

House District 8.15.25

Senate District 4.7.11

**THE TWENTY- FOURTH LEGISLATURE
HAWAI'I STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES**

Log No: 88-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

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

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

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

DEPARTMENT OF LAND & NATURAL RESOURCES

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Db/a: Hawaii Nature Center, Inc.

Street Address: 2131 Makiki Heights Drive
Honolulu, HI 96822

Mailing Address: 2131 Makiki Heights Drive
Honolulu, HI 96822

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name CASEY CARMICHAEL

Title Director of Grants & Contract Administration

Phone # (808) 955-0100 ext.26

Fax # (808)955-0116

e-mail casey@hawaiinaturecenter.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

SCIENCE & CULTURALLY BASED ENVIRONMENTAL EDUCATION EXPERIENCES FOR SCHOOL GROUPS ON OAHU & MAUI.

(Maximum 300 Characters)

4. FEDERAL TAX ID # _____

5. STATE TAX ID #: _____

6. SSN (IF AN INDIVIDUAL): _____

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$ 150,000

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ _____

FEDERAL \$ _____

COUNTY \$ 25,000

PRIVATE/OTHER \$ 75,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]
AUTHORIZED SIGNATURE

GREGORY D. DUNN, EXECUTIVE DIRECTOR
NAME & TITLE

1/28/08
DATE SIGNED

Application for Grants and Subsidies

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

I. Background and Summary

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

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

The Hawaii Nature Center (HNC) is a 501(c)(3) private non-profit organization incorporated in 1981. Founded by community members who were interested in providing quality outdoor experiences to their children, the Nature Center has become an environmental education organization that offers programs revered by teachers, community members, and visitors.

In 1992, HNC opened a Maui field site and Interpretive Nature Museum in 'Iao Valley conservation district. Like its sister site on Oahu, the 'Iao Valley Center serves private and public school children, their families plus thousands of Maui visitors each year. In 2005, HNC received a Grant in Aid to explore the possibility of expanding services by adding a Center on Kauai. The Kauai site at Wailua Reservoir will break ground in 2008.

The mission of the Hawai'i Nature Center is to *"foster awareness, appreciation and understanding of the environment by and for the people of Hawai'i, and to encourage wise stewardship of the islands."* The Center is consistently recognized as the lead organization in Hawai'i dedicated to teaching island children about their unique environment. A fundamental philosophy at the Center is the experiential learning model and the notion that children learn and develop a sense of responsibility for the natural environment by experiencing it first hand and engaging their five senses.

HNC's core commitment is to provide school and community based programs. With a recent expansion of revenue generating projects, such as eco-tours and voluntourism, the Center's goal is to obtain financial sustainability so that all students have access to environmental education. Currently, HNC continues to rely on fundraising efforts as well as grants from foundations, corporations and government organizations.

2. The goals and objectives related to the request;

The primary goal of this GIA request is to secure funding to provide science and culture based environmental education programs to nearly 9,000 students on Oahu and Maui. With a subsidy Grant-in-Aid, 150 schools will only pay \$400 of the \$1,400 it costs HNC to provide one day of programming. The subsidy will directly support the salary and benefit expenses for six environmental educators (2 full-time & 4 part-time), their on-going staff training, and a volunteer coordinator. Funding will also cover the expense of a vehicle to be used to transport educational props to & from program field sites on Oahu. If funded, this request will ensure environmental education field programs for 150 school groups of up to 60 students. For the 2008 – 2009 school year, approximately 9,000 students will be able to attend and directly receive benefit from this subsidy.

When the Hawai'i Nature Center stresses that it "connects kids to nature," the real connectors in this process are the professional staff. Environmental educators are the backbone of the Nature Center's programs. They lead classes in field programs, supervise volunteer field docents, assist teachers with curriculum development and field test new school and community programs. Environmental educators also conduct the teacher-planning sessions that are required before each class's field excursion. At these sessions teachers are acquainted with the physical aspects of the field experience and are given teacher packets that contain pre- and post-visit activities to enhance the value of their class's visit to the Nature Center. Teachers are briefed using materials important to the whole experience. These materials, developed by environmental educators, include evaluation forms and take-home projects for students.

In 2007, with assistance from volunteers, the Nature Center's environmental educators provided programs that served more than 20,000 school children in preschool through the fifth grade. The volunteer coordinator schedules docents for the education program and is available as a back-up educator. The coordinator also schedules hikes and leaders for weekend programs and compiles and distributes the quarterly weekend calendar of activities. The position also provides support for special events and some routine office duties such as mailing and supplies.

3. State the public purpose and need to be served;

The State of Hawaii is falling behind the rest of the United States in science and ranked 49th nationwide in 8th grade science scores, (*Students rank 2nd to last Nationwide in Science'- Jill Tucker, Oakland Tribune; May 25, 2006*).

The Hawaii Nature Center offers school programs that immerse children in the outdoors while teaching important science lessons that enhance their classroom curriculum. The Center's science and culturally based educational curricula are considered by many Department of Education and private school teachers to be "the best field experience for

their students" and "The only field trip that really teaches them something valuable" (see Appendix A 'Letters from Teachers').

The Hawaii Nature Center is asking for program subsidy support to subsidize the cost of providing programs to public school groups on Oahu and Maui. Many of the children that attend these schools come from backgrounds where education has not been a priority, and as a result have experienced limited success in the classroom. These students also come from homes that would not be able to afford the fees to partake in the cultural and science based programs that will enrich the students' educational experience. With State Grant-in-Aid support, these children will not be 'left behind' and devoid of this positive hands-on nature experience.

Many public schools have a high population of low-income minority students that tend to fall below other groups in educational performance, due in part to the family's income. "Lower educational performance of disadvantaged minority students is partly explained not by innate intelligence or intellectual ability, but by differences in school quality and in educational inputs related to income" (p.208, Ka Huaka'i: 2005 Native Hawaiian Educational Assessment). With greater demands being placed on teachers to provide science, math and literacy curriculum in the classrooms and schools being held to multiple standards to meet national "No Child Left Behind" criteria, HNC's hands-on investigative programs provides teachers with enhanced program support. The Hawaii Nature Center's programs have been designed to meet or exceed the Hawaii DOE Content and Performance Standards (see Appendix B). Also, emerging research shows that time spent in nature reduces many negative indicators in children, such as hyperactivity, lack of focus and lack of compassion for others.

Each year, tens of thousands of school children participate in full day learning experiences in forests, wetlands and coastlines on Oahu, Maui, and now Kauai. Recently, due to federal budget cuts, HNC has had to reduce its programming efforts. Although the programs are invaluable experiences it does cost the Nature Center over \$1,400 to run a one-day program. Many schools cannot afford this fee, so HNC subsidizes the cost with funding from other sources such as Foundations, Federal and State Grants. Without Federal funding, a cut to the subsidy was necessary and schools could not afford to attend the programs, therefore, unless we find other support, thousands of students will not be able to escape from the walls of their hot and dusty classroom into the wonders of the Rainforest where they learn about the natural world.

With support from the State, HNC envisions an Environmental Stewardship Scholarship program that will enable up to 9,000 students to explore the outdoors. With this scholarship, 150 public school groups who might otherwise not be able to afford or access HNC's programs, will have an opportunity to experience nature hands-on. They will have an enhanced understanding of our natural environments and the tools and methods necessary to be their wise stewards. These experiences will allow students to form a relationship with nature, a relationship that will not only benefit Hawaii's fragile ecosystem, but also the self-esteem, community pride, and physical and mental health of our future leaders.

4. Describe the target population to be served

Children from public and private schools participate in programs at HNC's field sites on Oahu and Maui. More than 25 percent of the children we serve live at or below the poverty level. These children are growing up in increasingly urbanized areas. With parents working two or three jobs, these children have less opportunity to get out, connect with and learn about Hawai'i's natural world. It is these children we would most like to continue to serve. If these children do not learn to understand or appreciate nature, they will not care if their green space is paved over or their water source is polluted. Without hands-on experiences in nature, they will also be at a disadvantage when trying to comprehend what is being taught in their science classes.

This grant will afford the Hawai'i Nature Center the opportunity to continue to provide its essential environmental education programs to the children and communities on O'ahu and Maui, particularly to children of lesser means. The community benefits because it now has thousands of young citizens—since our inception, a generation of young people—who are better prepared to become wise and informed stewards of Hawai'i's precious natural resources. As can be felt with the recent public awareness of environmental concerns raised by many young adults who are now community leaders. This investment in our future leaders will afford benefits now as they implement their new knowledge in their homes and communities, and are compounded over time when these children become adults.

The Hawaii Nature Center also provides interpretation, trail guides, maps and information to hikers and the general public and provides emergency support, and restrooms to hikers and park users.

On Maui, an added benefit to the community is the Nature Center's Interactive Nature Museum and Gift Shop in 'Iao Valley. A hands-on natural science center with more than 30 exhibits and activities about Hawaii's unique environment which is frequently visited by residents and visitors alike.

5. Describe the geographic coverage.

Schools from all over O'ahu and Maui currently attend HNC programs. Programs on Oahu are geographically accessible to all schools on the island and are attended by a cross-section of public and private institutions of diverse socio-economic representation. In Maui County, school programs are readily accessible to all but six schools. Still, some of these schools make the extra effort to attend Nature Center field trips; in these cases, we adjust our normal programmatic schedule to accommodate their travel needs. Other schools are served through outreach programs and/or teacher training workshops. The school programs serve roughly 20 percent of all elementary school students in grades K-5 on Oahu and 65 percent of the same group in Maui County. HNC now has a presence on Kauai and has begun teaching programs at schools while awaiting the building of a Center at Wailua Reservoir.

Currently, the Hawaii Nature Center's elementary school field programs are offered in Makiki Valley (grades K -2); Pu'u Ualaka'a State Park (grade 4); the USFWS Pearl Harbor Refuge-Honouliuli Unit (grade 3); Pouhala Marsh (grade 3); and Waimanalo Beach Park (5 - 6). On Maui, programs for all grade levels except the third are offered at our site in 'Iao Valley. Third grade is offered at Kealia Pond, a USFWS Refuge. Site selection is still being developed on Kauai, but it is anticipated that most classes will be held at the Wailua Reservoir facility.

Each site has specific attributes that support the particular teaching program. For example, a stream in Makiki Valley supports the stream habitat unit in grade one; Makiki forest supports a unit on decomposition and nutrient cycling in grade two. Grade three wetland programs are offered at the Honouliuli wetland and Kealia sites, which are home to all four species of endangered, endemic wetland birds.

II. Service Summary and Outcomes

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

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

Hawaii Nature Center offers school programs that immerse children in different ecosystems and provides invaluable experiences that give students the opportunity to learn while exploring. Center curriculum introduces children to new information each successive year starting with a gentle introduction to flora and fauna in kindergarten and first grade which then expands through 2-3rd grade to introduce the ahupua'a (Native Hawaiian natural resource management) based curriculum which leads to examining complex ecosystems and land management systems in grades 4-6. The Center also has a strong community service and volunteer program, with a volunteer base that now exceeds 1,500 volunteers annually.

Scope of Work

1. Our programs begin with a teachers conference held at the outdoor field site, where the teachers are trained in the lessons, concepts and activities that will teach and engage their students in the lesson objectives before and after the field trip, are provided a resource packet and technical assistance if needed
2. The action phase is a full day of outdoor exploration and learning, and has been upgraded to include stewardship activities beginning from grade 1
3. To reinforce the scientific concepts learned, the teachers assign their students' essays and art activities to recount their experiences
4. The environmental education programs lend themselves to integrating curriculum. Emphasis is towards place-based resources and examining human and natural history

Environmental Educators Tasks & Responsibilities:

1. Conduct HNC environmental education school programs
2. Conduct HNC weekend and community programs
3. Assist in developing environmental education materials for school, weekend and community programs
4. Develop and maintain educational resources, props and exhibits
5. Conduct teacher planning sessions
6. Supervise and train volunteer field docents
7. Recommend educational program curriculum for school, weekend and community programs
8. Network with other programs and environmental education organizations

Program Manager Tasks & Responsibilities:

1. Supervise Environmental Educators
2. Plan the registration process and packets each year
3. Schedule each experience and reschedule as needed (rain days)
4. Build curriculum
5. Train and supervise educators and fill in on-site as needed
6. Gather and analyze teacher evaluations and assess comprehension of student submissions

Volunteer Coordinator Tasks & Responsibilities:

1. Develops and implements volunteer recruitment strategies
2. Coordinates volunteer support for programs, special events, office support, fund raising, etc., as needed
3. Develops and implements volunteer training, orientation, recognition, etc., in cooperation with program staff
4. Assists in development of recruitment and training and other related materials
5. Provides counsel and guidance to volunteers and staff on issues of relevance to both
6. Maintains statistics and records for volunteer program for reporting purposes
7. Networks with other community volunteer leaders

2. The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service;

Project Timeline:

Deliver curriculum to a total of 150 groups from Oahu & Maui schools (60 students per program, totaling up to 9,000 students):

- a. *July 1, 2008 – July 15, 2008:* Program managers & educators will provide teachers with updated curriculum including pre and post program activities to enhance the students learning experience. Purchase vehicle to be used for programs on Oahu.
- b. *July 15, 2008 – December 20, 2008:* Environmental Educators will teach 75 school programs to school groups from Oahu & Maui.
- c. *November 20, 2008 – January 15, 2009:* EE's and program managers will evaluate programs and make changes if appropriate, schedule programs with teachers and provide teachers with appropriate pre and post visit materials.
- d. *January 15, 2009 – June 1, 2009:* EE's will teach 75 school programs to Oahu & Maui schools.
- e. *June 1, 2009 – June 15, 2009:* EE's and Program Managers will evaluate programs and make changes if appropriate.

HNC contracts directly with teachers to assemble 60 students per program, the optimum level for instruction using three environmental educators (EE) and up to six chaperones. It is strongly encouraged for teachers to use the pre and post experience activities to maximize the educational benefits of the program.

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

All Nature Center programs undergo a vigorous annual review and assessment, incorporating feedback from staff, volunteers, teachers, students and the public. An action plan is then developed to add, strengthen, modify, or revise content, curriculum, exhibits and/or supporting material as necessary.

Evaluation is built into every aspect of our programming. Regular staff performance is monitored and evaluated through procedures that include verbal feedback by the employee's supervisor, annual written evaluations and annual self-evaluations. Equally important is feedback received from teachers whose students have participated in programs. Teachers are asked to evaluate all aspects of our program, including props, teaching sites and program content (see Appendix C 'Sample of Evaluations'). The hundreds of evaluations received are compiled and analyzed at the end of each teaching semester; comments requiring immediate attention are handled promptly.

Our measure of success is derived from two sources: the artwork and essays produced by the children, and the teacher evaluation that verifies we are "on track" in meeting our objectives. Project success is best seen during the program day, as we see children involved in exciting, hands-on activities—and during that time we also see the effectiveness of the pre-trip activities.

Improvement activity is a regular part of our annual education process, and thus is an ongoing cycle. For instance, we have made changes in our registration process and teacher training based on input from our evaluation cycles. In addition, the Board of Directors conducts an annual review of progress against the Center's strategic plan, and makes suggestions for improvement and advancement of the Center's mission.

4. The applicant shall 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.

HNC will share teachers' evaluations and students' drawings and notes with the State agency. Teacher evaluations are used to measure the effect of the programs, while students' artwork and thank you notes measure what students take away from the program. HNC will also provide the State Agency with a list of schools that attended programs, what program they attended, how many students, and the date of the program. This will ensure that the funds were expended appropriately and the schools were able to benefit from the Grant-in-Aid subsidy.

III. Financial

Budget

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

See attached Budget, which covers the costs to run 150 school programs. For 2008 HNC has received funding to provide programs to schools from Windward and Leeward, Oahu. These funds are reflected on the cover sheet. For this grant-in-aid we are requesting funds for Oahu & Maui schools that have not already received subsidy funding in 2008 and all schools beginning 2009.

2. The applicant shall provide its anticipated quarterly funding requirements for the fiscal year 2008-2009.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$37,500	\$37,500	\$37,500	\$37,500	\$150,000

IV. Experience and Capability

A. Necessary Skills and Experience

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

The Hawai'i Nature Center has been offering environmental education experiences for over 27 years. It is an equal opportunity employer with 19 employees. Staff range in age and experience but all staff are required to have a college degree and/or substantial equivalent experience in their field.

At the heart of all these services are the Nature Center's environmental educators. Their combined experience at the Nature Center and their backgrounds in early childhood education, anthropology, ecology, biology, archaeology and other fields contribute immensely to the quality of education that is inherent in every program experienced by each participant. It has been determined that in learning, we retain 10 percent of what we read, 25 percent of what we hear and 75 percent of what we do. The Nature Center's environmental educators guide children and adults in learning by doing. The Nature Center stresses real experiences, not virtual ones, providing our community with exciting and effective learning opportunities of lasting value.

The high caliber of the Hawaii Nature Center's out-of-doors field education curriculum has been affirmed by the recognition of its programs and staff through the bestowal of national honors including the Take Pride in America award in education; the Nancy Hanks Memorial Award for Professional Excellence granted by the American Association of Museums; and the United Nations Environmental Leadership Award bestowed by the United Nations Environment Programme. The U.S. Department of Education's Eisenhower Regional Consortia recognized our programs as a Promising Practice in math and science education.

As a grassroots organization, the Hawai'i Nature Center enjoys substantial community involvement and support for its mission. In 2007, over 1,500 volunteers gave 7,602 hours as teaching docents, resource specialists, hike leaders, outreach volunteers, administrative assistants, trail and facility maintenance assistants and for special events and projects.

Central to the success of the Hawaii Nature Center is its Board of Directors (see Appendix D 'Board of Directors'). Composed of a diverse group of men and women who are recognized leaders in the community, our Board has demonstrated a commitment to the mission of the Hawaii Nature Center. Board members are selected based upon their expertise in areas such as law, marketing, education, etc., as well as for their ability to provide financial support. Board members are asked for—and have delivered—the traditional three Ws: Wealth, Wisdom and Work. The Board is responsible for major policy decisions, assisting with fundraising, strategic planning, and hiring and supervising the Executive Director.

The Executive Director serves as the chief executive officer, reports to the Board of Directors, and is responsible for all daily operations of the organization. The Executive Director is supported by a management team comprising of an Education Director, Development and Communications Director, and Directors of Operations for each island. This team oversees and manages all day-to-day operations of programs and facilities, personnel, and internal and external communications. This structure is effective for the Hawaii Nature Center because it limits the number of layers between front-line staff and senior management. It is essentially a two-tiered operational system, with policy and governance provided by the Board of Directors.

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. Also describe how the facilities meet ADA requirements, as applicable.

The Hawaii Nature Center currently operates one facility on Oahu, consisting of a renovated "ranger's cottage" shared with DLNR (used for administrative offices) and the Nature Center's new Harry and Jeannette Weinberg Interpretive Center, made possible with major funding support from the Weinberg Foundation and the Harold K.L. Castle Foundation. This new facility, to be used as a model for our facility planned for Kauai, includes a classroom, storage and staff kitchen area and facilities for community use. In addition, our facility on Maui comprises three separate buildings including the Interactive Nature Museum and Gift Shop, a classroom facility and a dormitory structure used as lodging for persons involved in nature volunteer service projects and overnight or weeklong eco-tour groups.

On Oahu, we also have a Special Use Permit from the State for 2,000 acres of forest reserve and from the USFWS for 40 acres of wetland habitat at the Honouliuli Refuge (closed to the public) allowing us exclusive access for our educational programs.

In 'Iao Valley, on Maui, we own all three buildings and the 1.5 acres of conservation-zoned land upon which they are located. A permanent lease agreement permits use of an adjacent 35 acres, and a Special Use Permit allows operation of programs in Kealia Pond, a 750-acre USFWS Refuge.

Facilities on both Oahu and Maui include displays and activities that complement the school teaching program. While these specifically target school groups, they also serve families and community groups as well as weekend and summer program participants. These facilities will be replicated in function at our Kauai site.

On Maui, one building houses the Nature Center's Interactive Nature Museum and Gift Shop. While the Nature Center has been providing elementary school programs on Maui since 1992, in 1997 it opened the Nature Museum in response to a growing interest in Hawaiian natural history and ecology by community residents and visitors to Maui.

At all facilities and teaching sites, safety of staff, volunteers, and the public takes highest priority. All teaching staff (and many volunteers) are certified in CPR and first aid and carry cell phones and first aid kits during programs. Staff are alert to unsafe weather conditions which could compromise the safety of school students and protect against hazards such as leptospirosis (which occurs in freshwater areas statewide), dehydration, and falls.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

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

The environmental educators funded by this proposal satisfy the qualifications described in this section. All staff are required to have a college degree and/or substantial equivalent experience in their field. (See Appendix E: Resumes)

Personnel policies encourage regular staff training and development. For example, after one year of employment, employees are credited \$60 annually to use towards fees and expenses related to approved in-state conferences and workshops, and allotted two working days to attend them. In addition, all educators are encouraged to attend the Hawai'i Environmental Education Association's Statewide Conference.

Hawaii Nature Center staff have been actively involved in local, regional and national associations, including the Hawaii Museums Association, Hawaii Environmental Education Association, North American Association for Environmental Education, Hawaii Audubon Society, Hawaii Visitors Bureau Ecotourism Conference, National Society for Fundraising Executives, Hawai'i Community Services Council and the Network of Volunteer Leaders, the Na Ala Hele Advisory Board, and the Secretariat for Conservation Biology.

B. Organization Chart

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

The Hawaii Nature Center organization includes 19 positions, including 8 people in the education department, two in administration and operations, three in fundraising, marketing and membership including the executive director, and the remaining support in maintenance and gift shop operations (see Appendix F – 'Nature Center Organizational Chart').

Attached are the resumes for the following staff members whose salaries would be covered by this grant: (See Appendix E)

- Jennie Peterson, Program Manager (Maui)
- Jay Franey, Program Manager (Maui)
- Jamie Nakama– Environmental Educator (Oahu)
- John Mackin– Environmental Educator (Oahu)
- Brooke Cleveland – Environmental Educator (Oahu)
- Bennett Blumenberg – Environmental Educator (Maui)
- To be determined - Environmental Educator (Maui)

VI. Other

A. Litigation

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

There is no litigation active or pending against the Hawaii Nature Center.


B. Licensure or Accreditation

Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

There is no applicable licensure or accreditation currently available for an environmental education organization.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2008 to June 30, 2009)

Applicant: Hawaii Nature Center

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	TOTAL (d)
A. PERSONNEL COST				
1. Salaries	109,440	19,200		128,640
2. Payroll Taxes & Assessments	8,100	1,420		9,520
3. Fringe Benefits	24,075	4,225		28,300
TOTAL PERSONNEL COST	141,615	24,845		166,460
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island		0		
2. Insurance		18,000		18,000
3. Lease/Rental of Equipment		0		0
4. Lease/Rental of Space		145		145
5. Staff Training		2,500		2,500
6. Supplies		7,500		7,500
7. Telecommunication		0		0
8. Utilities		6,600		6,600
9. Transportation (bus fees for schools in need)	1,385			1,385
10 Motor Vehicle	7,000			7,000
11 Advertising		2,500		2,500
12 Postage		1,660		1,660
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	8,385	38,905		47,290
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL				
TOTAL (A+B+C+D+E)	150,000	63,750		213,750
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	150,000	Casey Carmichael	(808)955-0100 ext.26	
(b) School Program Fees	60,000	Name (Please type or print)	Phone	
(c) Fundraising/Donors	3,750		1/28/08	
(d)		Signature of Authorized Official	Date	
TOTAL REVENUE	213,750	Gregory D. Dunn, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Hawaii Nature Center

Period: July 1, 2008 to June 30, 2009

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
Environmental Educator (Oahu)	1	\$33,280.00	50.00%	\$ 16,640.00
Environmental Educator (Oahu)	0.5	\$16,640.00	50.00%	\$ 8,320.00
Environmental Educator (Oahu)	0.5	\$16,640.00	50.00%	\$ 8,320.00
Environmental Educator (Maui)	1	\$33,280.00	50.00%	\$ 16,640.00
Environmental Educator (Maui)	0.5	\$16,640.00	50.00%	\$ 8,320.00
Environmental Educator (Maui)	0.5	\$16,640.00	50.00%	\$ 8,320.00
Volunteer Coordinator (Statewide)	1	\$40,000.00	50.00%	\$ 20,000.00
Program Manager (Oahu)	1	\$45,760.00	25.00%	\$ 11,440.00
Program Manager (Maui)	1	\$45,760.00	25.00%	\$ 11,440.00
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				109,440.00

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawaii Nature Center

Period: July 1, 2008 to June 30, 2009

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Used Truck or Minivan	1.00	\$7,000.00	\$ 7,000.00	7000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				7,000

JUSTIFICATION/COMMENTS: This vehicle will be used to transport educational props to/from program sites.

BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Hawaii Nature Center

Period: July 1, 2008 to June 30, 2009

	FUNDING AMOUNT REQUESTED						
	TOTAL PROJECT COST	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED		FUNDING REQUIRED IN SUCCEEDING YEARS	
			FY: 2005-2006	FY: 2006-2007	FY:2007-2008	FY:2008-2009	FY:2009-2010
PLANS							
LAND ACQUISITION							
DESIGN							
CONSTRUCTION							
EQUIPMENT							
TOTAL:							
JUSTIFICATION/COMMENTS:							
Not applicable to this request							

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

Hawaii Nature Center

(Typed Name of Individual or Organization)



(Signature)

1/28/05

(Date)

Gregory D. Dunn

(Typed Name)

Executive Director

(Title)

Appendix A

Teacher Letters of Support

November 12, 2007

To Whom It May Concern,

My name is Kelli Tomiyoshi and I am a second grade teacher at Kaimiloa Elementary School. On behalf of my grade level, I am writing this letter in support of the Hawaii Nature Center.

On January 24 and 29 of 2008, we are bringing 101 second graders to the Center to participate in their Life Cycle program. We have been unable to attend the past couple of years due to renovations, so we are extremely excited for this field trip in January. As a grade level, we look forward to this field trip each year because not only does it give our students a wonderful experience, it directly coincides with the Science standards in the Hawaii Content Performance Standards III. The following are the Science standards that will be covered:

- Strand: Life and Environmental Sciences
 - Benchmark SC.2.4.1: Explain how plants and animals go through life cycles
 - Benchmark SC.2.5.1: Identify distinct environments and the different kinds of organisms each environment supports

- Strand: Physical, Earth, and Space Sciences
 - Benchmark SC.2.8.2: Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling

We can teach the students these standards in the classroom. However, if they are able to experience the standards in the real world, such as at the Hawaii Nature Center, where they can see, touch, feel, and breathe the standards, their understanding and application of these standards becomes even greater.

As a teacher in the Ewa Beach community, specifically the community that we serve, I see the value of the Center from another angle. The majority of our students come from a low socioeconomic background; many are foster children or children being raised by family other than their biological parents and still others are from single parent homes. We need to bring our students on field trips like this in order to provide meaningful life experiences outside of Ewa Beach, and to help them build their background knowledge, one that they can refer to in years to come.

In closing, I would again like to say how invaluable the Hawaii Nature Center is to our standards-based curriculum and our students' lives. We are looking forward to our field trip in January.

Sincerely,


Kelli Tomiyoshi
Grade 2 Teacher

To Whom It May Concern,

November 12, 2007

As a one of the second grade teachers at Kaimuki Christian School, I wanted to let you know how vital your Environmental Education Program is to our young learners.

In January, we will be bringing 41 students to the Hawaii Nature Center, a trip which has always been our favorite field trip destination each year. The excursion for second graders showcases nature's cycles and is a culminating experience for our students. After they have studied the five life cycles in the classroom, we have the wonderful opportunity on Oahu, as nowhere else, to see how the cycles work first-hand at the Hawaii Nature Center. They are able to physically experience what they have learned by seeing, feeling, touching and hearing through their senses, the amazing world of our local rain forest. Students make real-life applications of nature's cycles with your exceptional, guided and hands-on program lessons. They come away enriched and enthused about the possibilities of delving deeper into things they have learned on the trip. In the past, our trip has even led to discussions on career possibilities in environmental studies, biology and botany.

Thank you for keeping this program going. I know it must be hard in these times of financial scrutiny, trying to stretch your contributions to keep the educational program section going. However, I wanted you to know that Kaimuki Christian School certainly values all you do to help us educate our students in such an essential field of study.

Sincerely,



Jane McClair
Second Grade Teacher
Kaimuki Christian School

To Whom It May Concern:

We are second grade teachers at Saint Andrew's Priory School. We have scheduled a program at the Hawaii Nature Center on January 31. The Hawaii Nature Center staff has developed a hands-on science based program, with meaningful lessons, that is the core of our Winter/Spring Science unit following our McGraw-Hill science curriculum.

Launching this unit at the Nature Center for the past 10 years, has been invaluable. The expertise of the Nature Center teachers and the curriculum they have developed on using the outdoors to teach about the Five Nature Cycles is excellent. Our students return from their day at the Nature Center having had "hands-on" experiences that make their classroom learning so much more meaningful!

On behalf of our students, we are asking you to please support this valuable program so that Hawaii's children can experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,

Betty Ito
Cheryl Woods

Saint Andrew's Priory School

Tue, Nov 13, 2007 3:11 PM

Subject: [Fwd: Teacher letter form St. Andrew's Priory]
Date: Tuesday, November 13, 2007 2:51 PM
From: Jennie Peterson <jennie@hawaiinaturecenter.org>
To: Casey <casey@hawaiinaturecenter.org>
Conversation: [Fwd: Teacher letter form St. Andrew's Priory]

From: Cheri Woods <cwoods@priory.net>
Date: Tue, 13 Nov 2007 12:51:04 -1000
To: <jennie@hawaiinaturecenter.org>
Conversation: Teacher letter form St. Andrew's Priory
Subject: Teacher letter form St. Andrew's Priory

408 N Judd St.
Honolulu, HI 96817
November 13, 2007

To Whom It May Concern:

I am the fourth grade teacher at Waolani Judd Nazarene School. We have scheduled a program at the Hawaii Nature Center on Monday, February 4, 2008. The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that greatly enhance our curriculum. Although we are a private school, not bound by state or national standards, we are always looking for ways to enhance our curriculum. In teaching science it has been determined that for children to grasp an understanding of the lessons, they need hands-on experiences. The Hawaii Nature Center provides programs that give children the hands-on experiences they need to succeed.

Some of the curriculum standards we have involves the codependency of ecosystems. It is important for our students to be able to relate this knowledge to their world around them. Therefore, throughout the year, we focus on the various ecosystems around us here in Hawaii, such as the ocean and our coast. Another important standard is to learn to be responsible stewards of their environment. We are excited about the opportunity for our students to experience the Coastal Encounters program with the Hawaii Nature Center. Through this experience, we are confident the students will see first hand, the need to take care of their ocean and its coast.

On behalf of our students, we are asking you to please support this valuable program so that Hawaii's children can experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,

Rachelle Wong
Waolani Judd Nazarene School

Letter of Support

Subject: Letter of Support
From: Rachelle Wong <wongrachel@hotmai.com>
Date: Tue, 13 Nov 2007 11:44:26 -0800
To: <jennie@hawaiinaturecenter.org>

Here is my letter to show my request for funding. We look forward to our Coastal Encounter trip with you on Monday, Feb. 4, 2008.

Aloha,
Rachelle Wong
Waialani Judd Nazarene School

Peek-a-boo FREE Tricks & Treats for You! [Get 'em!](#)

Letter to HI Nature Ctr.doc	Content-Type: application/msword
	Content-Encoding: base64

November 13, 2007

To Whom It May Concern,

We are 2nd grade teachers from Waikele Elementary School. We have scheduled to go on the Cycles in Nature program at the Hawaii Nature Center on February 5th and 12th. The programs Hawaii Nature Center provides are very valuable and important to teaching science concepts that meet our "No Child Left Behind" standards. It not only teaches students about science, it also helps to teach awareness of the environment and how we need to take care of nature. It is very helpful that these programs are hands-on experiences and helps the students learn information in another way and is meaningful to them.

On behalf of our students, we, the 2nd grade teachers at Waikele Elementary, please ask for your continued support of this program. This will help students to become life long learners and create a deeper understanding of nature and science.

Sincerely,

The 2nd Grade Teachers
Waikele Elementary School

Tue, Nov 13, 2007 3:57 PM

Subject: [Fwd: teacher letter of support from Waikele Elem]

Date: Tuesday, November 13, 2007 3:54 PM

From: Jennie Peterson <jennie@hawaiinaturecenter.org>

To: Casey <casey@hawaiinaturecenter.org>

Conversation: [Fwd: teacher letter of support from Waikele Elem]

From: <Diana_Yap/WAIKELE/HIDOE@notes.k12.hi.us>

Date: Tue, 13 Nov 2007 15:25:53 -1000

To: <jennie@hawaiinaturecenter.org>

Subject: teacher letter of support from Waikele Elem

Hi Jennie,

Here is a letter from Waikele Elementary Second Grade.

Thank You,
Diana Yap

November 13, 2007

To Whom It May Concern:

I am a 2nd grade teacher at Wheeler Elementary School. We have scheduled a program at The Hawaii Nature Center on November 7th and 8th. The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that are understandable and appropriate for our grade level. When teaching Science, children need to experience hands-on learning to make it more fun and easier to understand. Their need to be able to see, hear, and touch each of the cycles of nature will enable them to become life long learners. The program at the Nature Center allows students with this opportunity.

On behalf of our students, we are asking you to please support this valuable program so that our students can experience the outdoors while learning valuable lessons that enhances their education experience.

Sincerely,



Gerilyn Ma'a
Wheeler Elementary

To Whom It May Concern:

I am a 2nd grade teacher in the Hawaiian Language Immersion program at Pū'ōhala Elementary. We have scheduled a program at the Hawaii Nature Center on February 14, 2007. The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that help us meet our No Child Left Behind standards. In teaching science it has been determined that for children to grasp an understanding of the lessons, they need hands on experiences they need to succeed.

On behalf of our students, we are asking you to please support this valuable program so that Hawaii's children can experience the outdoors while learning valuable lessons that enhance their education experience. Teachers in the past at our school highly recommend this program and have said that it was the best educational experience they have for our keiki each year. We look forward to going on this particular fieldtrip.

Sincerely,


Kalei Cosma
2nd grade teacher
Pū'ōhala Elementary



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KIPAPA ELEMENTARY SCHOOL
95-076 KIPAPA DRIVE
MILILANI TOWN, HAWAII 96789

November 6, 2007


To Whom It May Concern:

I am a second grade teacher at Kipapa Elementary School in Mililani, Hawaii. We would like to schedule a "Cycles in Nature" program for our second graders in March of 2008. The Hawaii Nature Center staff provides an excellent hands-on program that meets several of our Science Standards. Through the "Cycles in Nature" program, our students learn about the different cycles in nature and how they interact with one another, all of which are a part of our Science Standards.

The "Cycles in Nature" program is very hands-on and exciting for our students. The Hawaii Nature Center staff members are well-educated in their field, enthusiastic about their jobs, and adept at sharing their knowledge with our students. They are also excellent at providing accommodations for, and meeting the needs of our Special Education students. When we attend a program at the HNC, we are confident that our students will be efficiently managed, closely supervised, and excited to learn about the cycles of nature. Our students leave the HNC knowledgeable about cycles, and with a greater respect for our environment.

The Hawaii Nature Center offers our students a unique opportunity to explore and learn about nature. We are asking you to please support the Hawaii Nature Center and its extremely valuable programs. Thank you.

Sincerely,


Kimberly Shinsato
Grade 2, Grade Level Chairperson
Kipapa Elementary School

Hawaii Nature Center
2131 Makiki Heights Drive
Honolulu, HI 96822

November 12, 2007

Dear Jennie,

I am writing to you to express how wonderful the programs at the Hawaii Nature Center are and are an integral part in teaching our science curriculum to meet the Hawaii State Science Standards. Your program provides many hands-on learning activities that teach students' the concepts to meet the Standards as well as providing them an appreciation for nature. The Standards that are covered in your program are:

Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT
Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment

Interdependence

Describe how animals depend on plants and animals

Life and Environmental Sciences

Standard 4: Life and Environmental Sciences: STRUCTURE AND FUNCTION IN ORGANISMS
Understand the structures and functions of living organisms and how organisms can be compared scientifically

Classification

Explain how plants and animals go through life cycles

In your program, the students learn all about the different cycles in nature (water, plant, animal life, nutrient, and gas/air) and how they are all connected to each other. This quarter our students will be learning about the different cycles to meet the standards/benchmarks. At Mililani 'Ike Elementary, we are a Standards-Based school, so this fits perfectly into our curriculum.

The dates of our field trip for your Grade 2 Program are: 2/26, 2/28, 2/29, and 3/7. We look forward to seeing you then and hope that funding will be available so that we do not have to cancel.

If you need to contact me you may do so by phone: 626-0940 ext. 286 or email: Cheryl_Hamane@notes.k12.hi.us. I look forward to hearing from you soon.

Sincerely,

Cheryl Hamane
Grade 2 Teacher

Letter for Funding

Subject: Letter for Funding
From: Cheryl_Hamane/MILIKE/HIDOE@notes.k12.hi.us
Date: Mon, 12 Nov 2007 09:38:07 -1000
To: jennie@hawaiinaturecenter.org

Dear Jennie,

I made my reservations for Grade 2 Milliani 'Ike students today. I spoke with John Mackin who informed me that I need to send a letter to get funding for admission. Attached is my letter. I look forward to hearing from you. If possible, do you have an idea when in January if funding will be available? John could not give me an approximate time.

Mahalo,
Cheryl Hamane

"Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message."

HNC Funding Letter.doc.hqx	Content-Type: application/mac-binhex40 Content-Encoding: 7bit
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November 12, 2007

Dear Sir/Madam,

I am writing to you in support of the Hawaii Nature Center/Educational Programs. My name is Rhonda Masuda, and I am a Grade 2 Teacher at Kapalama School. Every year, it is our hope to be able to schedule/fund a visit to the Hawaii Nature Center in Makakiki. The children, teachers, and parents look forward with anticipation and excitement to our visit where the children are able to extend their classroom learning and standards based lessons on cycles in nature: How cycles are patterns in nature. How the plant, animal/life, nutrient, and gas cycles are interdependent. How we need to conserve nature to help continue these cycles and our cycle of life in our ecosystem. The docents and tour guides are always well trained and enthusiastic about imparting their knowledge and experiences in the valley. For many of our children this is their first/only experience in a native Hawaiian forest. They marvel at fishing for Opa'e, hunting for bugs, observing native birds, and investigating a compost pile. It is truly a hands on/multi-sensory experience!

We have scheduled a visit on March 4, 2008 and March 6, 2008. Kapalama is a Title I school. In the past we have had to cancel our visit due to admission costs and lack of funding. Our children's families can not afford the \$1,000/\$17.00 per child admission fee. Anything above a \$6-10.00 fee is a stretch. We are asking for your generous support of this valuable resource. If we had to choose one field-trip for our students to engage in, the Hawaii Nature Center would be the one. We humbly ask for your monetary support of the Hawaii Nature Center and support of our children's learning.

Sincerely,


Rhonda Masuda
Grade 2 Teacher/Kapalama School



STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIMALU ELEMENTARY SCHOOL
98-825 MOANALUA ROAD
AIEA, HAWAII 96701

November 06, 2008

To Whom It May Concern,

My name is Geri Young and I am a second grade teacher here at Waimalu Elementary School. On behalf of our grade level I would like to schedule two programs at the Hawaii Nature Center, one on March 06, 2008, and another on March 07, 2008.

The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that meet a number of the Science standards for the DOE. The lessons are understandable and enjoyable for our students. In teaching Science, it is important to integrate what we teach in the classroom to "real-life" experiences - what better way than to do this up close and personal. Every year, our students leave this program understanding nature's delicate balance. Being able to see, hear and touch each of the cycles of nature impresses the need to become lifelong learners. This is such a memorable field trip. It's hard to believe that many students have not had the opportunity to hike through a beautiful, tranquil forest or catch little animals in the cool, running streams.

On behalf of our students, I am asking you to please support this worthwhile program so that our students can experience the outdoors while learning wonderful lessons that enhance their educational experience.

Sincerely,


Mrs. Geri Young
Teacher

Noted & Forwarded:


Mr. Sheldon Oshio
Principal

To Whom It May Concern:

We are second grade teachers at Helemano Elementary School. We have scheduled a program at the Hawaii Nature Center on April 8th and 11th. The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that help us meet our "No Child Left Behind" standards. In teaching science it has been determined that for children to grasp an understanding of the lessons, they need hands-on experiences. The Hawaii Nature Center provides programs that give children the hands-on experiences they need to succeed. Each year, our students leave this program with a deeper understanding of science concepts taught in the classroom. They are able to engage in activities that teach about the cycles of nature while building an appreciation for nature.

On behalf of our students, we are asking you to please support this valuable program so that Hawaii's children can experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,

Cindy Morikawa
Theresa Ohashi
Rena Roybal
Carolyn Uchiyama
Vikki Kawamura

Tue, Nov 13, 2007 3:12 PM

Subject: [Fwd: support letter]

Date: Tuesday, November 13, 2007 2:50 PM

From: Jennie Peterson <jennie@hawaiinaturecenter.org>

To: Casey <casey@hawaiinaturecenter.org>

Conversation: [Fwd: support letter]

From: <Cindy_Morikawa/HELEMANO/HIDOE@notes.k12.hi.us>

Date: Tue, 13 Nov 2007 14:28:53 -1000

To: <jennie@hawaiinaturecenter.org>

Subject: support letter

Nov. 7, 07

To Whom It May Concern:

I am a 2nd grade teacher at Kainalu Elementary School. We would like to schedule a program at the Hawaii Nature Center in March. The Hawaii Nature Center staff has developed a hands-on science based program with meaningful lessons that are presented at the children's level of understanding and appropriate for their grade level. The HNC makes science 'real' to our children as they experience it up close and personal.

Science Standards met through a field trip to the Nature Center include:

Standard 8; Physical, Earth & Space Sciences

Identifying the limited supply of natural resources and how they can be extended through Conservation, reuse and recycling.

Standard 3; Life and Environment Sciences Organisms and the Environment

Describe how animals depend on plants and animals.

Standard 4; Life and Environment Sciences Structure and Function in Organisms

Explain how plants and animals go through life cycles.

Standard 5; Life and Environment Sciences Diversity, Genetics & Evolution

Identify distinct environments and the different kinds of organisms each environment supports.

Kainalu School is classified as a Title One School which means we have a population in which 40% are on the free and reduced lunch program. Without funding a field trip to the Hawaii Nature Center would be impossible.

On behalf of our students, we are asking you to please support this valuable program so that our students can experience the outdoors while learning valuable lessons that enhance their educational experience. To put it in our students' words, it's the best field trip of the year.

Sincerely,



Sherry Caldeira
Kainalu Elementary School

Nov. 7, 07

266-7835

November 6, 2007

To Whom It May Concern:

I am a second grade teacher at Kauluwela School. We would like to schedule a program at the Hawaii Nature Center in spring 2007. The Hawaii Nature Center staff has developed a hands-on science-based program with meaningful lessons that ties in nicely with our standards-based curriculum.

Over 85% of our students are either on free or reduced lunches. A large majority are immigrant children who reside in apartments or high rise buildings. This valuable program affords them the joy of the outdoors while enhancing their education experience. We definitely wouldn't be able to attend this worthwhile field trip without funding.

Sincerely,



Gladys Park
Kauluwela School

Copies

Hawaii Nature Center
2131 Makiki Heights Drive
Honolulu, HI 96822

November 13, 2007

To Whom It May Concern:

The second grade teachers are planning to take our four classes of approximately 77 students to the Hawaii Nature Center for the Cycles in Nature program on Thursday, May 1, 2008 and Friday, May 2, 2008. Not only is this field trip a culminating activity for our second grade science curriculum, as covered in the DOE content and performance standards, but it is an invaluable experience for the children, many of whom have never experienced nature in its natural setting before. The children demonstrate an understanding and appreciation of the importance of the five cycles in nature and how they interact with one another through their post field trip behaviors, attitudes, comments, writings and illustrations.

As a Title 1 school, however, we request your assistance with funding so we can insure that every child will be able to attend and participate in the rich hands-on activities and as the children always say, "the best field trip ever." We would appreciate your consideration of our request.

Sincerely yours,



Sandra T. Matsunaga
Pearl City Elementary School
1090 Waimano Home Road
Pearl City, HI 96782-2675

11/05/07

To Whom It May Concern:

I am a second grade teacher at Maili Elementary School on the Waianac Coast. Our grade level has scheduled visits at the Hawaii Nature Center for the past several years. In my 23 years of teaching I have never seen a more educational, entertaining field trip! The kids learn science concepts first hand in nature in a way they remember for years to come. The children for the most part have never been in a rainforest before and the trip there makes an impression upon them that could never be had from book learning experiences.

Our students come from low income and many homeless families who cannot afford the cost of the excursion. We have been able to bring our kids because of the generous donations to the Hawaii Nature Center that make our visits possible. We thank you in advance for making the experience possible for our children.

Mahalo nui loa,
F. Neil Willis


Maili Elementary School

November 12, 2007

To Whom It May Concern,

I am a second grade teacher at Kailua Elementary School. The second graders at my school are going to Hawaii Nature Center on May 15, 2007. It is a wonderful field trip that incorporates many of the science standards. The students learn about the different cycles found in nature. This program provides hands on experiences in seeing the plant cycle, nutrient cycle, animal cycle, water cycle and gas cycle. The students have the opportunity to go hiking, searching for bugs, fishing to catch various animals in the pond and they make a terrarium that shows all the cycles I mentioned earlier. The students learn how plants and animals depend upon each other and how we have a responsibility to take care of this earth.

I'd also like to comment on how enthusiastic and dedicated the Hawaii Nature Center staff seems to be. They lead by example and the students enjoy all the activities provided. It is such a memorable field trip. When I ask my students what was their favorite field trip for the year, Hawaii Nature Center is always one of the most popular field trips. I hope funding is continued for Hawaii Nature Center because my school is a title I school so money can be an issue. I hope this field trip can remain affordable because it is an invaluable opportunity for our students.

Sincerely,


Trina Cho
Kailua Elementary School

Monday, November 12, 2007

To Whom it May Concern,

My name is Roberta "Bobbi" Kokx and I am a third grade teacher at Kihei Elementary School on the Island of Maui.

For the past seven years, our third grade students have visited Kealia Pond for Hawaii Nature Center's Introduction to the Wetlands. The visit has always been a favorite of our students.

The students love the activities at Kealia Pond, especially "Bird Watching," "Mucking in the Mud," and "Fishing." The guides from the Hawaii Nature Center bring science "alive" and treat all of our students with respect.

Prior to the excursion, our students are able to prepare for their visit by engaging in learning activities outlined in the well-planned curriculum guide that is provided by the Hawaii Nature Center. These activities provide our students with opportunities to make connections from in-class activities to a "real world" setting.

The Introduction to the Wetlands Program addresses our state standards in the content area of Science. In addition, the activities outlined in the curriculum guide are cross-curricular in nature.

In the past, we have charged our students \$7.50 for admission and bus fare. Previously, we received a scholarship, as we are a Title I School (approximately 50% of our students receive free or reduced lunch). This scholarship made the excursion affordable and accessible for almost all of our students.

As an educator, I would like to encourage your support of the work that the Hawaii Nature Center does for the students of Hawaii.

As a suggestion, if you would like to see first-hand the great work that the Hawaii Nature Center does, stop by and see how much fun the students are having and how much learning is taking place.

Mahalo for your consideration.

Sincerely yours,

Roberta "Bobbi" Kokx

attending 1/23/08 & 1/30/08

FW: Letter of Support: Kealia Pond

Subject: FW: Letter of Support: Kealia Pond
From: Casey <casey@hawaiinaturecenter.org>
Date: Tue, 13 Nov 2007 11:10:12 -1000
To: Kathy <kathy@hawaiinaturecenter.org>

----- Forwarded Message
From: Jay Franey <naturejay@gmail.com>
Date: Tue, 13 Nov 2007 10:39:16 -1000
To: Casey <casey@hawaiinaturecenter.org>
Subject: Fwd: Letter of Support: Kealia Pond

----- Forwarded message -----
From: Roberta Kokx <KOKXR001@hawaii.rr.com>
Date: Nov 12, 2007 8:23 PM
Subject: Letter of Support: Kealia Pond
To: naturejay@gmail.com
Cc: Roberta_Kokx/KIHEI/HIDOE@notes.k12.hi.us

Monday, November 12, 2007

To Whom it May Concern,

My name is Roberta "Bobbi" Kokx and I am a third grade teacher at Kihei Elementary School on the Island of Maui.

For the past seven years, our third grade students have visited Kealia Pond for Hawaii Nature Center's Introduction to the Wetlands. The visit has always been a favorite of our students.

The students love the activities at Kealia Pond, especially "Bird Watching," "Mucking in the Mud," and "Fishing." The guides from the Hawaii Nature Center bring science "alive" and treat all of our students with respect.

Prior to the excursion, our students are able to prepare for their visit by engaging in learning activities outlined in the well-planned curriculum guide that is provided by the Hawaii Nature Center. These activities provide our students with opportunities to make connections from in-class activities to a "real world" setting.

The Introduction to the Wetlands Program addresses our state standards in the content area of Science. In addition, the activities outlined in the curriculum guide are cross-curricular in nature.

In the past, we have charged our students \$7.50 for admission and bus fare. Previously, we received a scholarship, as we are a Title I School (approximately 50% of our students receive free or reduced lunch). This scholarship made the excursion affordable and accessible for almost all of our students.

W: Letter of Support: Kealia Pond

As an educator, I would like to encourage your support of the work that the Hawaii Nature Center does for the students of Hawaii.

As a suggestion, if you would like to see first-hand the great work that the Hawaii Nature Center does, stop by and see how much fun the students are having and how much learning is taking place.

Mahalo for your consideration.

Sincerely yours,

Roberta "Bobbi" Kokx

----- End of Forwarded Message

November 6, 2007


To Whom It May Concern,

I am writing to send my sincerest appreciation to the Hawaii Nature Center for making our field trips such a memorable experience. For the past 7 years I have been taking my students to the Nature Center where warm friendly faces always greet our students. This field trip is one of our highlights of the year.

Every year as we begin our unit on the cycles of nature, it becomes very important to make our teaching 'real' to our children. What better way than to experience it first hand, up close & personal. Being able to see, hear, and touch each of the cycles of nature impresses the need to become life long learners as our children take back a sense of genuine care for nature.

Please support these programs so that our students can experience nature hands-on and bring their classroom lessons to life. We hope funding will continue so our students can enjoy this wonderful learning opportunity year after year.

Sincerely,


Jannie Holtvedt
King Kamehameha III Grade Level Chair
attending programs January 24, 25 2008

To Whom It May Concern,

11/13/07

Since the Hawaii Nature Center in Iao Valley has opened, Makawao Second graders have enjoyed its "Cycles in Nature" Program. The Hawaii Nature Center's environmental educators and docents have expertly guided our students through the world of nature. They leave this excellently planned program with an understanding of nature's delicate balance and a sense of being stewards of the Earth. The Hawaii Nature Center program also covers many of our science standards and is vital in helping our children learn in a fun hands-on way. This field trip is one of our highlights of the year.

My good guess is that for the past fourteen years, hundreds and hundreds of young children have benefited from it. We only missed one year when the teachers thought that the expense would be prohibitive. That is why it is so important for people like you to show your support by giving to this more than worthy organization. With the cost of the bus and the entrance fee, it is costing students \$9-plus to go on this excursion. Unfortunately, school budgets are stretched to the limit and beyond. Our hard-working PTA is not able to meet the DOE's lack of proper funding. At our school, we have more than 50% children that require free or reduced lunch assistance and thus many parents balk at paying so much for an excursion. On behalf of my students and fellow teachers, I am asking you to please support this valuable program so that our students can continue to experience the outdoors while learning lessons that not only enhance their education experience but, help them become lifelong caretakers of the Earth.

Sincerely,

Jill Kitsuki
Makawao School

scheduled for 3/13/08 & 3/10/08 pending funding

To Whom It May Concern:

For many years, Kula School 4th graders have enjoyed the Hawaii Nature Center's excellent "cycles in nature" program. The Hawaii Nature Center's environmental educators and docents have expertly guided our students through the world of Hawaii's geological changes. Every year our students leave this valley amazed by erosion, with a deep understanding of nature's delicate balance. The Hawaii Nature Center program also covers many of our science standards and is vital in helping our children learn in a fun hands-on way. My students always leave saying 'this was the best field trip ever'.

However, when we called this year to set up our fieldtrip, we were sadly informed that there was no grant money available and our students would have to pay \$1,000 for this year's field experience. Unfortunately, due to budget cuts, our school cannot afford this fee plus transportation to & our students' families are not able to pay a large fee, regardless of how wonderful and educational the experience.

On behalf of Hawaii's children, we are asking you to please support this valuable program so that our students can continue to experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,
Ann Ashley



Teacher
Kula School

Kihei Elementary School
205 East Lipoa Street
Kihei, HI 96753

November 8, 2007

To Whom It May Concern:

For many years Kihei Elementary School's fourth graders have enjoyed the Hawaii Nature Center's excellent program on erosion. The Hawaii Nature Center's environmental educators and docents have expertly guided our students through activities demonstrating how water, people, plants, and animals cause erosion. They have also taught students how to use tools to measure the different elements of water and have shown them the importance of perserving water resources. Every year our students leave Iao Valley with a deep understanding of nature's delicate balance. The Hawaii Nature Center program also covers many of our science standards and is vital in helping our children learn in a fun hands-on way. Our students always leave saying 'this was the best field trip ever.'

However, when we called this year to set up our fieldtrip, we were sadly informed that there was no grant money available and our students would have to pay \$1,000 for this year's field experience. Unfortunately, our school is a Title I School with most students on free and reduced lunches. Most of our students' families are not able to pay a large fee, regardless of how wonderful and educational the experience.

On behalf of Hawaii's children, we are asking you to please support this impressive program so that our students can continue to experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,

Kihei Elementary School
Grade 4 Teachers
Lani Espinoza
Amber Hong
Annie Kemper
Joan Sokei-Vila
Sue Forbes

To Whom It May Concern:

For many years the first grade students of King Kamehameha III have enjoyed the Hawaii Nature Center's excellent environment program. The Hawaii Nature Center's environmental educators and docents have expertly guided our students through the world of Hawaii's (location - i.e. native endangered water birds). Every year our students leave this (habitat) with a deep understanding of nature's delicate balance. The Hawaii Nature Center program also covers many of our science standards and is vital in helping our children learn in a fun hands-on way. My students always leave saying 'this was the best field trip ever'

However, when we called this year to set up our fieldtrip, we were sadly informed that there was no grant money available and our students would have to pay \$1,000 for this year's field experience. Unfortunately, due to budget cuts, our school cannot afford this fee plus transportation to & our students' families are not able to pay a large fee, regardless of how wonderful and educational the experience.

On behalf of Hawaii's children, we are asking you to please support this valuable program so that our students can continue to experience the outdoors while learning valuable lessons that enhance their education experience.

Sincerely,



Abby Markulis
King Kamehameha III
tentatively scheduled, 5/13/08 & 5/14/08 pending on funding

Appendix B
Hawaii DOE Standards met by HNC Programs

HCPS II	K	1	2	3	4	6th - 8th			
GENERAL LEARNER OUTCOME									
Self-Directed learner	X	X	X	X	X	X			
Community contributor	X	X	X	X	X	X			
Complex thinker	X	X	X	X	X	X			
Quality producer	X	X	X	X	X	X			
Effective communicator	X	X	X	X	X	X			
LANGUAGE ARTS									
Range	X	X	X	X	X	X			
Processes	X	X	X	X	X	X			
Conventions and skills	X	X	X	X	X	X			
Response and rhetoric	X	X	X	X	X	X			
Attitudes and engagement					X	X			
Diversity	X	X	X	X	X	X			
MATHEMATICS									
Number and operation	X	X			X	X			
Measurement					X	X			
Geometry and spatial sense	X	X		X		X			
Patterns, Functions, and Algebra			X			X			
Data analysis, statistics, and probability			X	X	X	X			
SCIENCE - Domain I									
Scientific as Inquiry				X	X	X			
Habits of Mind	X	X	X	X	X	X			
Safety	X	X	X	X	X	X			
Science and technology in Society			X	X	X	X			
SCIENCE - Domain II									
Historical perspectives		X	X	X	X	X			
Organisms and development	X	X	X	X	X	X			
Understanding ourselves and the world around us	X	X	X	X	X	X			
The physical environment	X	X	X	X	X	X			
Earth Systems and the universe	X	X	X	X	X	X			
SOCIAL STUDIES - History									
History	X	X	X	X	X	X			
Political Science/Civics	X	X	X	X	X	X			
Geography	X	X	X	X	X	X			
Economics	X	X	X	X	X	X			
CAREER & LIFE SKILLS									
Technological literacy	X	X	X	X	X	X			
Career & life planning					X	X			
Skills for life and work	X	X	X	X	X	X			
Structure of organizations and work		X		X					
HEALTH									
Use interpersonal communication skills to enhance health	X	X	X	X	X	X			
Practice health-enhancing behaviors and reduce health risks	X	X	X	X	X	X			
FINE ARTS									
Understanding and applying	X	X	X	X	X	X			
PHYSICAL EDUCATION									
Successful movement forms at a basic level and some at mastery level	X	X	X	X	X	X			
Apply movement concepts and principles to the learning and development of motor skills	X	X	X	X	X	X			
Demonstrate responsible personal and social behavior in physical activity settings	X	X	X	X	X	X			
WORLD LANGUAGES									
Communication	X	X	X	X	X	X			

Appendix C

Teacher Evaluations



Introduction to Wetlands
Honouli'uli Field Program Evaluation

Thank you for bringing your class to the Hawai'i Nature Center's Introduction to Wetlands third grade field trip. We hope you enjoyed your day. Now, we ask that you think back on your visit and jot down your impressions, observations, and recommendations so that we may improve the program for future groups. Your comments are important to us. Mahalo!

School Name: Waialua Elem.

Date of Visit: 11/13/06

Teacher Name (optional): D. Yoshizu

Please circle the most appropriate response and rank accordingly: 1 = poor, 3 = average, 5 = great

How well does this program fit with your curriculum and standards? 1 2 3 4 5

Comments:

Did you attend a teacher planning conference prior to your visit? NO 1 YES 2 WHEN? 3 4 5

Comments: Attended a few conferences for previous field trips here

We provide additional information in our Teacher Packet, available at teacher conferences or online.

How did you receive your Teacher Packet? had older ones from conferences attended previously TEACHER CONFERENCE ONLINE

How would you rate the effectiveness of the Teacher Packet? 1 2 3 4 5

How did you use the Teacher Packet?

How clear was our communication prior to your visit? 1 2 3 4 5
How might it be improved?

Do you believe this program has positively affected your students' attitudes and values about nature and being outside? YES NO
What evidence, if any, have you seen of this? Students are talking with classmates about seeing our wetlands.

(TURN OVER PLEASE)

Please comment on the following components of our program. Aspects to consider include use of props, length of time, interest to students, teaching staff, teaching site, and content presented. Please let us know what the best part of each program is as well as what needs improvement.

• Introduction

Comments:

Excellent motivator to focus the kids attention for their visit. Information provided was great. Some of this information was not covered by me so the children picked up more. 1 2 3 4 5

• Mucking in the Mud

Comments:

Children enjoyed scooping for specimens and staving. The water was high so we weren't able to go on the pallets and collect as many specimens as in the previous year. 1 2 3 4 5

• Wetland Walkabout

Comments:

Erin did a great job exposing the children to the plants and birds. Patrick must have done a great job too as the children in his group were able to explain what they learned. 1 2 3 4 5

• Bird Bingo

Comments:

So many it was the first time they used a binocular so this was fun. They were amazed to see a coot hiding in the plants sitting on its nest. 1 2 3 4 5

• Conclusion

Comments:

Terrific wrapup, summary. 1 2 3 4 5

Overall, how would you rate our Third Grade Program?

Additional comments:

Can't wait to return next year. Thank you Erin and staff. 1 2 3 4 5

Our educational staff and volunteer docents teach for their love of children and nature. Any letters or artwork directed to them would be appreciated. Please send this evaluation and any student work to Hawai'i Nature Center, 2131 Makiki Heights Drive, Honolulu, HI 96822, Attention:

Environmental Educators:

Docents: Patty

Erin (EB)

Patrick (D)

This Third Grade Field Program Evaluation was produced by the Hawai'i Nature Center through a grant from The James and Abigail Campbell foundation



Introduction to Wetlands Honouli'uli Field Program Evaluation

Thank you for bringing your class to the Hawai'i Nature Center's Introduction to Wetlands third grade field trip. We hope you enjoyed your day. Now, we ask that you think back on your visit and jot down your impressions, observations, and recommendations so that we may improve the program for future groups. Your comments are important to us. Mahalo!

School Name: Wai'anae Elem.

Date of Visit: 11/17/00

Teacher Name (optional):

Please circle the most appropriate response and rank accordingly: 1= poor, 3 = average, 5 = great

How well does this program fit with your curriculum and standards?

1 2 3 4 5

Comments:

Did you attend a teacher planning conference prior to your visit?

NO YES WHEN? _____
1 2 3 4 5

How helpful was it in preparing your students for the field trip?

Comments:

We provide additional information in our Teacher Packet, available at teacher conferences or online.

How did you receive your Teacher Packet?

TEACHER CONFERENCE ONLINE

How would you rate the effectiveness of the Teacher Packet?

1 2 3 4 5

How did you use the Teacher Packet?

How clear was our communication prior to your visit?

1 2 3 4 5

How might it be improved?

Do you believe this program has positively affected your students' attitudes and values about nature and being outside?

YES NO

(TURN OVER PLEASE)

What evidence, if any, have you seen of this?

Please comment on the following components of our program. Aspects to consider include use of props, length of time, interest to students, teaching staff, teaching site, and content presented. Please let us know what the best part of each program is as well as what needs improvement.

• Introduction

Comments:

1 2 3 4 5

• Mucking in the Mud

Comments:

1 2 3 4 5

• Wetland Walkabout

Comments:

1 2 3 4 5

• Bird Bingo

Comments:

1 2 3 4 5

• Conclusion

Comments:

1 2 3 4 5

Overall, how would you rate our Third Grade Program?

Additional comments:

1 2 3 4 5

Guides were knowlegable and so terrific with the kids!

Our educational staff and volunteer docents teach for their love of children and nature. Any letters or artwork directed to them would be appreciated. Please send this evaluation and any student work to Hawai'i Nature Center, 2131 Makiki Heights Drive, Honolulu, HI 96822, Attention:

Environmental Educators:

Docents:

Erin

Teri

EB

Everything was really great & enjoyed each activity.



Second Grade Field Program Evaluation

Thank you for bringing your class to the Hawai'i Nature Center's Second Grade Program. We hope you enjoyed your day. Now, we ask that you think back on your visit and jot down your impressions, observations, and recommendations so that we may improve the program for future groups. Your comments are important to us. Mahalo!

School Name: *Wheeler*

Date of Visit: *2/2/07*

Teacher Name (optional): *Doyle*

Please circle the most appropriate response and rank accordingly: 1 = poor, 3 = average, 5 = great

How well does this program fit with your curriculum and standards? 1 2 3 4 **5**
Comments:

Did you attend a teacher planning conference prior to your visit? NO YES WHEN? _____

How helpful was it in preparing your students for the field trip? **1** 2 3 4 5
Comments:

We provide additional information in our Teacher Packet, available at teacher conferences or online.

How did you receive your Teacher Packet? TEACHER CONFERENCE ONLINE

How would you rate the effectiveness of the Teacher Packet? 1 2 3 4 5

How did you use the Teacher Packet?

How clear was our communication prior to your visit? 1 2 3 **4** 5

How might it be improved? *send an updated packet to school?*

Do you believe this program has positively affected your students' attitudes and values about nature and being outside? **YES** NO
What evidence, if any, have you seen of this?

Please comment on the following components of our program. Aspects to consider include use of props, length of time, interest to students, teaching staff, teaching site, and content presented. Please let us know what the best part of each program is as well as what needs improvement.

• Introduction

Comments:

1 2 3 4 5

• Water and Animal Life Cycles

Comments:

1 2 3 4 5

• Nutrient Cycle

Comments:

1 2 3 4 5

• Plant Life and Gas Cycles

Comments:

1 2 3 4 5

Kids were delighted to hear from you what they had heard in class - and to really have it come to life in this natural setting.

AFTER LUNCH

• Terrarium Building:

Comments:

1 2 3 4 5

• Conclusion:

Comments:

Great job!

1 2 3 4 5

Overall, how would you rate our Second Grade Program?

Additional comments:

We'll be back next year.

1 2 3 4 5

Our education staff and volunteer docents teach for their love of children and nature. Any letters or artwork directed to them would be appreciated. Please send this evaluation and any student work to Hawai'i Nature Center, 2131 Makiki Heights Drive, Honolulu, HI 96822, Attention:

Environmental Educators:

Jamie Brooke

Docents:

Mary Lou

BE



**Second Grade
Field Program Evaluation**

Thank you for bringing your class to the Hawai'i Nature Center's Second Grade Program. We hope you enjoyed your day. Now, we ask that you think back on your visit and jot down your impressions, observations, and recommendations so that we may improve the program for future groups. Your comments are important to us. Mahalo!

School Name: *Kipapa*

Date of Visit: *4/15/07*

Teacher Name (optional): *S. Tateyama*

Please circle the most appropriate response and rank accordingly: 1 = poor, 3 = average, 5 = great

How well does this program fit with your curriculum and standards? 1 2 3 4 **5**

Comments:

2nd Grade standards include plant and animal life cycles and how they depend upon each other.

Did you attend a teacher planning conference prior to your visit? **NO** YES WHEN? _____

How helpful was it in preparing your students for the field trip? 1 2 3 4 5

Comments:

We provide additional information in our Teacher Packet, available at teacher conferences or online.

How did you receive your Teacher Packet? TEACHER CONFERENCE **ONLINE**

How would you rate the effectiveness of the Teacher Packet? 1 2 **3** 4 5

How did you use the Teacher Packet?
Background knowledge for teacher

How clear was our communication prior to your visit? 1 2 3 **4** 5

How might it be improved?
Better information for bus drop-off

Do you believe this program has positively affected your students' attitudes and values about nature and being outside? **YES** No

What evidence, if any, have you seen of this?

Students want to take care of nature, recycle

Please comment on the following components of our program. Aspects to consider include use of props, length of time, interest to students, teaching staff, teaching site, and content presented. Please let us know what the best part of each program is as well as what needs improvement.

- Introduction 1 2 3 ④ 5
 Comments:
 Great way to introduce the cycles
 - they will be learning about in nature
 Maybe use flash cards for larger words
- Water and Animal Life Cycles 1 2 3 4 ⑤
 Comments:
 Kids loved this activity
 Loved the visual aids
- Nutrient Cycle 1 2 3 4 ⑤
 Comments:
 Good way to include students
 in collecting for terrarium
- Plant Life and Gas Cycles 1 2 3 ④ 5
 Comments:

AFTER LUNCH

- Terrarium Building: 1 2 3 4 ⑤
 Comments:
- Conclusion: 1 2 3 4 ⑤
 Comments: } Good way to conclude
 the day.
 Maybe use flash cards
 for larger words / review

Overall, how would you rate our Second Grade Program? 1 2 3 4 ⑤

Additional comments:
 Great program for students! Activities
 keep students busy and thinking. (Good pace).
 Students commented on what a great time they had.

Our education staff and volunteer docents teach for their love of children and nature. Any letters or artwork directed to them would be appreciated. Please send this evaluation and any student work to Hawai'i Nature Center, 2131 Makiki Heights Drive, Honolulu, HI 96822, Attention:

Environmental Educators: Anne AR Docents: Randy
 Came
 JF Jante - terrarium & group conclusion



**Second Grade
Field Program Evaluation**

Thank you for bringing your class to the Hawai'i Nature Center's Second Grade Program. We hope you enjoyed your day. Now, we ask that you think back on your visit and jot down your impressions, observations, and recommendations so that we may improve the program for future groups. Your comments are important to us. Mahalo!

School Name: *Kipapa*

Date of Visit: *3/6/07*

Teacher Name (optional):

Please circle the most appropriate response and rank accordingly: 1 = poor, 3 = average, 5 = great

How well does this program fit with your curriculum and standards? 1 2 3 4 **5**
Comments:

Did you attend a teacher planning conference prior to your visit? **NO** YES WHEN? _____

How helpful was it in preparing your students for the field trip? 1 2 **3** 4 5
Comments:

We provide additional information in our Teacher Packet, available at teacher conferences or online.

How did you receive your Teacher Packet? TEACHER CONFERENCE ONLINE
How would you rate the effectiveness of the Teacher Packet? 1 2 3 **4** 5
How did you use the Teacher Packet?

How clear was our communication prior to your visit? 1 2 3 4 **5**

How might it be improved?

Do you believe this program has positively affected your students' attitudes and values about nature and being outside? **YES** No
What evidence, if any, have you seen of this?

More interested in recycling, taking care of the plants and animals around us.

Please comment on the following components of our program. Aspects to consider include use of props, length of time, interest to students, teaching staff, teaching site, and content presented. Please let us know what the best part of each program is as well as what needs improvement.

• Introduction 1 2 3 4 5
 Comments: *Very energetic to get them going - active participation by students was a good idea.*

• Water and Animal Life Cycles 1 2 3 4 5
 Comments: *Visual aids were great - kept the students' attention; kept them focused.*

• Nutrient Cycle 1 2 3 4 5
 Comments: *Fun for the students*

• Plant Life and Gas Cycles 1 2 3 4 5
 Comments:

AFTER LUNCH

• Terrarium Building: 1 2 3 4 5
 Comments:

• Conclusion: 1 2 3 4 5
 Comments: *Good bridging of between cycles to wrap things up. Good review of vocabulary/terminology.*

Overall, how would you rate our Second Grade Program? 1 2 3 4 5
 Additional comments:

Great program! The students had nothing but positive comments to share. Fun to exercise while on a field trip. ☺

Our education staff and volunteer docents teach for their love of children and nature. Any letters or artwork directed to them would be appreciated. Please send this evaluation and any student work to Hawai'i Nature Center, 2131 Makiki Heights Drive, Honolulu, HI 96822, Attention:

Environmental Educators: *Jamie (intro) for Docents: Jeanne Anne and Katie*

Appendix D

Board of Directors

2008 BOARD OF DIRECTORS

OFFICERS & EXECUTIVE COMMITTEE

Meredith J. Ching – President

Vice President, Alexander & Baldwin, Inc.; Trustee - Nature Conservancy of Hawaii;
Board & Executive Committee Member - Land Use Research Foundation; Board
Member- YMCA; Board Member – Kapiolani Health Foundation

Dee Jay Mailer – First Vice Chair

Kamehameha Schools – Chief Executive Officer; Board Member - Pacific Research
Institute; Board member - Hawai'i Community Foundation; Board Member - Aloha
United Way; Board Member - Junior Achievement School Mentoring Program

Jeffrey Case – Second Vice Chair

Client Executive & Sales Leader – MARSH; Board Member – Grove Farm Company,
Inc.; Board Member – Hawaii Theatre Center; Past Board Member – Catholic Charities
Hawaii

Warren Haight – Treasurer

Retired CEO of Castle & Cooke Hawaii

George Norcross – Secretary

Local Businessman and Entrepreneur; Board Member, Goodwill Industries of Hawaii

Tim Johns – Past President

Chief Operating Officer, Estate of Samuel Mills Damon; Director – Child and Family
Service; Director – YMCA of Honolulu; Board Member – State of Hawaii Department of
Land and Natural Resources Land Board; Director – Nature Conservancy of Hawaii;
Director – Hawaii Community Foundation

BOARD MEMBERS

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Airlines Committee of Hawaii; Board Member-Child & Family Services

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Senior Vice President, Public Affairs-Hawaiian Electric Company, Inc.; Chair Board of
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Hawaii; Treasurer, Board of Directors-Hawaii Public Television Foundation; Chair Board
of Directors-Helping Hands Hawaii

Ryan Churchill

Sr. Vice President, Maui Land & Pineapple

Curtis Chinn

Senior Vice President, Commercial Banking Division Manager – Central Pacific Bank;
Member – Pacific Club; Member – Outrigger Canoe Club

Rici Conger

RCI Interiors – Owner; President – Haleakala Waldorf School; Board Member/Secretary – Hui No’eau; Volunteer – Art Maui; Professional member – American Society of Interior Designers

Jeff C. Dinsmore

President – TMK Group (MacNaughton – Kobayashi Group); Member- Urban Land Institute; Member- International Council of Shopping Centers; Chairman Board of Directors-KCAA Pre-Schools

Marcy Fleming

Kamehameha Schools – Manager Acquisitions and Leasing, Director – Kaneohe Yacht Club; Director/Secretary – Kaneohe Yachting Foundation; Outdoor Circle - Director

Joseph H. Goldcamp III

Of Counsel-Carlsmith Ball, LLP; Vice President & Treasurer-Maunalani Nursing & Rehabilitation Center; Member-AFCAC; Board Member-Straub Foundation

Angela Isaac

Chief Risk Officer – Fannie Mae Mortgage, Washington, D.C.; Board Member– Chaminade University; Institute for Human Services

Lynn McCrory

President – Pahio Development, Inc., Kauai

George Norcross

Local Businessman and Entrepreneur; Board Member, Goodwill Industries of Hawaii

Wendy Rice Peterson

Owner – Signature Homes Hawaii; Trustee-Fred Baldwin Memorial Foundation; Trustee-Makawao Cemetery Board; Past Board Member-Maui Historical Society; Board Member-Hui Noe'au Visual Arts Center

Harry Saunders

President-Castle & Cooke Hawaii; President-Land Use Research Foundation; Board of Directors-The Chamber of Commerce of Hawaii; Executive Committee-Hawaii Business Roundtable; Board of Governors-Hawaii Employers Council

Jan Sullivan

Esq., Oceanit

Marc Tilker

President, BEI Hawaii

Appendix E

Resumes

Jennie Martinez Peterson
3798 Tantalus Drive
Honolulu, Hawaii 96822
Ph.521-8478 H, 955-0100 W
jenniepeterson@webtv.net

OBJECTIVE: To obtain suitable employment as an education program director in an environmental organization.

SUMMARY OF QUALIFICATIONS: Environmental Educator for over 13 years at Hawaii Nature Center. Expertise in Hawaiian natural history. Extensive experience in curriculum development, teaching, training docents, staff and teachers. Highly organized, detail oriented, and aware of HNC priorities. Contributed substantially to the early development of HNC – managed all school and community programs, created volunteer coordinator position. Strong writing, research, and communication skills. Access to a broad community network. Archaeologist for 15 years. Knowledge of Hawaiian cultural history.

PROFESSIONAL EXPERIENCE:

Senior Environmental Educator

Hawaii Nature Center, Honolulu, Hawaii (1987 to present)

- Coordinating and teaching pre-school through adult level classes in interactive, outdoor natural history programs.
- Development of curriculum for school and community programs.
- Interviewing and training new staff, training docents and teachers.
- Supervision of volunteers, college and high-school interns, new staff.
- Teacher training workshops with the Ohia Project.
- Liason with community groups.
- Development of teaching props, crafts, take – home items, and classroom exhibits. Development of 3-D map model.
- Creating natural history and trail guides for the public.
- Research and writing related to teacher packets, special projects.
- Serving on advisory committees, doing consultations, Science Fair judge.
- Resource information for public queries, presentations to public and conference presentations. Public outreach – fairs, Earth Day, promotions.
- Trail and garden maintenance, animal care.
- Record keeping, reports, editing.

Archaeologist

Chiniago Inc., Honolulu, Hawaii (1973 –1986)

Conducted field survey and excavation of Hawaiian sites, including mapping, supervision of archaeological teams, recording, and photographing. Also, performed laboratory work and research.

Archaeologist

Bishop Museum, Honolulu, Hawaii (1970 –1985)

Field survey and excavation of Hawaiian sites. Discovered first fossil flightless bird remains on Oahu. Laboratory Supervisor. Identified and catalogued newly discovered fossil bird bones in conjunction with museum

zoologist and Smithsonian Institute paleontologist. Research and report preparation. Handled general museum assignments including work with collections and exhibits, museum guide, and research.

Archaeologist

Hawaii Marine Research, Honolulu, Hawaii (1978 – 1979)

Conducted archaeological survey of Kahoolawe Island. Maintained liaison with Naval Explosive Ordnance Specialists and the Protect Kahoolawe Ohana members through special tours. Supported survey with lab work on an ongoing basis.

**OTHER WORK
EXPERIENCE:**

Therapist (intern) – Western Interstate Commission on Higher Education
Administered psychological tests at Hawaii Youth Correctional Facility and facilitated group and individual therapy sessions at Hawaii State Hospital.

Instructor – Maryknoll and St. Francis High Schools, Honolulu, Hawaii
Taught speed reading courses through Evelyn Wood curriculum.

EDUCATION:

Graduate Studies (1 ½ years) – University of Hawaii, Asian Philosophy
B.A. – University of Hawaii, Psychology (emphasis in child development)

Continuing Education:

- Archaeological Field School at Lapakahi, Hawaii. University of Hawaii. (National Science Foundation Grantee)
- CareerTrack Seminars – People Skills
- Lyon Arboretum classes – natural history, gardening
- Moanalua Gardens Foundation – natural history environmental field trips.
- U.S.F.W.S. Shorebird Seminar
- Kapiolani Community College – History of Makiki

PUBLICATIONS:

Hawaii Nature Center Guides:

- *West Loch Shoreline Park Family Bike Trek* 2001
- *Kalawahine Trail Nature Guide* 1996
- *Manoa Cliff Trail Plant Guide* 1996

Division of State Parks, State of Hawaii Manuscript '68/'69

- *Trails of North Kona*

State Archaeological Journal 69-2, Dec. 19968

- *Study of Trails in North Kohala*

CERTIFICATIONS:

- Hawaii Department of Education: Substitute Teacher Certificate
- American Red Cross: Adult, Infant and Child CPR, First Aid

BOARD MEMBER:

- Na Ala Hele Oahu Trails and Access Advisory Council – Vice-President (HI. Dept. of Land and Natural Resources, Division of Forestry and Wildlife)
- Tantalus Community Association – History Chair

John "Jay" Franey

P.O. Box 1370, Haiku, HI 96708

Tel: (808)-357-1022 e-mail: jabbird@gmail.com

PROFILE

I am a very creative individual, with many talents and gifts at working with children. Since graduating from college in 1992 I have had numerous jobs relating to providing care and instruction to children age 4-18. I have lived in the islands for 11 years, Maui for 6 of those.

WORK EXPERIENCE

Hawaiian Ultimate Adventures, 80 Makomako, Halemaile, HI. 6/2006-present
Hiking, and kayaking guide. On call position, part-time. Customer service oriented, outdoor adventures on land and sea. Free diving skills, first aid, educating visitors on history, culture, and biology.
Contact: Mark or Shawn 808-669-3720

Self-employed, "Adventures in Paradise", P.O. box 1370, Haiku, HI 6/2006-present
Providing personalized tours for individuals and small groups on Maui. Also linked with marketing my nature photography. www.jbird.biz

Hike Maui, Hukihike St. Kahului, HI. 5/2004-6/2006
Hiking guide and customer service oriented educational position. Commercial driving and tour guiding on Maui. Included much training and certification in CPR, first aid, and life guarding. Much creative problem solving, no two trips are ever the same. (808)-879-5270, contact Kela

Seabury Hall, 480 Ollinda Rd., Makawao, HI 96768 9/2003-present
Middle school Art Teacher and substitute. Planning and executing lesson plans, grade reporting, faculty networking, and winterim outdoor education classes. Ongoing substitute work. Contact: 572-4161, Lehn Huff

Sudbury Maui Learning Center, 54 S. Holokai Rd. Haiku, HI 96708 9/2000-5/2003
Teacher and facilitator of unique non-profit school. Responsible for structuring and creating learning environment, and for public relations/promotional duties.

Maui Spring Renewal Sufi Camp 3/2003 & 3/2004
Kids program coordinator responsible for designing and implementing "Kid's Camp" experiences that are fun safe and recreational for children age 4-14. Contact: Christine Coffman 573-6443

Hale Oloa Kaula, Inc., 2959 Umi St., Lihue, HI 96766. 12/1997-5/2000
Therapeutic Aide. In/Out of classroom environments. Responsibilities: to apply therapeutic interventions to support special needs and at-risk youth ages 6-17 in educational, and recreational settings. Extensive note-taking, reporting, and networking to achieve balanced support services for my clients and their families.
Contact: (808)-245-2873

Metropolitan Learning Center, Portland, Oregon 1992-1995
Artist in school, instructor of art, and creator of interactive art assemblies.

Lazarus Art Society, Portland, Oregon 1992-1995
Art instructor and facilitator of art programs for inner city at-risk youth. My first work with a non-profit.

EDUCATION

1992 Maryland Institute College of Art, Bachelors of Fine Arts
1994 Natural Learning Rhythms, child development course Eugene, Oregon
1996 Permaculture Internship, "Edgu" movement arts training Big Island, HI
1998 Creative Arts Therapies Conference, DOE Hawaii ADD/ADHD training Kauai, HI
1999 Autism training, Pervasive spectrum disorder training Kauai, HI

Jamie K. Nakama

710 West Hind Drive, Honolulu, HI 96821

Cell: 808-636-9527

Email: Jamie@hawaiinaturecenter.org

Education

University of Hawaii at Manoa, Honolulu, HI

Master of Arts in Anthropology

Subfield: cultural anthropology

Specialization: ecological anthropology

December 2006

Paper Titles:

- 1) Research Proposal - *Examining the Effectiveness of Environmental Education in Hawaii: A Case Study of the Hawaii Nature Center*
- 2) *Contrasting Worldviews, Values, and Attitudes towards Nature. Part 1: Western Science and Christianity*
- 3) *Contrasting Worldviews, Values, and Attitudes towards Nature. Part 2: Hawaiian Philosophy and Religion*

Fieldwork/ Special Projects:

1) *Archeology and Cultural Revival in the Marquesas Islands*

Dr. Barry Rolett, July 2004

Restoration project on the Island of Tahuata, in the southern Marquesas. In collaboration with the Mayor of Tahuata and local community members, a small team of students and Dr. Rolett helped restore a *tohua koina*, traditional Marquesan ceremonial ground.

Fieldwork included:

- Clearing bush and trees from the *tohua*.
- Making a detailed map of the archeological site (including terraces, retaining walls, raised stone platforms, and pavements).
- Interpretation of the site to identify its key features (e.g. stadia for the spectators, house platforms for the chiefs and distinguished guests, etc.).
- Restoring broken walls and uncovering stone pavement buried beneath recent soil deposits.

University of Minnesota, Minneapolis, MN

Bachelors of Individualized Studies /Pre-med

Areas of concentration: Life Sciences, Studio Arts and Dance

August 1999

Teaching Experience

Senior Environmental Educator, Hawaii Nature Center
January 2005 – Current

Environmental Educator, Hawaii Nature Center
March 2001 – January 2005

- Teach hands-on environmental field programs for local elementary school children; different conceptual focus and unique ecosystem for each grade level.
- Teach environmental field programs for local community members including adults and families.
- Train new educators and teaching docents.
- Lead DOE teacher training sessions.
- Develop curriculum for community programs as well as HNC school programs in alignment with the Department of Education Content and Performance Standards. (Other specially funded programs and curricula development listed below.)
- Coordinate field programs, i.e. maintain communication with teachers attending HNC programs, and manage teacher contracts and school bookings.
- Knowledge of Hawaiian culture and natural history of Hawaii. Experience teaching in various Hawaiian ecosystems, including wetland, forest, and coastal environments.

Curriculum Development and Implementation

- 1.) *Web of Life* (2007- ongoing), Hawaii Nature Center, funded by the State of Hawaii Judiciary Court. Hands-on environmental field program designed to enhance communication and respect among substance abuse adults and their young children through an intimate experience in Hawaii's natural environment.
- 2.) *Sense of Place* (2007 - ongoing), Hawaii Nature Center, funded by the State of Hawaii Judiciary Court. Hands-on environmental field program designed for substance abuse teens (primarily native Hawaiians). Program goals: 1) to promote positive values and communication among families members, 2) to teach natural history of Hawaii while helping to instill a 'sense of place', or 'identity' in connection with the natural environment.
- 3.) *Hawaiian Myths and Legends Educational Packet* (2007). IONA Contemporary Dance Theater, funded by Hawaii Tourism Authority. Curriculum packet designed to help teachers prepare students for IONA's educational performance, a contemporary portrayal of the traditional myths and legends of Hawaii. Educational packet included background information on the geology, biology, and culture of Hawaii.
 - With the *HML Educational Packet* as reference, taught a workshop for DOE teachers in Anchorage, Alaska, (February 2007). Funded by the *Partners in Education*, a program of the Alaskan Center for Performing Arts, in conjunction with the Anchorage School District. Purpose of workshop: to help teachers find creative and engaging ways to promote literacy within their classrooms. Introduced teachers to various movement, theater, and journaling exercises that can be used as tools to engage children in the exploration of the traditional myths and legends of their area.
- 4.) *Electric Blue Educational Packet* (2007). IONA Contemporary Dance Theater, funded by the State Foundation on Culture and the Arts. Curriculum packet gives background information on IONA's *Electric Blue Educational Show* about water; includes topics on the science of water, water resources, global warming, and sustainability.

- 5.) *Three Rs* (2006 - ongoing). Convergence Dance Theater, funded by City and County of Honolulu, Department of Environmental Services. An interactive dance theater program designed to educate local school children about landfill diversion and sustainable recycling activities in Hawaii. Developed the curriculum and performed for hundreds of local school children on Oahu.
- 6.) *Ala Wai Watershed Stewardship Program* (2003), Hawaii Nature Center funded by EPA. Hands-on program designed to increase the community's understanding and awareness of watershed related issues and promote pro-active solutions in maintaining the health of the Ala Wai watershed.

Other Professional Work Experience

(Social Work, Mental Health, & Counseling)

Skills Trainer/ Behavioral Therapist, Behavioral Counseling and Research Center,
Honolulu, HI
August 2006 – Current

Skills Trainer, CARE Hawaii, Honolulu, HI
July 2004 – July 2006

- Work one-on-one with a child with Autism; assist him in meeting his behavioral, educational, and communication goals as indicated in his Individualized Education Plan.
- Trained in behavioral modification techniques including Applied Behavioral Analysis (ABA) and Discrete Trial Training (DTT).

Companion – PICL program (Partnerships in Community Living), Easter Seals Hawaii,
Honolulu, HI
2000-2003

- Supported young teenager with developmental disability (CAPD) in meeting his individual community access needs by increasing his quality and quantity of community involvement.
- Helped to improve his social skills, communication skills, and heighten self-confidence/ independence.

Support Services Case Coordinator, Easter Seals Hawaii, Honolulu, HI
2002 – 2003

- Case manager for thirty individuals (children and adults) with developmental disabilities; worked with the participants and their families to assess individual's needs and goals; developed goal plan with the participant and family.
- Recruited Client Based Provider/ Habilitation Worker with appropriate interests and skills to support the participant in achieving their goals on a one-to-one basis.
- Oversaw participants goal plan, i.e. quarterly visits with client based provider and participants out in the field; collaborated with all members of participant's support circle including family, DOH & DOE.

Client Based Provider/ Habilitator – Support Services, Easter Seals Hawaii, Honolulu, HI
2000 – 2002

- Worked one-on-one with an adult with developmental disability in meeting her individual goals, i.e. taught her computer skills, helped to increase verbal communication skills, improve reading and writing skills, enhance her self-confidence.
- Supported her in community integration, i.e. various community outings and Special Olympics.

Youth Counselor, Marimed Foundation, Kaneohe, HI
2000

- Marine-based experiential education programs designed to promote the health and well-being of youth, with an emphasis on native Hawaiians, Pacific Islanders, and other ethnic minorities in Hawaii who meet the accepted definition of "at risk."
- Youth counselor aboard the Tole Mour (156ft. triple masted schooner, sailing school vessel): ocean-oriented experiential treatment and education program for at-risk Hawaii males, ages 14-18, who face difficult emotional and educational challenges.
- One-day, three-day, and week long sailing trips to outer islands, including on land day outdoor education excursions.

Skills and Interests

Perform with various contemporary dance theater companies including IONA Contemporary Dance Theater, Convergence Dance Theater, and Samadhi. Rigorous training in capoeira (Brazilian martial arts) with Capoeira Besouro Hawaii, under the instruction of Mestre Kinha from Rio de Janeiro, Brazil. Member of hula halau: Ka La Onohi Mae O Ha'e Ha'e with kumu Tracie and Keawe Lopes.

Brooke Haruno Cleveland
2120 Kalawahine Place - Honolulu, HI 96822

(831)-345-1810

spritebc@hotmail.com

Education:

Bachelor of Arts- Environmental Studies, University of California, Santa Cruz (UCSC), March 2003

Awards:

Merrill College Service Award (2003), California Department of Fish and Game Certificate of Appreciation (2001)

Work Experience:

California State Park Interpretive Specialist, RDO-Unit of Big Basin State Park, April 2005-November 2005

- Coordinated more than 40 Docents at the Rancho del Oso Nature and History Center/ Ranger Station
- Recruited and trained new Docents, organized Docent enrichment and appreciation programs
- Created the Rancho del Oso Docent Manual and UCSC-RDO Internship Program
- Led regular nature tours into the Waddell Valley
- Organized guest speakers for the Waddell Creek Association, wrote articles for the quarterly newsletter, and assisted in the creation of the Rancho del Oso Funding Prospectus
- Conducted school programs according to the California K-12 curriculum standards on topics such as: beach ecology, riparian woodlands, Ohlone Indians, etc.

California State Park Aid, Friends of Santa Cruz State Parks, New Brighton State Park, May 2004-April 2005

- Collected fees, dispensed information, and registered campers at park offices and kiosks
- Interpreted State Park information for visitors on events, hazards, regulations, and camping procedures
- Notified rangers of problems and emergencies

Research Assistant, UC Berkeley, Elkhorn Slough, California, March 2003- June 2003

- Performed soil sampling, vegetation analysis, GPS mapping, and entered data using Microsoft Excel

Resident Assistant, Merrill College, UCSC, Santa Cruz, California, August 2000- June 2002

- Planned, researched, developed, and implemented cultural, social, and educational programs
- Used audio-visual techniques, diverse media, and exhibits for both passive and proactive activities
- Enforced regulations while supervising a total of 60 students in a dorm setting
- Peer counseled students and performed mediations between students and staff
- Led tours for prospective students and their parents
- Responded to emergencies and treated sensitive issues with discretion

Volunteer Experience:

Field Assistant, Pelagic Shark Research Foundation, Elkhorn Slough, California, June 2000-November 2005

- Collected scientific data from live sharks and rays using catch and release methods
- Gave informal interpretive speeches on marine organisms at public educational events
- Attended policy meetings and spoke for shark conservation

International Youth Ambassador, Rotary International, Thailand, July 1997-May 1998

- Gave interpretive speeches and presentations on U.S. culture, international understanding, and the sharing of the earth's resources in a manner that benefits both humanity and the balance of delicate ecosystems such as: rainforests and coral reefs
- Taught English to elementary and high school students

Relevant Courses:

Classroom Connection, Wildlife Conservation, Ecosystem Management, Freshwater Policy, Oceanography, Environmental Ethics, Yellowstone National Park Field Study, Restoration Ecology, Field Methods

References Upon Request

- Interact with the public, being polite, friendly and courteous and answering questions as best as possible about parks, the area and natural aspects to them

VOLUNTEER EXPERIENCE

- 2001 Punahou School Community Service: Helper with Head Start Program at Lanakila Elementary School**
- Check into school at main office and assist teachers and aides with running of a Head Start classroom
 - Spending time and Playing with children during free play and specific activity times
 - Help to ensure positive behavior on the playground during recess and in cafeteria during lunch
- 2002 Volunteer Helper, Hanauma Bay Marine Preserve, Honolulu, HI**
- Welcome visitors to the preserve and instruct them in ocean safety
 - Run information kiosk and walk beach, providing information about marine life in the preserve
- 2003-2004 Emergency Room Volunteer, Dominican Hospital, Santa Cruz, CA**
- Assist nurses and technicians in duties such as transporting patients, delivering supplies, X-rays, and laboratory samples
 - Clean and prepare rooms in between use
 - Provide care and support to patients and their families, and inform staff of any concerns or requests they have
- 2003-2005 Hotline Operator and Volunteer Trainer, Suicide Prevention Service of the Central Coast, Santa Cruz, CA**
- Respond to and help callers dealing with problems ranging from general loneliness, crisis situations, or suicidal situations
 - Deescalate suicidal callers and ensure their safety, call for emergency services if necessary
 - Log and describe calls for review by supervisors,
 - Assist staff during volunteer trainings, critique and provide input to new volunteers during call role-plays
- 2005- Volunteer, Chabot Space and Science Center, Oakland, CA**
- Engage students, families, and other visitors in science activities and exhibits, answering questions that they may have
 - Attend volunteer meetings and workshops to further visitor service skills and be better informed about scientific exhibits in the Center

JOHN BRIAN MACKIN

8841 SE 13th St.

Portland, OR 97202

Phone: 503.752.8479

CERTIFICATION & ABILITIES:

Current CPR and First Aid Training

Blood-Borne Pathogen and Epinephrine Certified

Fluency in both Spanish and English

EDUCATION:

2000-2005 Bachelor of Science in Psychology, University of Oregon

- Concentration in Social Psychology and Psychological Development

2004 Psychology Practicum Internship, Electrical Geodesics Inc.

2003 Dean's List Award Recipient

EMPLOYMENT:

April-November 2006, **Program Leader, MESD Outdoor School**

- Taught soil, plant, animal, and water ecology
- Led educational hikes utilizing the natural environment
- Worked with a variety of 6th graders in conflict resolution
- Mentored high school students with the goal of leadership

June-Sept 2006, **Park Ranger, City of Wilsonville**

- Answered queries from the public about park history and ecology
- Ensured patron safety and enjoyment while adhering to park rules
- Coordinated between public works, city hall, and law enforcement
- Supervised park maintenance including facility cleanliness

August 2005-April 2006, **Barista, Starbucks Coffee**

- Prepared espresso beverages
- Cashiered in a high volume retail store

May-August 2000, **Camp Counselor, CYO/Camp Howard**

- Supervised children ages 8-14 using cabin games and activities
- Maintained a safe and fun environment during weeklong sessions

OTHER INTERESTS:

Cribbage • Bicycling • Scuba Diving • Ecological Restoration

REFERENCES:

Andrea Hussey, Outdoor School Site Supervisor, 503.257.1613

Brian Murphy, Soil Field Instructor, 503.504.1924

Floyd Peoples, City of Wilsonville Operations Manager, 503.570.1584

SHORT RESUME – SPRING 2007

BENNETT BLUMENBERG
BA Yale University (New Haven CT), 1973
MS Brandeis University (Waltham, MA), 1977

851 S. Kihei Rd, B212; Kihei, HI 95753
Phone: 1.808.891.1075; EFax: 1.205.984.3105
Email: merlynne6@earthlink.net; BlumenbergAssociates@ahrtp.com

1. EDUCATION

- 1.1 Yale University: BA in Biology, June, 1973
- 1.2 Brandeis University: MS Biology June 1977. Unpublished thesis: "Studies upon the chloroplast complement of phosphate restricted Euglena." All course work and examinations requirement were completed for the Ph.D.

2. Awards/Grants/Doctoral Students

- 2.1 Teaching Assistantship: Brandeis University Biology Department, 1973-4.
- 2.2 NIH Fellowship: Brandeis University Biology Department 1974-6.
- 2.3 University of Dublin (Trinity College): delivered two seminars on mammalian population genetics to the Genetics Department, January 1976.
- 2.4 Lesley College (Cambridge Mass. USA): recipient of four Lesley College Travel Grants awarded by the Dean for Undergraduate Academic Affairs, 1974-1980.
- 2.5 UNESCO-UNDP Project Pak grant recipient with Dr. Mahmud Ahmad, Dept. Biology, Quaid-i-Azam University, Fall 1980. See publication #26.
- 2.5. Biographical data appeared in "Who's Who in Frontier Science and Technology", publ. by Marquis Who's Who Inc, 1st ed. 1983.
- 2.7 During 1979-1982, I sat on the thesis committee of Andrew T. Lloyd who completed his doctorate in mammalian population genetics at in 1982 at the Biology Dept of Boston University, Boston Mass. I worked with ATL on a continual basis on all facets of his doctoral program. See publication #19.
- 2.8 Member of the Leadership Team for NSF Grant #NSF 85-87 (1985.-89) at Lesley College, Cambridge Mass. ("A Model Program for Preparing Preservice Middle School Science and Mathematics Teachers.)

3. Professional Positions

- 3.1 Instructor, Assistant Professor, Associate Professor on the Faculty of Sciences, Lesley College, Cambridge, Mass 02138; 1968-1990.
- 3.2 Founder and Leader, Environmental Studies Program, Lesley College, Cambridge; MA 02138; 1974-1983.
- 3.3 Assistant to the Director, Carnivore Genetics Research Center Ltd., Boston and London; 1973-1983.
- 3.4 Organizer and Co-Chairman of the First International Conference on Domestic Cat Population Genetics and Ecology, Siracusa Italy June-July 1978. With Dr. N.B. Todd, co-editor of conference Proceedings.
- 3.5 Organizer and Co-Chairman of the Second International Conference on Domestic Cat Population Genetics and Ecology, Montego Bay Jamaica January 1980.
- 3.5. Environmental Educator (and hike guide), Hawaii Nature Center (Maui Site-lao Valley), May 2004 to present.

PUBLICATION List on request

4.0 Journal Manuscript Reviewer -

- 4.1 BioSystems
- 4.2 Carnivore: Carnivorous Mammals Including Humans
- 4.3 Carnivore Genetics Newsletter
- 4.4 Current Anthropology
- 4.5 Journal of Heredity
- 4.5. Theoretical and Applied Genetics
- 4.7 South African Journal of Zoology

5.0 PROFESSIONAL ASSOCIATIONS

- 5.1 American Association for the Advancement of Science, 1970-1984.
- 5.2 American Association of Physical Anthropologists, 1983-1986.
- 5.3 International Association of Human Biologists, 1982-1988.
- 5.4 Massachusetts Archeological Society, 1979-1986.

6.0 CURRICULUM DEVELOPMENT AND TEACHING (All courses were taught at Lesley College, Cambridge Mass. except 6.14 and 6.14. I authored the syllabi of those courses designated by *.)

A) Anthropology

- 6.1 *Biology 339: *The Origins of Man: Palaeoanthropology*. A one semester course that focused upon the physical and behavior/cultural evolution of humankind. Taught 1973-1990, each spring semester.
- 6.2 Social Science 101: *The Nature of Human Nature*. Syllabus taught spring semester 1981.
- 6.3 *Sociology 221: *Cultural Anthropology*. This course surveyed great apes societies and human hunter-gatherer cultures for case studies that illuminate the fundamental ecological, genetic, and psycho-social determinants of human behavior. Taught fall semester 1980 and every other year thereafter. Syllabus was radically revised in 1988-89 to re-orient the course content to a history of religion and mythopoeitics.

B) Computer Science

- 6.4 Computer Science 201: *Introduction to Computers*. An introduction to computers and society in which programming in LOGO and BASIC was introduced. Syllabus was taught spring semester 1982 and each semester thereafter through 1990.
- 6.5 * Computer Science 331: *PASCAL*. Introduction to programming in PASCAL. Taught spring semesters 1983 and 1984.

C) Biology

- 6.5. *Biology 101: *Biology*. A one-semester course for non-science majors that presented selected topics in the biological sciences that are of significant scientific, historical and philosophical importance. Taught 195.8-1970, and 1985 each semester.
- 6.7 * Biology 250: *Field Ecology*. A field course designed to acquaint the student with the flora and fauna of the temperate latitude forest, and beach/intertidal zones of eastern New England. Taught in the fall semesters of 1973 and 1974, then every other year thereafter through 1990.
- 6.8 * Biology 320: *Human Physiology*. An introductory course that presented the major physiological systems of the human body. Taught 1981-1990, each semester.
- 6.9 * Biology 470: *Ecological Principles*. A course that presented the principles that underlie nutrient cycling and energy flow; growth rate and age structure of populations; food chains and predator-prey relationships; and population genetics. Taught fall semester 1975, and then every other year through 1979.

D) Environmental Studies Minor Program (1973-1983).

I authored and implemented a minor concentration at Lesley College in Environmental Studies. The course sequence began with Biology 101 and then proceeded through Biology 250, Biology 470, Physical Science 35.0 and Physical Science 490/Biology 490.

E) Physical Science

- 6.10 Physical Science 203: *Physical Science: Astronomy*. A one semester survey of the physical universe for non-science majors. Taught spring semesters 1973, 1974 and the fall semester 1973.
- 6.11 *Physical Science 230/Biology 230: *Microcosmos & Macrocosmos*. An interdisciplinary course that introduced the evolutionary processes that are fundamental to both physical and biological systems. Taught 1974 to 1990, each semester. Revised 1982 to focus solely upon evolutionary biology.
- 6.12 *Physical Science 35.0: *Air and Water Pollution*. Introductory chemistry provided the foundation upon which to explore the processes upon which modern industry utilizes to produce both products of value to the human system, and environmental crisis as well; Taught spring semester 1975, then every other spring semester through 1983.
- 6.13 *Physical Science 490/Biology 490: *The World System*. An interdisciplinary course that discussed the environmental problems of the planet as a integrated within a global feedback system that includes industrial science, political structures and corporate and individual value systems as key variables.

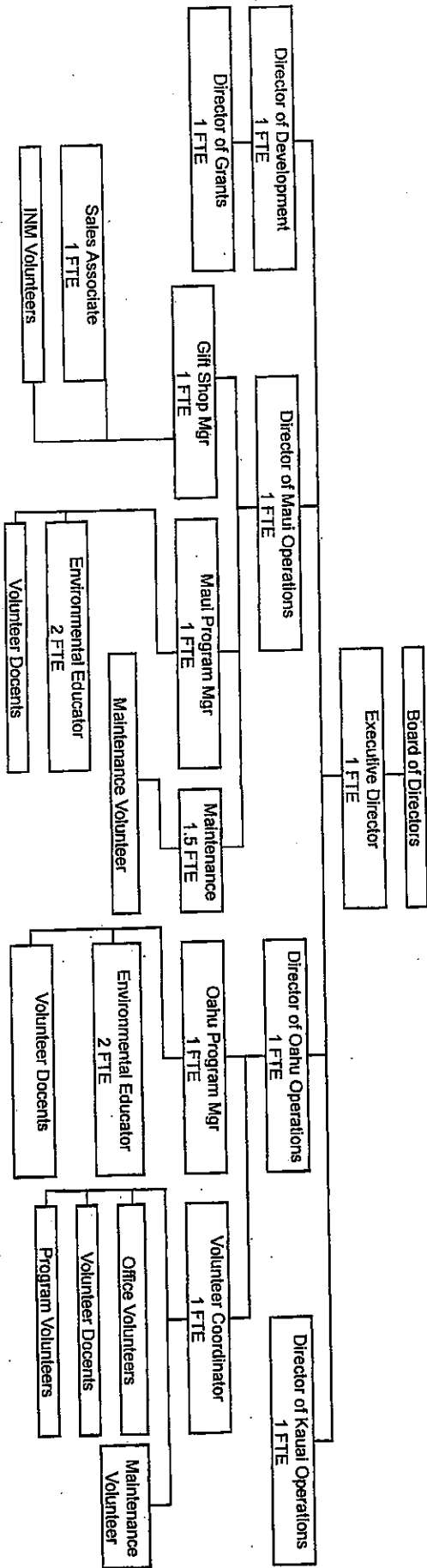
F) Courses Team Taught with Dr. N.B. Todd at Boston University, Boston Mass.

- 6.14 CLA-BA 383: *Fundamentals of Biology*. A course designed for the six year medical program that concentrated upon evolutionary mechanisms in mammals. Taught summer program, 1974.
- 6.15 *MET BI 578: *Human Ecology*. Physical and palaeoanthropology at the intermediate level for advanced undergraduates and first year graduate students. Taught spring semesters, 1974 and 1974.

Appendix F

Organizational Chart

Hawaii Nature Center Organizational Chart





Field Sites on O'ahu, Maui & Kaua'i
Environmental Education Programs
'ao Valley Interactive Nature Museum

January 28, 2008

BOARD OF DIRECTORS

Tim Johns
President

Meredith Ching
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- Lynn McCroly
- George Norcross
- Wendy Rice Peterson
- Harry Saunders
- Jan Sullivan
- Marc Tilker

Gregory D. Dunn
Executive Director

Senate Committee on Ways and Means
State Capital, Rm 210
Honolulu, Hawaii 96813
Attn: Aaron Nyuha

Dear Mr. Nyuha,

The Hawaii Nature Center is grateful for the opportunity to submit a Grant-in-Aid request for the 2008-2009 Budget. An original copy of our request is enclosed.

If you have any questions or need additional information, please do not hesitate to call me at 955-0100, ext. 29.

Sincerely,

Gregory D. Dunn
Executive Director

Enclosures