think engaged 662 attendees in 78 class sessions at Hālawā and Women's Community Correctional Centers, and this year began serving Waiawa Correctional Center.

In 1991, HCH initiated Hawai'i History Day, which last year supported students and teachers from 39 schools on 5 islands with teacher resources and curriculum support and a Hawaiian language program.

Literary and Conversation Programs have been a vibrant component of public humanities programming. In collaboration with numerous community partners, HCH implemented “Why It Matters: Civic and Electoral Participation” from Nov. 2021 - May 2022. This project included deep-dive discussions with the Judiciary History Center; an online youth summit connecting 32 youth and 6 state legislators; and 8 poetry workshops with facilitated conversations. In 2022, HCH helped establish The Hawai'i Poet Laureate program, which we continue to administer in partnership with the State Foundation on Culture and the Arts and the Hawai'i Public Library System.

Other partnership projects include Lei Pua 'Ala Queer Histories of Hawai'i and the Pacific Island Humanities Network, which includes the humanities councils of Guam, American Samoa, Hawai'i, and the Commonwealth of the Northern Mariana Islands.

In 2023, HCH carried out our mission of enriching lives, broadening perspectives, and strengthening communities through the public humanities by engaging 23,309 people through 162 events. Our current 8 FT staff members have extensive experience in humanities, education, public programming, and partnerships, and our board represents a cross-section of fields and cultural backgrounds across 5 islands.

2. The goals and objectives related to request.

GOAL 1: Provide a rigorous and engaging history and civic education curriculum accessible to all students at all schools.

Objectives:

- Develop and provide History Day curriculum and resources, including current competition guidelines and resources, that are engaging, rigorous, and relevant to our context in Hawai'i.
- Develop and provide curriculum and resources for the 'Ōlelo Hawai'i program, including the translation of History Day materials and identification of Hawaiian research resources.
- Provide District and State competitions and support participation in the National competition, including registration, judging and judges' feedback, and event management.
- Facilitate neighbor island participation in State and National competitions through interisland travel scholarships.
- Outreach to teachers and administrators of schools not yet participating, including through in-person site visits and invitations to student project showcases and competitions.

GOAL 2: Build capacity of teachers through training, workshops, curriculum resources, and support.

Objectives:

- Provide teachers with multiple and timely avenues to understand the program, how to integrate it into their classrooms, and benefits to all of their students. These include

online and in-person workshops, trainings, meetings, samples of student projects, and e-newsletters.

- Connect teachers with additional support as needed, including District and 'Ōlelo Hawai'i Historian Consultants, the HHD Program & Curriculum Specialist, and the HHD Program Director.

GOAL 3: Strengthen engagement of community organizations with schools in support of history and civic education.

Objectives:

- Highlight community entities as research resources, such as through an online guide and sponsorship of student and teacher awards at District and State competitions.
- Encourage community entities to create student research-friendly pathways, such as by curating resources and offering collection tours.
- Engage community entities to provide interactive cultural activities at District and State competitions.
- Facilitate as possible the participation of students and their projects in related community activities, such as Hawaiian History Month and the Smithsonian Museum's Indigenous Language Showcase.

3. The public purpose and need to be served.

Many schools throughout our islands continue to struggle to find adequate funding and resources for a rich curriculum and educational experience, with growing attention to strengthening civics education and ensuring our young people have the knowledge, skills, and experiences needed to thrive as part of today's workforce. For nearly forty years, HCH's Hawai'i History Day (HHD) program has provided a rigorous, year-long, student-centered history curriculum and teacher resources and training, in English and Hawaiian, that are free and accessible to public, private, charter, and home schools across the state. Access to State and National competitions in Honolulu and Washington, D.C., respectively, by neighbor island participants is supported by providing interisland travel scholarships.

Students initiate their own history project topics, conduct research, develop a thesis and concept paper, and present their projects in formats such as a website, documentary, or essay at district, state, and national competitions. As they do so, students develop skills of critical thinking, writing, research, presentation, and teamwork that not only boost their performance across all subjects, but also prepare them for college, employment, and citizenship.

HHD also helps teachers meet C3 Framework and Hawaii Core Standards in social studies; supports HIDOE efforts to strengthen civic curriculum; provides opportunities for quality teacher training and workshops, both in-person and online; and facilitates access to research opportunities beyond the classroom by encouraging connections between teachers/students and community resources such as local libraries, archives, and museums and cultural institutions. Teachers in the Hawaiian-language program appreciate HHD's support of the language and cultural revitalization movement by providing 'ōlelo Hawai'i students with rich, interscholastic activities that spur them to excellence.

4. Describe the target population to be served.

Target populations to be served will include students in grades 4 - 12 at public, private, charter, and home schools statewide, and their teachers. HHD's 'ōlelo Hawai'i program also engages Hawaiian language-immersion schools, and we are seeing students from other schools submitting Hawaiian-language projects as well.

Of the 39 schools participating in 2023-2024, 32 were public schools, 17 were Title 1 schools, and 5 participated in our Hawaiian-language program. 3 schools were from Kaua'i, 2 from Moloka'i, 3 from Maui, and 7 from Hawai'i. As outreach is on-going, we anticipate increased participation in FY2025.

See attached list of schools participating in 2023-2024.

5. Describe the geographic coverage.

The program is open to schools statewide. In 2024, participating schools were from O'ahu, Maui, Hawai'i, Moloka'i, and Kaua'i.

III. Service Summary and Outcomes

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

SCOPE OF WORK:

HHD proposes to provide a year-long, theme-based history and civics education program that is open to students in grades 4 - 12 from all public, private, charter and home schools in the state. As the state affiliate of National History Day, HHD will make available and contextualize NHD's rules, curriculum and resources; provide 7 District and 1 State competition; and coordinate the travel and participation of the Hawai'i Delegation to the National Competition (organized by NHD) and in Indigenous language showcases. In 2023-2024, 900 students and 84 teachers from 39 schools on 5 islands participated in District and State competitions, with an estimated 5,500 students engaging HHD materials (without participating in the District competition). HHD anticipates these numbers will increase in the 2025-2026 funded period.

TASKS & RESPONSIBILITIES:

The work proposed in the application consists of the following components:

a) OUTREACH AND ENGAGEMENT

Tasks: Outreach to new schools, teachers, and partners and engagement of those already participating includes in-person meetings or classroom presentations; communications via email, Zoom, phone, and e-newsletters; and invitations to competitions, showcases, or other activities. Usually from July - December.

Responsibility: Primarily the Program Director; the Program & Curriculum Specialist and Deputy Director may also engage as needed. Historian-Consultants also serve as connectors to their districts and to the 'ōlelo Hawai'i community. As part of our long-term sustainability plan, the Communications Director, Executive Director, and Development Director also conduct outreach to community partners and sponsors, local civic leaders, and local media.

b) CURRICULUM & MATERIALS DEVELOPMENT AND PROVISION

Tasks: In coordination with National History Day, accessing current guidelines and resources; making them available through HHD's website; and notifying teachers and other stakeholders as they are posted. Contextualizing the resources to Hawai'i, including generating project topics on the annual theme that are relevant to Hawai'i and translating materials as needed into Hawaiian.

Responsibility: The HHD Core Team, working with teachers and other partners, access and contextualize each year's History Day materials and resources, with guidance from Historian Consultants. 'Ōlelo Hawai'i Historian Consultants take the lead on 'ōlelo Hawai'i materials. The Communications Director may assist with website and materials development as needed.

c) TEACHER ORIENTATION, TRAINING, & SUPPORT

Tasks: Ensuring teachers are aware of, understand, and can access and implement the current year's rules, theme, materials, and resources through a kick-off orientation in August, e-newsletters, in-person or online meetings, classroom presentations, one-on-one consultations or coaching, workshops, and other methods as needed.

Responsibility: The HHD Program Director and HHD Program and Curriculum Specialist are responsible for supporting and training teachers, including coordinating in-person teacher workshops as needed. Historian Consultants also provide support, with 'Ōlelo Hawai'i Historian Consultants particularly supporting 'ōlelo Hawai'i teachers and schools.

d) DISTRICT & STATE COMPETITIONS

Tasks: Learning from what worked and didn't work in the past year, the Core Team, Historian Consultants, HCH staff, key teachers, and others help strategize and plan for the current year, beginning in July 2026. This includes coordinating event venues and other logistics, recruiting and training volunteer judges and event staff, developing materials including themed pins and t-shirts, engaging sponsors and funding, facilitating registration, and coordinating interisland travel scholarships.

See attached 2024-2025 Hawai'i History Day Calendar for a list of District and State Competitions and venues.

Responsibility: The Core Team, Historian Consultants, and HCH staff develop and plan District Competitions. District Historian Consultants take the lead on venue coordination and logistics, recruiting and managing volunteer judges, and overseeing the judging process at District competitions. 'Ōlelo Hawai'i Historian Consultants have similar responsibilities for the 'ōlelo

Hawai'i program. The Communications Director will assist with materials development, including design of themed goods like the HHD pin, external publicity such as newspaper ads announcing competition winners, and social media. The Development Director and Executive Director will raise funds, engage community and corporate sponsorships and community awards, and coordinate showcases as needed.

e) NATIONAL COMPETITION

Tasks: From November, the Core Team begins preparing for the Hawai'i Delegation to travel to Washington, D.C., such as by coordinating and purchasing air tickets for the group and coordinating the participation of 'ōlelo Hawai'i projects at indigenous language showcases and visits with State legislators. Following the announcement of National winners at the State competition in early April, the Core Team orients and coordinates participating students, teachers, and families; engages volunteer chaperones; and escorts the Delegation. Upon return of the Delegation, HHD finalizes finances and other processes, publicizes student and achievements and milestones.

Responsibility: The Core Team does most of the coordinating and implementation involved in sending the Hawai'i Delegation to Nationals. The Communications Director and Development Director help with post-event publicity and reporting to supporters. The Deputy Director is responsible for financial management, and works with the Executive Director and HCH's accounting partner.

f) EVALUATION, REFLECTION, IMPROVEMENT, STRATEGIZING

Tasks: Evaluation and reflection are continuous throughout the year, with feedback solicited from teachers and other participants and stakeholders at multiple points, including after teacher workshops and through meetings with teachers, funders, and partners. Written surveys are distributed after in-person teacher workshops, at District and State competitions, and during the trip to Nationals, and results are shared.

Responsibility: The Core Team, Historian Consultants, and HCH staff meet frequently to plan, monitor, and improve, particularly from July to January. The HHD Director is responsible for feedback from teachers, and the Development Director, together with the Core Team, develops student, teacher, and judge surveys for District and State competitions. The HHD Program Director leads strategy development, with the Deputy and Executive Directors.

g) DEVELOPMENT & LAUNCH OF NEW WEBSITE

Tasks: Developing specifications for functionality, user interface, and design. Developing content and transitioning content from the current website. Training for the HHD Core Team on maintaining their pages. Testing and launching the new site in Spring 2026.

Responsibility: The Communications Director will lead the website development project team, which will include the Development Director and Executive Director, and will coordinate planning, feedback, and design with the Core Team. The Core Team will be responsible for engaging input from other stakeholders, including Historian Consultants and teacher and judge representatives.

The Communications Director will be responsible for coordinating with website development contractors to secure training, address issues, and ensure on-going and timely tech support as needed.

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. The 2024-2025 HHD Calendar is included in the Appendix, and 2025-2026 will be similar.

Jul - Aug 2025	<ul style="list-style-type: none"> ● Close out 2024-2025 programming, including trip to the National competition in Washington, D.C., in June ● Outreach to schools and teachers
Aug - Sep 2025	<ul style="list-style-type: none"> ● Set up of 2025-26 History Day annual theme, curriculum, resources to deliver to teachers ● 2025-26 Orientation and Kickoff for teachers in late August ● Outreach to schools and teachers, teacher workshops and support ● Community showcases of student projects, such as Hawaiian History Month (<i>depending on community organizations</i>) ● Teachers and students begin projects, including community research field trips/online orientations and student selection of project topics (<i>depending on schools</i>) ● Planning of HHD/HCH new website design
Sep 2025 - Jan 2026	<ul style="list-style-type: none"> ● Coordination of competition venue details with hosting community partners ● Coordination of community partners for cultural activities at competitions ● Outreach and engagement of community award and corporate sponsors. ● School-level fairs (<i>depending on schools</i>). ● Online registration for District competitions. ● Recruitment and training of volunteer judges. ● Planning of HHD/HCH new website design
Feb - Mar 2026	<ul style="list-style-type: none"> ● 7 District competitions on O'ahu, Maui, Kaua'i, Moloka'i, and Hawai'i. ● Selected competitions may include a Student Project Showcase. ● Judges' feedback shared with students to improve projects for State competition. ● Interisland travel scholarships coordinated for neighbor island participants to travel to O'ahu for State competition. ● Volunteer State judges recruited and trained, as needed. ● Publicity of District winners in local and HCH media. ● Content development for and testing of HHD/HCH new website design

Apr 2026	State Competition on O'ahu - Estimated 320 students and 70 teachers from 35 schools participating.
Apr - Jun 2026	<ul style="list-style-type: none"> ● Orientation and coordination of students, parents/'ohana, and teachers for the week-long trip to the National competition (English) and Smithsonian and National History Day showcases (Hawaiian). ● Hawai'i Delegation, estimated 65 individuals, taken to Nationals and Showcases, with other opportunities, including meeting with State legislators and visiting the Capitol. ● Post-trip processing, reporting, and publicity. ● Scheduled launch of new HHD/HCH website
Jul 2026	<ul style="list-style-type: none"> ● Close out of 2025-2026 programming. ● Reflection and evaluation. ● Planning, outreach, and engagement for 2026-2027.

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

PROGRAM PERFORMANCE MONITORING AND EVALUATION

Evaluating engagement: Participation is counted (# of students, projects, teachers, schools, by English and Hawaiian programs and by Title 1 schools) along with demographics (school names, school locations). Due to the commitment required for the program, it can take time for interested teachers, administrators, and schools to implement the program at the start of the year. HHD has seen steady growth of neighbor island schools and 'ōlelo Hawai'i schools. Attendance at teacher workshops and events is also counted and tracked over time.

Evaluating educational excellence: Surveys and testimonials are collected frequently from teachers, students, and judges (college professors, humanities experts, and others). Historian-consultants, staff, and key volunteers also engage in multiple informal conversations with teachers, students, judges, and other stakeholders.

Evaluating teacher support and professional development: Participation at workshops is tracked (by teacher, school) with feedback surveys collected. Teachers new to the field and/or new to HHD are also identified and extended additional support.

Evaluating community support: Beginning in 2021, we have made new and increased fundraising and corporate sponsorship goals to demonstrate our community support and relevance. We track our sponsor relationships as an indicator of community connection. We currently have over 40 community sponsors contributing to the success of the students. Some sponsors contribute financially, others provide venue support, meals, travel costs, and scholarship awards. We also track our volunteer judge relationships and satisfaction as an indicator of community connection.

Evaluating event performance: District and State competitions are annual events, and each year is different as we respond to evolving needs, environments, and requirements. Competition events are meticulously planned by the HHD Director, Deputy Director, Historian-Consultants, and others. Challenges include the State competition gradually exceeding current venue capacity as participation continues to grow, and ensuring a standard experience for participants with a diverse range of judges.

PROGRAM IMPROVEMENT

The HHD Program Director regularly meetings with the following teams to review feedback and performance, and to innovate and coordinate responses and improvement:

- Core Program Team: Deputy Director and Program & Curriculum Specialist
- District & State Competition and English-language Judges: District Historian-Consultants
- 'Ōlelo Hawai'i Program and Hawaiian-language Judges: 'Ōlelo Hawai'i Historian-Consultants
- Community Sponsorships and Grants, Communications, and Reporting: Executive Director, Development Director, and Communications Director
- History Day Network for Curriculum, Programming, etc.: National History Day office and History Day network of 58 affiliates nationwide and internationally.

Past improvements have included making the volunteer judge recruitment earlier and broader, managing the transition from the pandemic, and streamlining the community awards program.

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.

SCHOOL ENGAGEMENT

- Number of participating schools: 40
- Total number of Islands with participating schools: 5 (O'ahu, Moloka'i, Kaua'i, Maui, Hawai'i)
- **% of participating schools that are public and public charter schools: 80% (32 out of 40 schools)**
- % of participating schools that are Title 1 schools: 43% (17 out of 40 schools)
- Number of schools participating in the Hawaiian-language program: 6
- Number of students exposed to the History Day curriculum: 5,500
- Number of participating teachers: 85
- Number of students submitting entries at the district level: 900

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SCHOOL ENGAGEMENT

- Number of participating schools: 40
- Total number of Islands with participating schools: 5 (O'ahu, Moloka'i, Kaua'i, Maui, Hawai'i)
- % of participating schools that are public schools: 62% (25 out of 40 schools)
- % of participating schools that are Title 1 schools: 42% (17 out of 40 schools)
- Number of schools participating in the Hawaiian-language program: 6
- Number of students exposed to the History Day curriculum: 5,200
- Number of participating teachers: 40
- Number of students submitting entries at the district level: 900

PROGRAM ACTIVITIES

During the grant period, HHD will implement:

- 1 online kick-off/orientation to introduce teachers to the 2025-26 HHD theme, calendar, and other aspects of the program;
- 1 online resource for teachers, including curriculum templates, theme-based topics ideas in the Hawai'i context, student worksheets, training videos, and other resources;
- At least 1 in-person teacher workshop on a neighbor island;
- 7 District competitions on O'ahu, Maui, Kaua'i, Moloka'i, and Hawai'i;
- 1 State competition; and
- A coordinated, escorted Hawai'i Delegation to the National Competition and Indigenous Language Showcase(s) in Washington, D.C., including HHD staff and volunteer chaperones.

STUDENT ACHIEVEMENT

In response to written surveys distributed at HHD competition events, as a result of participating in HHD,

- 70% of respondents will be more interested in history.
- 80% of respondents will have improved their research skills.
- 70% of respondents will feel their public speaking skills and/or confidence has improved.
- *70% of respondents will feel their writing skills have improved.*

TEACHER SUPPORT & PROFESSIONAL DEVELOPMENT

In response to written surveys distributed at HHD teacher workshops, meetings, or HHD competition events, as well as through informal interviews, as a result of participating in HHD,

Student Impact

- 80% of respondents will feel their students became more interested in history.
- 80% of respondents will feel their students' skills improved in research, writing, and presentation.
- 80% of respondents will feel their students are better prepared for college, employment, and citizenship.

Teacher Impact

- 90% of respondents will feel that HHD's orientation, online resources, and communications prepared them to support their students in the program.
- 80% of respondents will feel the History Day framework strengthened their teaching of history, research, civics, social studies, and writing.

IV. Financial

1. See attached for the following:

- a. Budget request by source of funds
- b. Personnel salaries and wages
- c. Equipment and motor vehicles
- d. Capital project details
- e. Government contracts, grants, and grants in aid

2. Anticipated quarterly funding requests for the fiscal year 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$39,000	\$39,000	\$45,000	\$70,156	\$193,156

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.

HCH is seeking a range of funding for fiscal year 2026, some of which has already been secured.

Federal Grants

- National Endowment for the Humanities (some funding already secured)

State Grants & Contracts

- State Foundation on Culture and Arts (SFCA) (for HHD and Hawai'i Poet Laureate programs)

Private Foundation Grants

- Hawai'i Community Foundation (various)
- American Poetry Association (Hawai'i Poet Laureate)
- Bendon Family Foundation (HHD)
- Mellon Foundation (Partnership Project: Lei Pua 'Ala Queer Histories of Hawai'i)
- Other foundations

Corporate and Individual Donations

- Matson Giving (HHD)
- Other corporations and individuals

In-Kind Donations

- HHD: including competition and workshop venue space; food; and donated time and expertise of teachers, judges, and others
- Other HCH programs: including venue, food, volunteer time, equipment, and supplies

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 2026 for program funding.

Attached - "Government Contracts, Grants, and/or Grants in Aid"

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

\$77,788.59

V. Experience and Capability

1. Necessary Skills and Experience

In 1991, HCH established the Hawai'i History Day program as a state affiliate of National History Day (NHD), which has brought significant educational resources to Hawai'i. Established in 1974, National History Day (NHD) today reaches over 500,000 students, and expands the history knowledge of tens of thousands of teachers through workshops, webinars, and professional development opportunities. NHD provides affiliates with curriculum and program resources; a registration portal for students, teachers, and judges; an annual theme and related resources; biannual conferences and training for all History Day affiliates; organization of the national competition in Washington, DC; teacher professional development and hands-on student-teacher study opportunities; and annual Teacher of the Year awards at the state and national levels.

From a small group of students in grades 6 - 12 in 1991, HHD now reaches 7 districts on 5 islands, and has expanded to include a youth category (grades 4 - 6), website projects, and from 2019, a Hawaiian Language program, which has increased the participation of Hawaiian-language community members and students, even those at schools without an 'ōlelo Hawai'i program. During the pandemic, HHD shifted entirely to an online format. Severe educational system challenges, teacher and student burnout, and other factors contributed to a decrease in participation numbers. HHD has seen a steady recovery as we have shifted back to an in-person format in 2024, from 662 students and 63 teachers from 34 schools participating in district and state fairs in 2022, to 901 students and 84 teachers from 39 schools in 2024. Of these 39 schools participating in 2024, 5 participated in the Hawaiian-language program, 17 are Title 1 schools, and 25 are public schools.

2024 HHD Student Feedback:

- "History Day is a fun way to expand your knowledge on certain historical topics you may be passionate about, as well as expanding your social borders by talking to new people."

- “It gives you the freedom to explore, choices, and reasons for you to learn a topic that catches your interest, which motivates you to be proactive.”
- “It’s not about winning, or the amount of words you use on your project, or how nice your board looks; that shouldn’t be your focus. It’s about telling the stories of history—your stories, your ancestors’ stories. Because if you don’t, who knows if the story will ever be told. So if you care about your identity, then tell your stories, so that the next generation will know who they are.”
- “I learned how much people in past generations have dedicated to improving and making our world a better place for everyone.”
- I learned that “a lot of superficial, easy-to-find information has been very corrupted. For a strong foundation to your opinion, you will need to utilize history and primary sources.”
- “I learned to write a good essay.”

As the only state History Day affiliate with an indigenous language component, the program has helped to raise the profile of ‘ōlelo Hawai‘i locally and nationally. Since 2022, the Smithsonian National Museum of the American Indian has held an Indigenous Language Showcase, coinciding with the national History Day competition in Washington, D.C., featuring HHD ‘ōlelo Hawai‘i student projects. During Hawaiian History Month 2024, organized by the Hawai‘i Pono‘ī Coalition, ‘ōlelo Hawai‘i student documentaries were showcased and student filmmakers responded to audience questions. In the past year, the program has been featured locally, including a segment on KITV Island News, and nationally in publications such as *ICT*, a multimedia news enterprise covering Indigenous peoples, and *Humanities*, NEH’s quarterly magazine.

Our teacher workshops and resources continue to provide quality professional development and support, and meet Dept. of Education C3 and Common Core standards for social studies and language arts. Below are comments from teachers from the 2023-24 program year:

Training Workshops

- “History Day projects cover all standards relevant to historical thinking and presentations. The access to high quality resources is very helpful, and the combined years of experiences with the [training] presenters and participants enriches the learning. The breakdowns on how to scaffold the learning and research that students will be doing was especially helpful.”
- “A big mahalo for helping us navigate [resource] sites and showing us how to annotate bibliographies within the programs that our students use daily. The resources to help students break down their thinking is simplified and I feel will help my students be more successful.”

HHD Program

- “I love that students are able to research topics based on their interests. Their research skills will be beneficial for them for their lifetime.”
- HHD “pushes my students out of their comfort zones and helps them showcase their abilities in ‘ōlelo Hawai‘i.”

- HHD helps my students “practice research skills and [produce] a true project that will be assessed by others.”
- “I am so proud of my students as they represented our school, community, and state well. To have my students’ projects showcased on a national level is such an honor. I am grateful for all their hard work this year and thankful for them showing the world what Kalihi kids can do.”

HHD teachers can also access professional development and resources through NHD. In 2024, 2 teachers from Mililani High School (O’ahu) and Hawai’i Academy of Arts and Sciences (Hawai’i) were among 37 teachers nationwide selected to participate in NHD’s course, *Revolutionary Ideals*, which connected educators with recent history scholarship on the founding era and culminated in developing classroom activities using primary sources.

See also attached letters of support.

2. Facilities

HCH's offices provide individual desk space for staff, storage for program supplies and equipment, a color copier, and a meeting room with hybrid capacity. All events, such as district and state competitions and teacher workshops, are held at participating schools or partner organizations, including Windward Community College, University of Hawai’i at Hilo, University of Hawai’i Maui College, and Chaminade University.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

CORE PROGRAM TEAM

HHD DIRECTOR Devin Makizuru oversees all aspects of Hawai’i History Day, including (1) developing and sustaining relationships with teachers, schools, and community partners; (2) working with National History Day, the Core Team, and Historian Consultants to provide, contextualize, and translate as needed curriculum and resources each year; (3) planning and managing 8 competitions at the district and state levels, including ensuring integrity of the judging process; (4) planning and managing the Hawai’i Delegation’s travel and participation in Nationals and indigenous language showcases, and other activities; (5) managing data collection and assessment; (6) developing community partnerships to promote student research and amplify student achievement; (7) managing the Core Team, Historian Consultants, and other partners; and (8) managing external communications, including e-newsletters and the website. Mr. Makizuru first participated in HHD as a volunteer judge while a university student. In 2019, he was hired as HHD Assistant Coordinator, where his duties included logistical planning, outreach, materials development, and evaluation. In 2022, he was promoted to HHD State Coordinator, and since 2024, he has served as HHD Director. Holding an MA of Education in Teaching and a BA in Geography from the University of Hawai’i at Mānoa, Mr. Makizuru taught psychology and sociology at Kapolei High School, and with the Buddhist Tzu Chi Foundation, has experience in

areas including strategic planning, program planning and implementation, and program material research and development. Mr. Makizuru's HHD accomplishments include being a co-presenter at the 2024 National History Day National Coordinator Conference, and co-writing with Dorian Langhi an article on the internment of Japanese Americans after the attack on Pearl Harbor for the 2024 National History Day resource book on the theme of "Rights and Responsibilities in History."

VOLUNTEER HHD PROGRAM AND CURRICULUM SPECIALIST Dorian Langi provides (1) program outreach, including supporting teachers new to HHD by sharing resources and experiences; (2) classroom support and teacher training/coaching, virtually or in-person; and (3) event support and troubleshooting during the competition season, including interfacing the NHD's online competition system to facilitate registration. Ms. Langi taught at Kahuku Elementary School for 27 years, where in 1999, she began to use the History Day model to teach language arts and history to students. Many of her students have won awards at History Day district, state, and national competitions. Since retiring, she has served as a key HHD volunteer. Since 2010, she has trained teachers and students statewide in the History Day research model, and since 2014, she has served as a National History Day Ambassador.

HCH DEPUTY DIRECTOR Robert Chang provides direct program support in the areas of program strategy and development; competition event planning and management; development of training for judges; and coordination of travel and agenda for the National competition, including accompanying the delegation. Mr. Chang directly supervises the HHD Program Director, oversees the program budget, and will be responsible for submitting financial and program reports for the GIA grant. A graduate of the University of Hawai'i at Mānoa with a degree in Hawaiian Studies, Mr. Chang has served at the Hawai'i Council for the Humanities since 1999, when he initiated the humanities-based Motherread/Fatheread program to promote parenting at correctional facilities, and in 2017, co-developed the Try Think conversation program. In 2022, he was appointed Deputy Director, and his responsibilities include supporting programs, payroll, and evaluation.

HISTORIAN CONSULTANTS

. . . coordinate district competitions, including event planning and logistics, serving as a liaison with the venue partners, recruiting and training of volunteer judges, overseeing the judging process (which often includes runoff rounds), and announcing category winners and NHD qualifiers. Historian Consultants are proven researchers and college-level instructors, who give constructive feedback to students and teachers, support the State competition as well as their district event, and assist the HHD Program Director in planning, evaluating, and improving the competitions and the overall program.

LEAD HISTORIAN CONSULTANT Ryan Koo oversees the Windward District and the State competitions. Mr. Koo first participated in HHD in 2010 as a volunteer judge. In 2013, he took on the role of Historian Consultant, and in 2024, took on greater responsibility as Lead Historian Consultant. Mr. Koo received his BA and MA in history from the University of Hawai'i at Mānoa, and began his career as a lecturer at KCC and Hawaii Tokai International College in 2019. In 2012, he joined Windward Community College as a full-time tenure track Instructor, and in 2021, was promoted to Associate Professor. Courses he has taught include Asian Civilizations, and Cartoons, Comics, and Graphic Novels in History.

HISTORIAN CONSULTANT Mark Ombrello, PhD, is responsible for the Kaua'i District competition. Dr. Ombrello first served as a volunteer judge as a graduate student at UH Mānoa, and has been a Historian Consultant for 8 years. An Assistant Professor of History, Dr. Ombrello specializes in Pacific and Asian history with a concentration in Japanese colonialism in Micronesia.

HISTORIAN CONSULTANT Mieko Matsumoto is responsible for Honolulu District. A Historian Consultant since 2014, Ms. Matsumoto is a tenured Associate Professor of History at Honolulu Community College, where she has taught since 2011. She has an MA in history from the University of Washington at Seattle, and her fields of study were Asian American History and the History of the American West, with a focus on identity formation within the second-generation Japanese community during the interwar period. She holds a BA in History (honors) and International Political Economy from the University of Puget Sound.

HISTORIAN CONSULTANT Liana Horowitz is responsible for Maui District. A History Day judge for over 10 years, Ms. Horowitz has served as a Historian Consultant since 2018. She is an Assistant Professor of History and Liberal Arts Program Coordinator at UH Maui College, where she has been teaching for 20 years. Ms. Horowitz's courses include World History, American History, American Women's History, and Interdisciplinary Studies. She also leads short-term study abroad trips for UH Maui College students, most recently to Peru. She is a lifelong student of hula and oli, and a member of Hālau Nā Hanona Kūlike O Pī'ilani.

HISTORIAN CONSULTANT Michael Skinner is responsible for Hawai'i District. An instructor of History at Hawai'i Community College, Dr. Skinner also serves as the Chair of HCC's International Education Committee and a Consultant for the University of Sydney's Gandhāran Buddhist Texts Project. He received his MA in History at the University of Hawai'i at Mānoa, and his PhD in Asian Languages and Literature at the University of Washington. Dr. Skinner has 20 years' experience teaching world history courses, and his areas of interest include Early Historical South Asia, Silk Road Studies, Early Buddhism, and Indian Epigraphy.

‘ŌLELO HAWAI'I HISTORIAN CONSULTANTS

. . . ensure a rigorous and rewarding language-immersive experience for Hawaiian-language students by providing (1) program coordination and management of the 'ōlelo Hawai'i program at District and State competitions; (2) educational support, including developing and translating History Day resources; (3) support of judging and evaluation, such as recruiting and training judges; and (4) outreach and recruitment, including promoting participation at the school and teacher levels and collaborating with community organizations. They are proven researchers and instructors, capable of 'ōlelo Hawai'i work at the college level.

‘ŌLELO HAWAI'I HISTORIAN CONSULTANT Bruce Torres Fischer was instrumental in initiating HHD's 'ōlelo Hawai'i program in 2019, and helped build the program as our first 'Ōlelo Hawai'i Historian Consultant. He coordinates judges statewide and provides expertise on programmatic decisions. Mr. Fischer is PhD student in the Hawaiian and Indigenous Language and Culture Revitalization Program at UH Hilo, where he also serves as Digital Hawaiian Medium PLatforms Manager at UH Hilo's Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language.

‘ŌLELO HAWAI'I HISTORIAN CONSULTANT William (Miki) Cook joined HHD in 2024 to support the program's continued statewide growth. A Hawaiian Studies Instructor at Windward Community College, Mr. Cook holds a BA and an MA in Hawaiian Language from the University of Hawai'i at Mānoa. He served as HHD Judge Captain (Hawaiian language) and as Hawaiian Language Competition Judge at Nā Leo Hiehie o Ke Ko'olau in 2024.

HCH STAFF

COMMUNICATIONS DIRECTOR Cassandra Chee is responsible for developing and carrying out HCH's communications strategy, including campaigns, branding, and policies, and managing visual design and messaging across all platforms. She joined HCH in 2025, to support our organizational strategy to strengthen our outreach and community support. She will support the HHD team in producing materials such as flyers, event booklets and backdrops, social media messaging and campaigns, publicity such as newspaper ads, and HHD-branded goods such as t-shirts, buttons, and pens. Ms. Chee holds a BA in Visual Communications Design from the University of Washington and an MDiv from Garrett-Evangelical Theological Seminary. She is trained in the Community Organizing Gamaliel Network, and her experience includes Director of Community Organizing for Faith Action for Community Equity and Community Organizer with A Just Harvest.

DEVELOPMENT DIRECTOR Michele Mitsumori is responsible for engaging community award sponsors, corporate sponsors, grants, and donations; coordinating student project showcases at district and state competitions to help current and potential supporters and educators experience HHD student achievement firsthand; and supporting the HHD Core Team on evaluation and reporting. She will work with the Deputy Director on data collection and help submit the quarterly and final program reports for the State GIA. On HCH staff since 2024, Ms. Mitsumori brings over a decade of experience in program development and grant management, including helping nonprofits with strategic planning, outcomes measurement, and communications. She has an MBA with a concentration in nonprofit finance from the University of Massachusetts - Boston, an MS in teaching and learning from New York University, and a BA in English Literature from Yale University.

EXECUTIVE DIRECTOR Aiko Yamashiro has overseen and supported the HHD program and competitions – including serving as a judge, emcee, and event staff – since joining HCH in her current position in 2019. She provides overall program, administrative, and financial oversight of the program; works with the Development Director on partner and funder cultivation, and with the Communications Director on communications and program materials. She will oversee management of the State GIA funds, and review all quarterly and final reports, working together with our accounting firm Accumulus. Holding a PhD in English from the University of Hawai'i at Mānoa, Dr. Yamashiro has taught decolonial Pacific literature and community-engaged poetry for the UH Mānoa's English Department and in partnership with community organizations and events. She has taught university/community poetry workshops; presented workshops & poetry in national/international conventions & conferences; and spoken internationally as a member of Women's Voices Women Speak. She is a proud alumnus of the Hawai'i History Day program and the Hawai'i public school system.

OFFICE ASSISTANT Camille Wong will provide administrative and event support for HHD programming and events, including processing and recording financial expenditures and donations, assisting with coordinating travel arrangements, and event support at competitions. She will support the Deputy Director and Development Director in preparing quarterly and final reports for the State GIA. On HCH staff since 2024, Ms. Wong has worked as a freelance illustrator and artist since 2023, where she has cultivated her clientele and successfully managed and grown her business.

2. Organization Chart

Attached.

3. Compensation

Executive Director: \$85,000 - \$100,000

Deputy Director: \$75,000 - \$85,000

Director of Development: \$65,000 - \$75,000

VII. Other

1. Litigation

NOT APPLICABLE.

2. Licensure or Accreditation

- State Affiliate, National History Day, since 1991
- State Affiliate, National Endowment for the Humanities, since 1972

3. Private Educational Institutions

HHD is open to students and teachers in grades 4 - 12 at all public, private, charter, and home schools in the state. Public funds support program expenses that provide general benefit, such as curriculum and resource development, teacher workshops, district and state competitions, and outreach and marketing.

Inter-island travel scholarships to provide neighbor island access to the state competition on O'ahu will be provided to participants, teachers, and chaperones from only public and public charter schools.

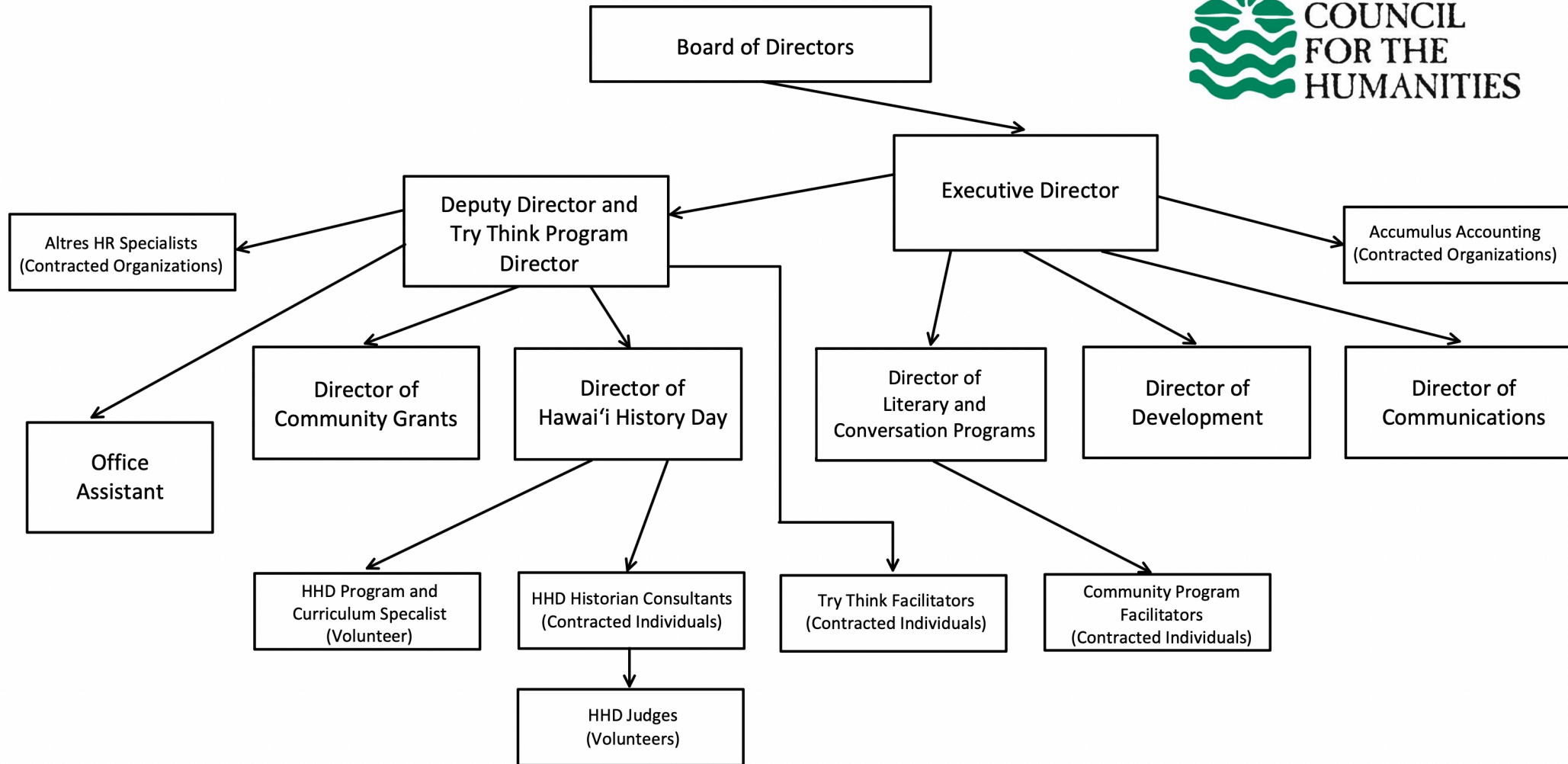
Funds will not be used for the support or benefit of any sectarian or nonsectarian private educational institution.

4. Future Sustainability Plan

HHD has a track record of 35 years of financial sustainability. FY2026 positions the program to more strongly engage programmatic and financial support through the development and launch of a new HCH website, expanded engagement capacity through district-level student project showcases and new communications staff, and the continued growth of and interest in the 'ōlelo Hawai'i program. NEH funding continues to provide stable core funding, and HHD has cultivated several longer-term relationships with private foundations and corporate partners, many of who also sponsor student and teacher awards and provide in-kind donations of books and other educational materials. The new website will better communicate program distinctives and impact to current and potential supporters; and teachers, parents, students, and judges will be able to more easily navigate the extensive HHD section. The addition this year of a full-time Communications Director also increases our exposure at the district level on all 5 islands, which will help nurture a broader base of individual and organizational donors, and a more strategic use of social media and visual design will help cultivate new generations of supporters.

HiHumanities Organizational Chart - 01/2025

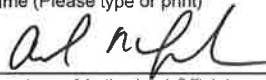
Tuesday, January 14, 2025 2:36 PM



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: Hawai'i Council for the Humanities

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	147,232			5,000
2. Payroll Taxes & Assessments	11,174			
3. Fringe Benefits		23,835		
TOTAL PERSONNEL COST	158,406	23,835		5,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	15,000	8,625		
2. Insurance	2,000	2,448		
3. Lease/Rental of Space	5,000	4,924		
4. Staff Training		3,500		
5. Supplies		3,000		19,950
6. Telecommunication		405		
7. Utilities		431		
8. Contracted svcs: Historian Consultants	10,000	8,000		2,000
9. Communications & Advertising	3,000	23,000		
10. Ground transportation - rental car, mileage	1,000	1,300		
11. Lodging, Inter-Island	4,750	1,000		
12. Meals/per diem, Inter-Island	2,000	1,600		
13. Nat'l History Day affiliate fee	1,000	1,650		
14. Contracted svcs - Administrative	6,000	4,800		
15. Nat'l competition expenses, incl travel and scholarships		28,600		30,400
TOTAL OTHER CURRENT EXPENSES	49,750	93,283		52,350
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	208,156	117,118		57,350
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	208,156	Aiko Yamashiro (808)732-5402		
(b) Total Federal Funds Requested	117,118	Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	57,350	1/17/2025		
		Signature of Authorized Official Date		
TOTAL BUDGET	382,624	Aiko Yamashiro, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

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	1	\$65,000.00	100.00%	\$ 65,000.00
Office Assistant	1	\$56,162.00	20.00%	\$ 11,232.40
Deputy Director	1	\$80,000.00	35.00%	\$ 28,000.00
Director of Development	1	\$75,000.00	20.00%	\$ 15,000.00
Director of Communications	1	\$65,000.00	20.00%	\$ 13,000.00
Executive Director	1	\$100,000.00	15.00%	\$ 15,000.00
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				147,232.40
JUSTIFICATION/COMMENTS: Allocation of time of key program staff, outreach and development staff, and admin staff for Hawai'i History Day				

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
Not applicable						

Applicant: Hawai'i Council for the Humanities

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:
Not applicable

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:
Not applicable

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawai'i Council for the Humanities

Contracts Total: \$ 7,342,370.00

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	NEH SHARP ZSO-283175-21 - COVID-19 support for public humanities via American Rescue Plan funding	6/15/21 - 4/30/23	National Endowment for the Humanities	U.S.	\$ 652,433.00
2	NEH19 SO-263481-19 - general operating support for 2019-2021	11/1/18 - 10/31/23	National Endowment for the Humanities	U.S.	\$ 2,887,407.00
3	NEH22 SO-283113-22 - general operating support for 2022 - 2024	11/1/21 - 10/31/26	National Endowment for the Humanities	U.S.	\$ 2,910,090.00
4	SFCA Grant for History Day FY23 - support for Hawai'i History Day	7/1/22 - 6/30/23	Hawaii State Foundation on Culture and Arts	State	\$ 15,000.00
5	SFCA Contract for Hawaii State Poet Laureate program admin (Year 1)	7/1/22 - 6/30/23	Hawaii State Foundation on Culture and Arts	State	\$ 15,000.00
6	United We Stand SSO-296565-23 - one-time civic engagement project	9/1/23 - 10/31/24	National Endowment for the Humanities	U.S.	\$ 54,054.00
7	PIH Network SSO-297257-23 - Pacific Islands Humanities Network project	10/1/23 - 9/30/26	National Endowment for the Humanities	U.S.	\$ 220,000.00
8	HHD Olelo SSO-296158-23 - support for Hawaiian-language Hawaii History Day	9/1/23 - 2/28/25	National Endowment for the Humanities	U.S.	\$ 20,000.00
9	SFCA Grant for History Day FY24 - support for Hawai'i History Day	7/1/23 - 6/30/24	Hawaii State Foundation on Culture and Arts	State	\$ 15,000.00
10	SFCA Contract for Hawaii State Poet Laureate program admin (Year 2)	7/1/23 - 6/30/24	Hawaii State Foundation on Culture and Arts	State	\$ 15,000.00
11	Maui SSO-304250-24 - Maui wildfires recovery for public humanities	8/1/24 - 7/31/27	National Endowment for the Humanities	U.S.	\$ 300,000.00
12	SFCA Grant for History Day FY25 - support for Hawai'i History Day	7/1/24 - 6/30/25	Hawaii State Foundation on Culture and Arts	State	\$ 15,000.00
13	NEH25 SO-303365-25 - general operating support for 2025 - 2027	11/1/24 - 10/31/29	National Endowment for the Humanities	U.S.	\$ 223,386.00
14					

List of Appendices

- 2024 - 2025 Hawai'i History Day Calendar
- 2023 - 2024 HHD List of Participating Schools
- National History Day: Key Evaluation Findings
- Letters of Support
 - Amy Boehning
 - Lea Albert
 - Māhealani Lono
 - Bruce Torres Fischer
 - Craig Howes
 - Mark Ombrello
 - Ben Treviño

2023 - 2024 Hawai'i History Day - Participating Schools

School	District	Public	Title 1	Hawaiian Language
Admiral Arthur W Radford High School	Central	x		
Aiea Intermediate School	Central	x	x	
Aliamanu Middle School	Central	x		
Mililani High School	Central	x		
Mililani 'Ike Elementary School	Central	x		
Mililani Waena Elementary School	Central	x		
Our Savior Lutheran School	Central			
Hawai'i Academy of Arts & Science PCS	Hawai'i	x		
Hawai'i Preparatory Academy	Hawai'i			
Hilo Intermediate School	Hawai'i	x	x	
Innovations - PCS	Hawai'i	x	x	
Ka Umeke Kā'eo - PCS	Hawai'i	x	x	x
Waiākea High School	Hawai'i	x		
Waiākea Intermediate School	Hawai'i	x	x	
'Iolani School	Honolulu			
Kamehameha Schools - Kapālama Campus	Honolulu			
King David Kalākaua Middle School	Honolulu	x	x	
Myron B. Thompson Academy - A New Century PCS	Honolulu	x		
Niu Valley Middle School	Honolulu	x		
Robert Louis Stevenson Middle School	Honolulu	x	x	
St Andrew's Priory School	Honolulu			
Voyager - A Public Charter School	Honolulu	x		
Island School	Kaua'i			x
Kapa'a High School	Kaua'i	x		
Myron B. Thompson Academy - A New Century PCS	Kaua'i	x		
'Ilima Intermediate School	Leeward	x	x	
Nanakuli High & Intermediate School	Leeward	x	x	
Waipahu Intermediate School	Leeward	x	x	
King Kekaulike High School	Maui	x	x	x
Lokelani Intermediate School	Maui	x	x	
Maui High School	Maui	x		
Sacred Hearts School	Maui			
Moloka'i High School	Moloka'i	x	x	
Moloka'i Middle School	Moloka'i	x	x	
Kahuku High Intermediate School	Windward	x	x	x
Kailua High School	Windward	x	x	x
Kailua Intermediate School	Windward	x		
Kalaheo High School	Windward	x		
Lā'ie Elementary School	Windward	x	x	
Total	39	32	17	5



Hawai'i History Day Calendar

2024–2025

FALL 2024	
TUES, AUG 5, 2024	DOE School Year Start
THUR, AUG 29, 2024	Statewide Virtual Kickoff
AUG 2024–DEC 2024	Outreach and teacher support
TBD	All Schools Registration Training: ZOOM meeting
DEC 23, 2024– JAN 6, 2025	DOE Winter Break
SCHOOL FAIRS	
DEC 2024–JAN 2025 <i>(School fairs must be held to allow sufficient time for students to register for the District Fairs. Registration for District Fairs closes on Fri, Jan 31, 2024)</i>	<p>Hawai'i History Day School Fairs (Optional) <i>These are planned by teachers to select which projects are entered into District Fairs</i></p> <p>Groups are limited to 3 students maximum.</p> <p>Youth Division (grades 4-5):</p> <ul style="list-style-type: none"> • Essay – up to 5 per school • Display – up to 8 per school • Performance – up to 5 per school • Documentary – up to 5 per school • Website – up to 5 per school • 'Ōlelo Hawai'i – up to 5 per school <p>Junior (grades 6-8) and Senior Divisions (grades 9-12):</p> <ul style="list-style-type: none"> • 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 • 'Ōlelo Hawai'i – up to 8 per school per division
DISTRICT & STATE FAIRS	
TUES, JAN 6, 2025	ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS
FRI, JAN 31, 2025	<p>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</p> <ul style="list-style-type: none"> • Student profiles/information must be in the ZFairs system. • Essays and Websites must be uploaded by Jan 31, 5:00 PM. • Documentaries, Performances and Exhibits will be brought and judged in-person the day of the fairs. Exhibits must be physical boards.
SAT, FEB 8, 2025	Central Fair/ Leeward Fair at <i>Mililani High School</i>
SAT, FEB 15, 2025	Maui Fair at <i>UH Maui College</i>
SAT, FEB 22, 2025	Hawai'i Island Fair at <i>UH Hilo</i> Kaua'i Fair at <i>Kaua'i Community College</i> Windward Fair at <i>Windward Community College</i>
SAT, MAR 1, 2025	Honolulu Fair at <i>Chaminade University</i>
MON, MAR 10, 2025	Moloka'i Fair at <i>Moloka'i Middle School (evaluations released after 3/11)</i>
TUE, MAR 11, 2025	Evaluations Released
TBD	ONLINE REGISTRATION FOR STATE FAIR OPENS
MAR 17- MAR 21, 2025	DOE Spring Break/ UH Break
WED, MAR 26, 2025	ONLINE REGISTRATION FOR STATE FAIR CLOSES
SAT, APR 5, 2025	State Fair at <i>Windward Community College</i>

Key
Evaluation
Findings

NATIONAL
History
DAY

TEACHES.

Prepares.

Inspires.

National History Day Works

National History Day is a year-long academic program focused on historical research, interpretation and creative expression for 6th- to 12th-grade students. By participating in NHD, students become writers, filmmakers, Web designers, playwrights and artists as they create unique contemporary expressions of history. The experience culminates in a series of contests at the local and state levels and an annual national competition in the nation's capital in June.

National History Day provides everything teachers need to bring students on an unforgettable learning adventure that integrates with—and enhances—standards-based curriculum. With sample topics, a guide to conducting historical research in the classroom, lesson plans and more, the flexible NHD program teaches, prepares and inspires.

National History Day not only transports classrooms back in time during the school year, it transforms young minds forever.



About the Research

These key findings come from the study conducted by research firm Rockman, et al, which looked at performance assessments, surveys and standardized test scores to evaluate students' research and writing skills, ability to interpret historical information, academic performance and interest in past and current events. They then compared their evaluations of students who participated in National History Day (NHD) to their peers who did not participate in the program. The study, conducted at four sites around the country, found that on nearly every measure, **NHD students' scores or ratings were higher than their peers who did not participate in the program.**

The full report can be viewed online at www.nhd.org/NHDWorks.

NATIONAL History DAY



“ Since incorporating National History Day into my curriculum, I cannot imagine teaching history without it! I want all my students to have the rich experience provided by the

close examination of primary sources,
the depth of knowledge gained by
meticulous research
and the satisfaction of the
pride that ensues when a
complex and demanding project is completed.”

*Patricia Behner
North Pole High School, Alaska*



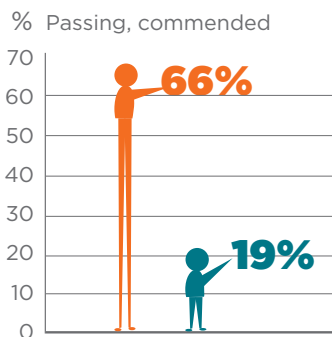
...teaches

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

- > NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.
- > NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
- > NHD has a positive impact among students whose interest in academic subjects may wane in high school.

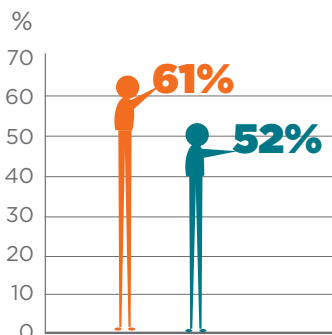
Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills. Compared to non-NHD boys and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement,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

TAKS Test Performance—Texas



The Texas Assessment of Knowledge and Skills (TAKS) tests reading comprehension, writing, mathematics, science and social studies. During four years of participation, NHD students scored more than twice as well on TAKS as non-NHD students. Nearly two thirds of NHD students met the minimum, had commended performance, or passed TAKS the first time, compared to an average of 19% of non-NHD students.

Passing Rates for English I—South Carolina



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% passing rate in English 1—9% above a comparison site.



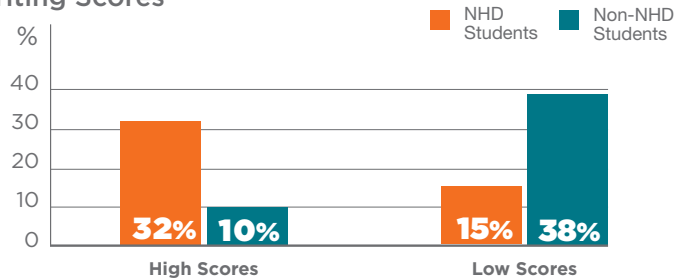
...prepares

students for college, career and citizenship.

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

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

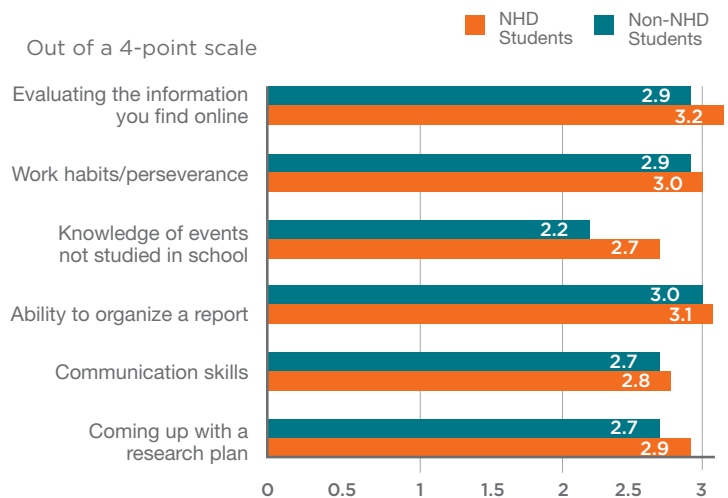
Writing Scores*



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, and fewer low scores (1s or 2s).

*Post-writing scores only are shown in this graph.

Confidence Ratings on College- and Career-Ready Skills



NHD students consistently express more confidence in their college- and career-ready skills than students who do not participate in NHD.

“ I was drawn to National History Day because it is a program based on active learning.

Students engage, question and create.

Students DO what historians do when researching. How can we ask for more?”

James M. DeBroux
Random Lake High School, Wisconsin





...inspires

students to do more than they ever thought they could.

- > NHD opens new vistas, even for special education students like one in Florida who'd been put into a program for kids "who could not learn." Once placed in NHD—the only "regular" class he attended—he produced a documentary that made it to the state finals. The next year, he took two "regular" classes and produced another documentary for NHD that made it to nationals. By the end of high school, he was enrolled in all honors classes.
- > During her first year with NHD, a Washington state teacher had 11 students whom she says had "fallen through a lot of cracks and some discovered they liked it there." None of them had ever participated in any kind of competition—not even sports. Once in NHD, they all competed. Four placed locally and went on to compete at the state level. Thanks to the NHD experience, seven graduated from high school, three earned a GED, one graduated as a sixth-year senior, and a couple even went on to college. "Competing in National History Day pushed those 11 students beyond the mental and academic limits they had set for themselves," the teacher recounted. "They developed confidence, pride and skills that are helping them be successful in their lives."
- > Participating in a mandatory NHD program sparked a competitive drive in one student who, until then, had spent most of his school life only dimly motivated—unless it involved entertaining his classmates. The competitive aspect of the work in NHD and the high standards his teacher conveyed inspired him to spend long hours in the library and to ask about learning photography. In preparation for History Day, he produced a slide presentation, something he was proud of, win or lose, for he'd learned that hard work and an academic goal were stimulating, and that serious intellectual challenges were opening his mind to the realization that there are rewards for academic as well as social success. From that point on, his school work took on new meaning.

“

I have discovered that National History Day has a life of its own. Research projects encourage young scholars to

go outside the walls of their classroom and beyond the covers of their textbooks

and discover their community.”

Huy Nguyen
Sunrise Park Middle School, Minnesota



“ History Day is the ultimate in integrated studies for content and skill development. The students in my class develop their reading skills through their research...It helps

broaden their horizons.

It gives them an opportunity to question, explore and to think critically.”

*Vicki Chase
Mountain View Middle School, Idaho*

“ History Day has been the vehicle that creates an understanding and appreciation of history while

developing the necessary 21st-century tools, skills and aptitudes

for my diverse student population. Because of History Day, my students understand how history and knowledge are created, **excel in college**, and are confident students who know how to learn.”

*Martin Marrin
DeLaSalle High School, Minnesota*



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

Donors to National History Day & The National Evaluation

Anonymous Challenge Grant
Kenneth E. Behring
HISTORY
David and Janice Larson Foundation
H.F. “Gerry” Lenfest
Albert H. Small
Southwest Airlines
National History Day Board of Trustees, Staff,
Judges & Affiliate Coordinators



January 13, 2025

To the House Committee on Finance and the Senate Committee on Ways and Means,

I am writing in support of the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day. As a National Board Certified Social Studies teacher with 30 years of experience, I have had the privilege of engaging with the National History Day (NHD) program annually with the invaluable support of the Hawai'i Council for the Humanities. This program has been instrumental not only in the growth of my students but also in my own professional development as an educator.

The benefits of the National History Day program are profound and far-reaching. I have witnessed firsthand how it fosters critical thinking and equips students with skills that enable them to become contributing members of society. Here are just a few of the key benefits I have observed:

1. **Developing Research Skills:** Students learn to locate and evaluate primary and secondary sources, enhancing their ability to think critically and independently.
2. **Engaging in Project-Based Learning:** The program emphasizes hands-on, inquiry-driven projects, encouraging students to delve deeply into topics beyond traditional classroom boundaries.
3. **Improving Communication:** Through their presentations, students refine their writing, speaking, and visual storytelling skills—tools that are essential in today's world.
4. **Building Confidence:** Presenting their work to judges and audiences helps students develop self-assurance and poise.
5. **Collaborating and Problem-Solving:** Many students work in teams, learning essential skills in collaboration, time management, and problem-solving.
6. **Exploring Personal Interests:** The program allows students to pursue topics they are passionate about, which deepens their engagement and connection to history.
7. **Preparing for College and Careers:** The skills gained through NHD align with academic and professional expectations, particularly in research-intensive fields.

Beyond the impact on students, the program has been transformative for me as an educator. Through professional development opportunities provided by the Hawai'i Council for the Humanities, including workshops and training tailored for History Day, I have enhanced my teaching strategies and broadened my capacity to inspire and guide students. Public school teachers like myself rely on such professional development opportunities to stay informed and effective in an ever-changing educational landscape.

In my years of teaching, I have seen how this program positively affects students from all backgrounds. It levels the playing field by giving every student an opportunity to shine, regardless of their starting point. Many of my former students, now successful adults, credit the skills they gained from participating in History Day as foundational to their achievements in college and their careers. The program's emphasis on critical thinking, effective communication, and a strong work ethic has left a lasting impact on their lives.

The Hawai'i Council for the Humanities' support of this program has been indispensable. Their guidance and resources enable teachers and students across the state to engage deeply with history and make meaningful connections to our community's past, present, and future.

For these reasons, I strongly urge you to approve the Grant In Aid application for Hawai'i History Day. Investing in this program is an investment in the intellectual and civic growth of Hawai'i's youth and in the professional development of its educators. Together, we can ensure that this invaluable program continues to inspire and empower the next generation of leaders.

Thank you for your time and consideration.

Sincerely,

Amy R. Boehning
National Board Certified Social Studies Teacher
Hawaii Technology Academy - PCS

January 13, 2025

To Whom It May Concern;

I am writing in support of the Hawai'i Council for the Humanities Grant in Aid application for Hawai'i History Day. I am retired and have served the students of Hawai'i as a former high school history teacher, vice-principal at a high school, principal of an elementary school, and a district and complex area superintendent. I also served as the principal of Kahuku High and Intermediate where I was exposed to the wonders of Hawai'i History Day. I received the Milken Award as a principal. Since I retired, I still work for HIDOE as a coach for aspiring vice-principals and for BYUH as an adjunct in the Student Teacher Program. When I retired in 2015, I started to serve as a History Day Judge at school, district, and state competitions.

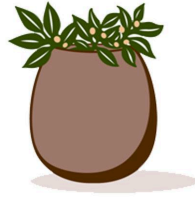
Students who participate in Hawai'i History Day go on to become successful members of society. Students who place at the school, district, or state levels become college graduates and enter society as doctors, lawyers, professors, entrepreneurs, engineers, scientists, mathematicians, teachers, and successful human beings who give back to Hawai'i and to their communities. We need more of these successful human beings and Hawai'i History Day is one good way to produce them.

What do students learn from Hawai'i History Day? They learn to do intense research. They construct a plausible thesis, analyze primary and secondary sources in an annotated bibliography, and come to a conclusion based on fact. The Hawai'i Department of Education seems to have a hard time addressing the most difficult English State Standards. History Day teachers actually utilize and teach these standards very effectively. Using these standards for a purpose is great professional development for teachers. Students in Hawai'i History Day learn these difficult English Standards. They learn to write, they learn logic and critical thinking skills. This year's theme for History Day is rights and responsibilities in history. The depth of the work done by students is intense and meaningful. It is a ticket to any two or four year college. The Budget and Finance and Senate Ways and Means folks would see the splendor if they came to a Hawai'i History Day Fair. They would be dazzled by the scholarship.

This letter is in support of the Hawai'i Council for the Humanities and their sound determination to support Hawai'i History Day. Please support the grant-in-aid they wrote as it will be a tremendous support for the young people in grades four through 12 whether their projects are in English or Olelo Hawai'i. You will be supporting a future Ken Burns or any other successful human being you can think of if you support the Hawai'i Council for Humanities and Hawai'i History Day.

Sincerely,

Ua E. Albert



Ka'Umeke Kā'eo

Hawaiian Immersion Public Charter School

I N K E A U K A H A

To Whom It May Concern,

I am writing in support of the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day. As a dedicated Hawaiian Immersion teacher with 15 years of experience, I have had the privilege of working with students who participate in this enriching program for over 10 years. The resources, curriculum, and events, provided by Hawai'i History Day have made a lasting impact on my students, their families, and our school community as a whole. In addition to that, Hawaii History Day has created a space for Hawaiian Language learning and contributes to the growth of the Hawaiian language revitalization movement.

As a Hawaiian Immersion public charter school teacher, I am acutely aware of the challenges we face in accessing curriculum and program resources. Hawai'i History Day has been a critical tool in overcoming these challenges, providing my students with an opportunity to engage with their 'ohana and local history in meaningful ways. The program encourages deep research, critical thinking, and creativity, all while fostering a sense of pride and belonging in our unique Hawaiian culture.

In my experience, Hawai'i History Day has enhanced the academic growth of my students and also helped them develop life skills such as public speaking, collaboration, and problem-solving. These skills extend beyond the classroom, benefiting my students as they continue their education and transition into adulthood. The impact of this program also ripples outward, affecting their families and the broader community. Parents are often engaged and excited to see their children reconnect with 'ohana through history projects, further strengthening the cultural ties within our community.

Please support this program. It provides essential and curriculum resources and applied learning opportunities that enrich our students understanding of history, culture, and identity. History Day is a binding force that unites students across the pae 'āina to come together and showcase academic excellence. The amount of planning implemented by History Day for school, district, state, and national level events provides a large scale program like no other of its kind in which Hawaiian Immersion and public charter schools have access. By funding Hawai'i History Day, you are helping to ensure that our students are equipped with the tools and knowledge they need to thrive academically and as contributing members of our lāhui.

Thank you for considering this vital program for funding. Your support will make a profound difference in the lives of our students, teachers, and the greater Hawai'i community.

Sincerely,

Māhealani Lono

Social Studies Teacher

Ka 'Umeke Kā'eo Hawaiian Immersion Public Charter School

January 11, 2025

RE: Support of the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day

To the House Committee on Finance and the Senate Committee on Ways and Means:

I am writing to express my strong support for the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day (HHD). I am a community member and a doctoral student at Ka Haka 'Ula o Ke'elikōlani at the University of Hawai'i Hilo involved in multiple projects related to Hawaiian language revitalization including native speaker archives, dictionaries, and digital media production that serve the Hawaiian-speaking community. My involvement with the 'ōlelo Hawai'i division of the Hawai'i History day program stretches back to my time as a volunteer judge and later as a Historian Consultant collaborating with staff at the Hawai'i Council for the Humanities for the past six years. During this time, I have witnessed firsthand the positive impact that HHD has on students across Hawai'i each year as they proudly present their history projects at fairs across the islands.

Through the HHD program, the Council has been especially supportive in fostering the growth of the 'ōlelo Hawai'i division of the program in recent years. Despite being a co-official language alongside English, 'ōlelo Hawai'i is still severely under-resourced in terms of the availability of curriculum and extracurricular programs for Hawaiian-speaking students. 'Ōlelo Hawai'i as a language and kaiapuni students have been recognized and welcomed within HHD as an important part of our community through encouraging their participation, which also provides those students with an amazing opportunity to engage with a broader audience in their language outside of the walls of their school. In this way, History Day is an important thread in the larger fabric of language and culture revitalization work happening in Hawai'i.

Because of this role that HHD has taken on due to the efforts of the Hawai'i Council for the Humanities, I fully support their application for the Humanities Grant In Aid as a program that benefits and enriches our community and youth in so many ways and reaffirms Hawai'i as a leader in supporting the arts, language, and culture.

Sincerely,

Bruce Torres Fischer

Bruce Torres Fischer



UNIVERSITY
of HAWAII®
MĀNOA

CENTER FOR BIOGRAPHICAL RESEARCH
1960 EAST-WEST ROAD, BIOMED B104
HONOLULU, HAWAII 'I 96822
BIOGRAPH@HAWAII.EDU • (808) 956-3774

January 13, 2025

To Whom It May Concern
House Committee on Finance
Senate Committee on Ways and Means
State of Hawai'i Legislature 2025

**Letter of Support for Hawai'i Council for the Humanities Application for a State
Grant in Aid for Hawai'i History Day**

As Director of the University of Hawai'i Center for Biographical Research, a co-producer of the *Biography Hawai'i* television series, a former board member of the Hawaiian Historical Society and of Kumu Kahua Theatre, and a longtime scholar, actor, and volunteer for the Hawai'i Pono'i Coalition's living history programs devoted to telling Hawai'i's story, I support the proposed Grant in Aid for Hawai'i History Day enthusiastically and without any reservations. This program's longstanding commitment to encouraging hundreds of Hawai'i's elementary, middle, and secondary school students each year to research the past and present their findings to the state and to the nation is fully deserving of legislative support.

For many years, I have judged the Hawai'i History Day regional competitions and state finals, principally in the documentary, performance, and visual display categories. I have also been asked by the Hawai'i Council of the Humanities to present teacher and student workshops on how to research and produce documentaries, and I have provided detailed suggestions to those students whose documentaries have been selected for the National History Day competition held annually in Washington D.C. From time to time, I have served as a consulting scholar for individual projects as well. I am therefore very familiar with Hawai'i History Day's crucially important contributions to creating historically informed, actively participating state citizens.

Thanks to Hawai'i Council for the Humanities' sustained leadership and financial backing, over the past four decades this program has supported public and private middle and secondary school students on all islands in developing and presenting some of the most important forms of critical thinking and expression. From holding teacher and student workshops regarding state and national criteria, to organizing and conducting the actual spring competitions, to bringing regional winners to Honolulu for State History Day, and to sending eligible State winners to Washington D.C. for National History Day,

the Hawai‘i Council for the Humanities in partnership with scores of schools and hundreds of dedicated teachers have made History Day an important component of Hawai‘i’s commitment to creating highly educated, well-informed students and citizens.

It should be understood that Hawai‘i History Day is a program that demands a commitment from teachers and students covering the entire academic year—from the topic selection and research begun in the fall through to creating the individual projects—whether websites, displays, performance, documentaries, or essays—and then to their presentation at the individual school, regional, state, and national competitions extending through almost the entire spring semester. The degree of volunteer commitment by teachers as mentors and regional organizers, and by the scores of judges drawn from high schools, community colleges, universities, and relevant professional fields, is inspiring, and testifies to the widely recognized value of the program for our youth.

Hawai‘i History Day also benefits those who participate as judges or institutional supporters from positions in higher education. The most obvious product is hope—seeing how well-informed and critically astute the competitors are provides a useful antidote to the all-too-common attacks on the quality of K-12 instruction, often arising from individuals who have a great deal to learn from these students. Familiarity with History Day also has an effect on higher education faculty’s own sense of standards. If middle school students are doing this level of historical research and presentation, this should at least be the benchmark for university and community college students.

Grant in Aid Hawai‘i legislative support will strengthen the already existing highly successful program and encourage such innovations as the recent creation of an ‘ōlelo Hawai‘i division for charter and immersion schools. An initiative unique to Hawai‘i, these projects presented in an Indigenous language have been prominently featured in Washington D.C. as part of National History day events.

Should you have any further questions about this letter of support, please contact me.

Yours sincerely,



Craig Howes
Director, Center for Biographical Research
Co-Editor, *Biography: An Interdisciplinary Quarterly*
Professor, Department of English



UNIVERSITY of HAWAII®
KAUAI
COMMUNITY COLLEGE

January 15, 2025

To Whom It May Concern,

I am Mark Ombrello, an Assistant Professor of History at Kaua'i Community College. I am writing this letter to support the Hawai'i Council for the Humanities' application for the FY2026 State Grant-in-Aid for the Hawai'i History Day program. My connection with Hawai'i History Day goes back to the early 2000's when UH Manoa graduate students served as judges for the competition. In those days, we volunteered on Oahu as well as traveled to judge the District Fairs on neighbor islands. It was during such trips that these educators-in-training gained a profound appreciation for the impact the Hawai'i Humanities Council had on positively contributing to the intellectual enrichment of our communities throughout the state. Fast-forward 20 years and many of us remain committed to supporting the program as volunteer judges and District consultants (I have served as Kaua'i District consultant for roughly 8 years).

With that background in mind, I am pleased to report that levels of enthusiasm have not waned in the slightest for the program. Indeed, with the addition of 'Olelo Hawai'i projects, Hawai'i History Day is entering an even more exciting and vibrant period, expanding its reach and relevance in local contexts and beyond our shores. For example, in recent years, 'Olelo Hawai'i projects have been showcased at the Smithsonian National Museum of the American Indian. I look forward to seeing what is in store from our young people as we prepare for another inspiring History Day season.

Thank you for the opportunity to share my story. Please let me know if you need any further information or convincing.

Kind regards,

Mark Ombrello

Mark Ombrello PhD
ombrello@hawaii.edu
808-631-7128



BEN TREVINO

Network Coordinator
Hawai'i Leadership
Forum

CONTACT

PHONE:
808-225-4725

EMAIL:
bentut@gmail.com

To the House Committee on Finance and the Senate Committee on Ways and Means,

I am writing to support the Hawai'i Council for the Humanities' application for the FY2026 State Grant-in-Aid for the Hawai'i History Day program.

As a young student attending a math and science magnet school, I participated in a number of science fairs and other STEM enrichment activities. Now, as a parent and community member dedicated to a thriving Hawai'i, the event I hope my 2 year old daughter participates in some day is **Hawai'i History Day**.

Hawaii History Day is a year-long project-based learning opportunity that engages students as early as the 4th grade (and through the 12th grade). Why am I thinking about a program for my daughter (who started pre-school this week) when she won't even be eligible for 7 or 8 more years? I am thinking about this program because people whose work inspires me are alumni of Hawaii History Day. I am thinking about this program because, as a judge, I see Hawai'i youth demonstrating the qualities — empathy, courage, creativity, brilliance — that I dream for her. I am thinking about this program because its spirit of rootedness in our own history is something I consider the most important ingredient in her ability (and our community's ability) to tackle the challenges ahead.

Hawai'i History Day engages passionate program staff, passionate educators, and most of all, passionate students in a learning opportunity that connects us deeply to ourselves, as well as to our broader civic context. In my professional work with the Hawai'i Leadership Forum, we support individuals deepen their commitment to Hawai'i and their exercise of leadership on behalf of Hawai'i's future. Awakening their curiosity to the complexity of the systems that affect us every day, including the historical decisions and forces that have shaped those systems, is at the center of our leadership training; it is also exactly the kind of leadership skill-building that all Hawaii History Day participants experience.

As stewards of our history and future the Hawai'i State legislature is an ideal partner for this Hawai'i History Day. Your experience reflects the complex dynamics, social networks, and intellectual progress that activates historical action. Our students shine bright on the platform of Hawai'i History Day and support of this program is an investment in a generation of leaders to whom you can pass the baton.

Me ke aloha,

Ben Treviño



3599 Waiʻalae Ave., Ste. 25 • Honolulu, HI 96816 •Phone (808) 732-5402 •Fax (808) 732 5432 •hihumanities.org

January 18, 2025

To: The House Finance Committee and Senate Ways and Means Committee
Re: correcting a factual error in Hawaii Council for the Humanities 2025 GIA application

Aloha,

Please accept this correction of a numerical error in our “**Hawaii Council for the Humanities_193156_OP**” 2025 application originally submitted Jan 17, 2025.

In listing the number of public schools our program served in 2023–2024, we neglected to tally the public charter schools. Our original submission said we served 25 public schools, but in reality we served 32.

- Replace page 32 “**2023-2024 Hawai‘i History Day – Participating Schools**” with the corrected list.
- Replace page 4, page 9, page 12 of the **project narrative** with the corrected version attached. The corrected version has the right total of 32 public schools.

We apologize for the inconvenience and thank you for your help in correcting this error.

Sincerely,

A handwritten signature in black ink, appearing to read "Aiko Yamashiro".

Aiko Yamashiro
Executive Director
ayamashiro@hihumanities.org

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 2026 for program funding.

Attached - "Government Contracts, Grants, and/or Grants in Aid"

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

\$77,788.59

V. Experience and Capability

1. Necessary Skills and Experience

In 1991, HCH established the Hawai'i History Day program as a state affiliate of National History Day (NHD), which has brought significant educational resources to Hawai'i. Established in 1974, National History Day (NHD) today reaches over 500,000 students, and expands the history knowledge of tens of thousands of teachers through workshops, webinars, and professional development opportunities. NHD provides affiliates with curriculum and program resources; a registration portal for students, teachers, and judges; an annual theme and related resources; biannual conferences and training for all History Day affiliates; organization of the national competition in Washington, DC; teacher professional development and hands-on student-teacher study opportunities; and annual Teacher of the Year awards at the state and national levels.

From a small group of students in grades 6 - 12 in 1991, HHD now reaches 7 districts on 5 islands, and has expanded to include a youth category (grades 4 - 6), website projects, and from 2019, a Hawaiian Language program, which has increased the participation of Hawaiian-language community members and students, even those at schools without an 'ōlelo Hawai'i program. During the pandemic, HHD shifted entirely to an online format. Severe educational system challenges, teacher and student burnout, and other factors contributed to a decrease in participation numbers. HHD has seen a steady recovery as we have shifted back to an in-person format in 2024, from 662 students and 63 teachers from 34 schools participating in district and state fairs in 2022, to 901 students and 84 teachers from 39 schools in 2024. Of these 39 schools participating in 2024, 5 participated in the Hawaiian-language program, 17 are Title 1 schools, and 32 are public schools.