

House District 20  
Senate District 10

THE TWENTY-SEVENTH LEGISLATURE  
APPLICATION FOR GRANTS AND SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: \_\_\_\_\_

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): \_\_\_\_\_

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Hawai'i Council for the Humanities  
Db/a:

Street Address: 3599 Wai'ala'e Ave., #25

Mailing Address: Honolulu, HI 96816

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Robert Buss

Title Executive Director

Phone # 732-5402 x.4

Fax # 732-5432

e-mail rbuss@hihumanities.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Public Humanities Programming  
for K-12 Schools

4. FEDERAL TAX ID #: \_\_\_\_\_  
5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 104,708

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ \_\_\_\_\_  
FEDERAL \$ 103,415 (NEH)  
COUNTY \$ \_\_\_\_\_  
PRIVATE/OTHER \$ 15,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Robert Buss, Executive Director

NAME & TITLE

1-31-14

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

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

The mission of the Hawai'i Council for the Humanities (HCH) is to connect people with ideas that broaden perspectives, enrich lives, and strengthen our communities. Since being established 1972 originally as the Hawai'i Committee for the Humanities, HCH has evolved from a re-granting institution to one that provides public humanities programs to communities throughout the state of Hawai'i. HCH is Hawai'i's only private non-profit organization (see Appendix A for 501(c)(3) designation) solely dedicated to all areas of the public humanities.

In addition to our mission, HCH is further guided by four ongoing strategic directions to:

- i) promote understanding, appreciation of and for the value and relevance of history, literature, philosophy, and cultural traditions;
- ii) ensure that the humanities have a rigorous and relevant presence in K-12 schools;
- iii) bring the humanities to hard to reach and/or underserved populations; and
- iv) develop partnerships and secure resources that strengthen our capacity to deliver programs.

2. The goals and objectives related to the request;

The goal of this grant is to engage K-12 school community audiences (students, parents, and teachers) throughout the state of Hawai'i in public humanities activities, and to provide them with public humanities programming and resources to broaden perspectives, enrich lives, and strengthen communities. This grant will help ensure that the humanities have a rigorous and relevant presence in K-12 schools, particularly in hard to reach and/or underserved populations throughout the state on all major islands.

The objectives of this grant are to provide humanities education programming and resources to K-12 educators throughout the state with a special emphasis on

outreach to Kaua'i, Moloka'i, Maui, Hawai'i, and Lāna'i. The Hawai'i Council for the Humanities will accomplish this through conducting the Hawai'i History Day program, workshops for teachers, and special programs/partnerships that service K-12 audiences throughout the islands.

3. The public purpose and need to be served;

In order to provide such a fully balanced curriculum and engage the heights of imagination, creativity, and good citizenship, HCH will provide strong K-12 public humanities resources such as workshops, curricular aids, and materials to teachers, parents, and students, and other members of school communities. Hawai'i History Day meets Common Core State Standards that Hawai'i State Department of Education teachers are required to abide by in their classrooms. History Day focuses on the ability of students to translate and interpret their historical research and understanding into well-formed arguments communicated effectively in a project in one of the five history day formats (display, essay, documentary, performance, or website). According to the Academy of Arts and Sciences Commission on the Humanities and Social Sciences, a "fully balanced curriculum – including the humanities, social sciences, and natural sciences – provides opportunities for integrative thinking and imagination, for creativity and discovery, and for good citizenship." The humanities "are critical to our pursuit of life, liberty, and happiness, as described by our nation's founders."

The public humanities programs funded through this grant will help to foster civically engaged, informed, and active citizens who think critically. Hawai'i History Day is a project-based, humanities-centered national program that HCH is proud to bring to the state of Hawai'i. It has been making a difference in K-12 humanities education in the schools for the past 24 years. However, we would like to be able to provide more direct service to and educational opportunities for K-12 teachers on the islands of Maui, Moloka'i, Kaua'i, Hawai'i, and Lāna'i. In order to properly serve the state of Hawai'i and provide all of our state with more equal access to HCH's rich resources and opportunities, HCH plans to expand Hawai'i History Day and other humanities educational programs to all the major islands with full funding. A priority is statewide access to workshops, resources, and curricular aids. In particular, we would like to provide Kaua'i, Moloka'i, Maui, and Hawai'i islands with the resources that would improve and increase participation and impact. In 2014-2015 HCH will conduct a targeted outreach to Lāna'i which has not participated in Hawai'i History Day although teachers from its public middle and schools have attended HCH teacher

workshops held in Honolulu. Providing sufficient public awareness and excitement for the programs outlined in this proposal is critical for the program's success.

Along with Hawai'i History Day, HCH actively partners and conducts programs throughout the islands that improve humanities education in the classrooms. HCH collaborates with a variety of organizations that, together, offer teachers educational content and lesson plans through workshops and teacher institutes. For the past two years, HCH offered professional development opportunities through a partnership with the Hawai'i State Department of Education and the Chaminade University History Center to conduct one-day workshops that are made possible in part by a grant from the National Endowment for the Humanities, as part of its *Bridging Cultures* initiative, in partnership with the Gilder Lehrman Institute of American History, located in New York City. HCH has also partnered with the Smithsonian Museum of American History's *Let's Do History* program for teachers. A fully funded grant will help us continue offering opportunities for teachers to advance their knowledge, skills, and abilities to better serve the next generation of Hawai'i's leaders.

4. Describe the target population to be served; and

The Hawai'i Council for the Humanities will target K-12 teachers, parents, and students across the state. Hawai'i History Day helps teachers meet Common Core educational standards. Because all of our programs are offered for free, the target population includes public, private, charter, and/or home school educators – all of whom are invited and welcome to participate in any HCH's programs. Hawai'i History Day serves students in grades 4-12 and the special collaborative workshops for teachers serve elementary, middle, and high school levels. The free public humanities K-12 programs will be offered statewide. As mentioned earlier, HCH will implement a special statewide push through additional programming on neighbor islands as well as more online resources to enable greater access to our programs' resources.

5. Describe the geographic coverage.

The project intends to reach O'ahu, Maui, Moloka'i, Lāna'i, Kaua'i, and the Big Island of Hawai'i. The programs proposed are targeted at participants from K-12 public, private, charter, and/or home schools including teachers, parents, and students.

## II. Service Summary and Outcomes

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

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

- Plan, manage, coordinate, and conduct the Hawai'i History Day program throughout the state of Hawai'i including:
  - Conducting, at minimum, four free workshops for participants (teachers, parents, students) with one on O'ahu and three on the neighbor islands in the fall of 2014;
  - Develop materials for prospective and active participants – primarily teachers and students;
  - Provision of free resources to teachers at all workshops and as requested including, but not limited to, folders, handbooks, rule books, theme books, lesson plans, and curricular aids;
- Plan, manage, coordinate, and conduct eight to nine district History Day fairs throughout the state (Central O'ahu, Windward O'ahu, Leeward O'ahu, Honolulu, Hawai'i Island, Kaua'i, Maui, Moloka'i, and, Lāna'i) involving hundreds of community leader volunteers who serve as judges of student projects;
- Plan, manage, coordinate, and conduct the Hawai'i History Day state fair in April 2015 that brings together all qualifying statewide projects, again involving a large contingent of volunteer judges comprised of humanities scholars, academics, graduate students, and community leaders;
- Collaborate with at least five organizations to conduct six to eight K-12 public humanities projects/programs throughout the state, some of which may qualify for teacher professional development credit(s);
- Create and continually enhance the HCH website to provide downloadable humanities content (workshop materials, curriculum, lesson plans, etc.) and that will serve as a primary and/or secondary resource for K-12 students, parents, and teachers;
- Conduct public relations campaign plus materials to make sure the program reaches as many participants as possible which is critical to disseminate resources and achieve the program goals.

The Hawai'i History Day program and its related functions will be coordinated and directed by the Hawai'i History Day State Coordinator, Jane Muraō. HCH

also enlists the aid of four to five historian consultants who provide lesson plans, curricular aids, and class visits/consultations as requested by teachers.

The K-12 public humanities special collaborative workshops will be coordinated and carried out by the Director of Grants and Special Projects, Stacy Hoshino, the HCH Executive Director, Robert Buss. HCH also enlists the aid of humanities scholars/consultants, such as Dr. Craig Howes, Director of the Center for Biographical Research, University of Hawai'i at Mānoa, Marnie Masuda, Director of the Hawai'i Writing Project, and Mitch Yamasaki, Professor of History and Director of the Chaminade History Center at Chaminade University, for several of the workshops to ensure the public humanities content is of the highest caliber.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

The Hawai'i History Day program begins and ends with the academic calendar. A full calendar is included with this proposal in the appendix for the current 2013-2014 year as well as a tentative calendar for 2014-2015 (Appendix C). Here is the general timeline for Hawai'i History Day:

- Fall: conduct workshops throughout the state with a special outreach to Lāna'i which has not participated in Hawai'i History Day;
- Winter: assist as schools statewide conduct their school-specific history day fairs. Special focus and support for district fairs on Moloka'i, Kaua'i, Hawai'i, and Maui will be offered. Qualifying projects progress to the district fair(s);
- Spring: conduct, coordinate, and direct the district and state history day fairs throughout the state. The state fair takes place annually in April and brings together hundreds of students, parents, and teachers from across the state.
- Summer: qualifying projects from the state event progress to the National History Day fair held in June at the University of Maryland at College Park.

Funds from GIA will not be used for the National History Day fair. GIA funds will only be used for state projects and programs.

Special collaborative workshops and projects occur throughout the year. Typically, there are one or two held each quarter. Some have firm schedules such as the "Celebrate Reading" collaboration with the Hawai'i Writing Project (spring), and the "Teaching About Tensions Between Civil Liberties and National Security" workshop held in association with the state of Hawai'i's Constitution and Civil Liberties Day holiday (January 2015).

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

The Hawai'i History Day program enables teachers who implement the program to meet Common Core standards of education. We know History Day works. It helps students develop and improve their critical thinking, writing, and research skills, and boosts performance across all subjects. Whether a student qualifies for a district, state, or the national History Day fair, participants of the program learn 21<sup>st</sup> century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time, and persevere. They learn how to analyze their research and synthesize information – considering the context of their topic. According to a study commissioned by National History Day by independent research firm Rockman, et al, History Day students' scores or ratings [on performance assessments, surveys and standardized test scores] were higher than their peers who did not participate in the [History Day] program (see Appendix D).

In addition to the national evaluation, Hawai'i History Day annually conducts surveys on parents, teachers, and students. Last year we received responses from 502 students, 380 parents, and 57 teachers. However there are over 1,000 students who are registered to participate in the district history day fairs. Overall, we estimate Hawai'i History Day reaches over 8,000 students who do not always go on to the district and state fairs. HCH collects data at the district, state, and national fairs.

Similarly, HCH will conduct six to eight such collaborative projects which conduct a post-program survey of participants.

We anticipate that the publicity of our programs and projects resultant from this proposal will realistically increase our overall participation goals anywhere from 10% to 25%.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

HCH is happy to provide the “Key Evaluation Findings” of National History Day with this application in Appendix D. We will also provide participation numbers of teachers, students, and island participating at the district fair level at the program’s completion. Some teachers conduct History Day in their classrooms without participating in the fairs, and we estimate that the district fair participation numbers reflect the top 15% of students throughout the state engaged in the Hawai'i History Day program. We will also provide the list of national qualifiers and special award winners from the statewide History Day fair held annually in April. We will determine the effectiveness of the program by a 10% increase of survey responses and participants from the district level. We also providing letters of support from a variety of participants, parents, teachers, and community leaders who serve as volunteer judges to History Day (see Appendix E) who see the merits of the program firsthand.

We will also indicate the number of K-12 humanities education workshops conducted, location, and number of participants at each workshop. Increased participation and neighbor island reach is something we will be identifying as measures of success. For example, a History Day workshop will attract anywhere from 25 to 100 attendees. We anticipate a 10% increase in participation at the workshops from a fully funded grant, or 30 to 110 additional participants.

HCH can also provide the state with links as well as hardcopies of materials produced from this proposal upon request.

### **III. Financial**

#### **Budget**

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

See attached budget sheets.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
	\$52,354		\$52,354	\$104,708

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.



Both local and mainland foundations and individuals will be approached for \$30,000. History Day's current support is as follows:

Hawai'i State Foundation on Culture and the Arts	\$10,164
Bendon Family Foundation	\$1,000
Alexander and Baldwin Foundation	\$1,500
Dorrance Scholarship Fund	\$1,000
Jhamandas Watumull Foundation	\$1,000

We also receive funds from the National Endowment for the Humanities that will be used towards the proposed programs and projects that amounts to at least \$103,415. This reflects the History Day program portion as well as the collaborative program portion.

HCH also estimates in-kind donations from volunteers at \$5,000, and in-kind facilities use of about \$25,000.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable

5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2013.

\$106,336.

#### **IV. Experience and Capability**

##### **A. Necessary Skills and Experience**

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

HCH has been conducting the Hawai'i History Day program for over 24 years. The 2014-2015 History Day year coincides with the 25<sup>th</sup> anniversary of Hawai'i

History Day transforming the teaching and learning of history. During that time, HCH has achieved national recognition from the countless students who regularly place within the top 10-15% of the nation's projects. We have had two Hawai'i teachers awarded with the national Patricia Behring History Day Teacher of the Year award: Robert "Bob" Tabije, while at 'Aiea Intermediate in 2011, and Cynthia Tong, while at Mililani High School in 2012 (both are currently teaching at Waipahu Intermediate).

HCH has a long history of collaborating and partnering with public humanities scholars and experts. For example, HCH recently collaborated with the Hawai'i State Department of Education and the Chaminade University History Center to conduct a one-day workshop on "Created Equal: America's Struggle for Civil Rights" for teachers who would have the opportunity to earn professional development credit. HCH brings to bear both local as well as national resources – the workshop was made possible through a major grant from the National Endowment for the Humanities, as part of its *Bridging Cultures* initiative, in partnership with the Gilder Lehrman Institute of American History.

The current project leaders are:

Jane Murao, Hawai'i State History Day Coordinator

Jane Murao has almost a decade of project management and coordination experience and has been with the Hawai'i Council for the Humanities for eight years. She is a graduate of Chaminade University of Honolulu with a bachelor's degree in Communications. She has efficiently and effectively run the Hawai'i History Day program on all islands and continues to lead the Hawai'i delegation to National History Day each year. Since 2006, she has managed and directed the Hawai'i History Day program across five islands, eight school districts, and hundreds of teachers, students, parents, and judges with a strict adherence to timeline, budget, and scope. She has extensive contacts with teachers, principals, and administrators in the Hawai'i DOE system as well as private schools. See Appendix G for Resume.

Stacy Hoshino, Director of Grants and Special Projects

Stacy Hoshino has a broad and extensive background in executive roles in the arts and humanities field for over a decade. He currently administers all aspects of the Hawai'i Council for the Humanities Grants Program. He also creates and executes innovative mission-aligned programs to statewide audiences, and at the same time develops program partnerships with communities and other organizations and institutions. He has a wealth of knowledge and effective

working relationships with the local arts and humanities community which he leverages for HCH special projects, programs, and collaborations. Recently, he conducted two special programs about Hawai'i's music heritage, and partnered with the University of Hawai'i Museum Studies Graduate Certificate Program to present a symposium "Reflections on Controversial Issues in Museums and Related Places in Japan and Hawai'i." See Appendix G for Resume.

Robert Buss, Executive Director

Bob Buss has been executive director of the Hawai'i Council for the Humanities (HCH), an affiliate of the National Endowment for the Humanities, since 2003, and earlier was its program officer since 1983. He works with local community and cultural groups, museums, archives, libraries, and oral history and humanities centers to facilitate public humanities programs and was the founding state coordinator for Hawai'i History Day in 1990 and has served on the Executive Advisory Board of National History Day. His interests include Confucian and Buddhist studies, ethics, and philosophy of art. Prior to working at HCH, Bob taught philosophy at Chaminade University and religious studies at Honolulu and Kapi'olani community colleges. He is a member of the Rotary Club of Kahala Sunrise. See Appendix G for Resume.

We have provided several press clippings (see Appendix F) that highlight HCH's achievements in the K-12 humanities education arena over the years.

**B. Facilities**

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

HCH conducts most district history day fairs at Hawai'i public schools which align to ADA requirements. It also holds a district fair at Chaminade University of Honolulu which is also ADA compliant. The state history day fair is held at Windward Community College and the facilities used by history day meet ADA requirements. Any special collaborative workshop is held at public locales that meet ADA requirements in good faith. If a site is not ADA compliant, every reasonable effort will be made to meet a participant's needs.

**V. Personnel: Project Organization and Staffing**

**A. Proposed Staffing, Staff Qualifications, Supervision and Training**

The three lead staff persons for this proposal are as follows:

- Jane Muraio, Hawai'i History Day State Coordinator
- Stacy Hoshino, Director of Grants and Special Projects
- Robert Buss, Hawai'i Council for the Humanities Executive Director

We are providing the resumes for the above in Appendix G. Jane Muraio will be responsible for executing the Hawai'i History Day program. Stacy Hoshino and Robert Buss will be responsible for executing special programs and collaborations. All HCH staff will be involved in the public affairs aspects of the programs proposed.

**B. Organization Chart**

See attached Appendix H for the Hawai'i Council for the Humanities Organizational Chart.

**C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position..

Executive Director	\$71,591
Director of Grants and Special Projects	\$46,000
Motheread/Fatheread® Hawai'i Coordinator	\$42,899

**VI. Other**

**A. Litigation**

Not applicable.

**B. Licensure or Accreditation**

The Hawai'i Council for the Humanities is the state affiliate of the National Endowment for the Humanities, Division of federal/State Partnerships, and undergoes a review assessment by NEH every five years, most recently in 2012, with our next review scheduled for 2017. There were no findings of concern by NEH regarding HCH operations, programs, or compliance with NEH

expectations. In the summary letter from NEH regarding the 2012 review, dated March 13, 2013, it was noted that "The Council has a strong and effective portfolio of programs" and "...an excellent track record of making the humanities available to diverse audiences and communities."

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: Hawai'i Council for the Humanities

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	16,708			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>	<b>16,708</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island (Maui, Kaua'i, Molokai)	40,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	2,500			
5. Staff Training				
6. Supplies	500			
7. Telecommunication				
8. Utilities				
9. Marketing/Promotion	25,000			
10. Consultants (4X\$2,000)	8,000			
11. NHD Program Fees	2,000			
12 Workshops	10,000			
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>88,000</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>104,708</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	104,708	Alita Charron 732-5402 x.5		
(b) National Endowment for the Humanities	103,415	[REDACTED]		
(c) Foundations and Individuals	30,000	[REDACTED]		
(d) Donated facilities and volunteer services	30,000	[REDACTED]		
<b>TOTAL BUDGET</b>	<b>268,123</b>	Robert Buss, Executive Director Name and Title (Please type or print)		

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Hawai'i Council for the Humanities

Period: July 1, 2014 to June 30, 2015

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Hawai'i History Day State Coordinator	\$33,415.00	\$33,415.00	50.00%	\$ 16,707.50
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>16,707.50</b>
<b>JUSTIFICATION/COMMENTS:</b>				
Note that the Hawai'i State History Day Coordinator will spend over 50% of time on this program. Other funds come from local and national sources.				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawai'i Council for the Humanities      Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>				



## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Hawai'i Council for the Humanities

Period: July 1, 2014 to June 30, 2015

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>						

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

The undersigned authorized representative of the applicant certifies the following:

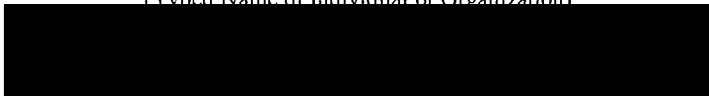
- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities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

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

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

Hawaii Council for the Humanities

(Typed Name of Individual or Organization)



1/28/2014

(Date)

Robert Buss

Executive Director

(Typed Name)

(Title)

**Application for Grants and Subsidies  
Hawai'i Council for the Humanities  
List of Appendices**

Background and Summary

- A. 501(c)(3) Non-Profit Letter**
- B. Hawai'i Council for the Humanities Board List**

Service Summary and Outcomes

- C. Hawai'i History Day Calendar**
- D. National History Day Evaluation**
- E. Letters of Support**

Experience and Capability

- F. Articles and Press Clippings**

Personnel: Project Organization and Staffing

- G. Resumes: Jane Murao, Stacy Hoshino, Robert Buss**
- H. Organizational Chart of the Hawai'i Council for the Humanities**

**Internal Revenue Service**

**Date:** July 28, 2000

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

**Department of the Treasury**

**P. O. Box 2508  
Cincinnati, OH 45201**

**Person to Contact:**

Bob Edwards 31-04014  
Customer Service Representative

**Toll Free Telephone Number:**

8:00 a.m. to 9:30 p.m. EST  
877-829-5500

**Fax Number:**

513-263-3756

**Federal Identification Number:**

99-0153704

Dear Sir or Madam:

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

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

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

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

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

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

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

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

Internal Revenue Service  
District Director

Department of the Treasury

Date: SEP 11 1980

HAWAII COMMITTEE

SEP 15 1980

FOR THE HUMANITIES

LA:EO:78:0092

Our Letter Dated:

January 20, 1978

Person to Contact:

Norma Jules

Contact Telephone Number:

(213) 688-4553

▷

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

Gentlemen:

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


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

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

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

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

Sincerely yours,

  
DISTRICT DIRECTOR

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

JOHN WAIHEE  
GOVERNOR



STATE OF HAWAII  
DEPARTMENT OF TAXATION

P.O. BOX 259  
HONOLULU, HAWAII 96809

RICHARD F. KAHLE, JR.  
DIRECTOR OF TAXATION

~~ALFRED O. LARSEN~~  
~~DEPUTY DIRECTOR~~

~~ALVIN LINDSAY~~  
~~DEPUTY DIRECTOR~~

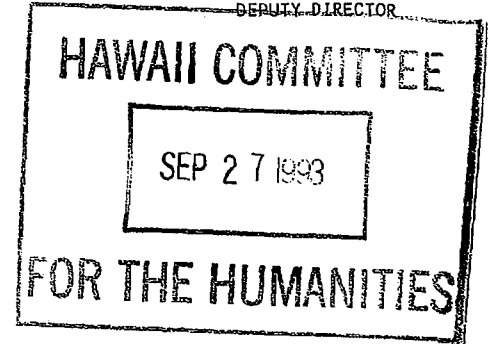
GEORGINA M. YUEN  
DEPUTY DIRECTOR

September 14, 1993

HAWAII COMMITTEE FOR THE HUMANITIES  
3599 Waiialae Avenue, Rm. 23  
Honolulu, HI 96816

Attention: Ms. Esther K. Arinaga, Chairman

Gentlemen:



We have reviewed your Application for Exemption from the Payment of General Excise Taxes under the provisions of Section 237-23, Hawaii Revised Statutes. Based upon the information submitted in your application, the claim for exemption has been approved.

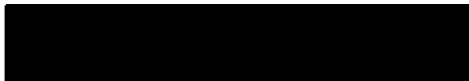
This approval for exemption does not apply to any income from any activity, (i.e., fund-raising) the primary purpose of which is to produce income, even though such income is to be used for or in furtherance of the exempt activities of the organization. This exemption will be in force only as long as there is no material change in the facts as set forth in your application for exemption.

Furthermore, this exemption does not apply to any general excise tax imposed upon the seller of tangible personal property or upon the person providing a service who may pass on or include such tax in the price of the service rendered or in the sales price of any purchases made by your organization.

Since this letter could help resolve any questions about your exempt status, you should keep this in your permanent records.

Enclosed is your registration certificate.

Very truly yours,



RONALD C. CHOY  
Technical Review Officer

RCC:abm

Enclosure

cc: Ronald Randall  
Linda Cacpal

Hawaii Council for the Humanities  
99-0153704

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

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

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

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

This letter affirms your organization's exempt status.

Sincerely,



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

**HAWAII COUNCIL FOR THE HUMANITIES  
2013 Board of Directors**

<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Linda Menton, CHAIR (2007-2010, 2010-2013)	Professor of Social Studies Education (emerita) Curriculum Research & Development Group, UHM 902 Puu Kula Dr. Pearl City, Hawai'i 96782	455-3697 E-mail: <a href="mailto:menton@hawaii.edu">menton@hawaii.edu</a>
Larry L. Myers, VICE CHAIR (2009-2012, 2012-2015)	Attorney-at-Law Of Counsel Kobayashi, Sugita & Goda 999 Bishop Street, Ste. 2600 Honolulu, HI 96813	535-5725 E-mail: <a href="mailto:lmyers@ksqlaw.com">lmyers@ksqlaw.com</a>
Douglas Dykstra, SECRETARY- TREASURER (2010-2013, 2013-2016)	Chancellor Windward Community College 45-720 Kea'ahala Rd., Alaka'i 119-A Kane'ohe, Hawai'i 96744	235-7402 247-5362 (fax) E-mail: <a href="mailto:dykstra@hawaii.edu">dykstra@hawaii.edu</a>
Philip Bossert * (2013-2016)	Director, Institute for 21 <sup>st</sup> Century Teaching and Learning PO Box 2172 Honolulu, HI 96805	203-9097 E-mail: <a href="mailto:phil@orientech.us">phil@orientech.us</a>
Helen Cox * (2013-2016)	Chancellor, Kauai Community College 3-1901 Kaumualii Highway Lihue, HI 96766	(808) 245-7402 E-mail: <a href="mailto:HelenCox@hawaii.edu">HelenCox@hawaii.edu</a>
Lisa Delong (2012-2015)	Principal, Kailua Intermediate School 145 S. Kainalu Dr. Kailua, HI 96734	263-1500 E-mail: <a href="mailto:Lisa_DeLong@notes.k12.hi.us">Lisa_DeLong@notes.k12.hi.us</a>
Kerri Inglis (2009-2012)	Associate Professor of History University of Hawai'i at Hilo, Social Sciences Div. 200 West Kawili Street Hilo, Hawai'i 96720-4091	(808) 974-7587, E-mail: <a href="mailto:inglis@hawaii.edu">inglis@hawaii.edu</a>
Noelle MKY Kahanu (2013-2016)	Director of Community Affairs, Bishop Museum 2662 Namauu Drive Honolulu, HI 96817	848-4190 E-mail: <a href="mailto:noelle.kahanu@bishopmuseum.org">noelle.kahanu@bishopmuseum.org</a>
Lani Ma'a Lapilio (2008-2011, 2011-2014)	Principal/Owner, Aukahi 1003 Bishop St., Pauahi Tower 2700 Honolulu, Hawai'i 96813	540-5741 E-mail: <a href="mailto:lanil@aukahi.com">lanil@aukahi.com</a>
Tessa Munekiyo Ng (2013-2016)	Manager, Munekiyo & Hiraga, Inc. 1200 Queen Emma St. #1507 Honolulu, HI 96813	983-1233 E-mail: <a href="mailto:tessa@mhplanning.com">tessa@mhplanning.com</a>



<b>Name/Years</b>	<b>Organization/Address</b>	<b>Phone/Email</b>
Scott Robertson (2013-2016)	Associate Professor, Information & Computer Sciences University of Hawai'i, Manoa 1680 East-West Road Pacific Ocean Science & Technology Bldg. Honolulu, HI 96822	956-2023 E-mail: <a href="mailto:scottpr@hawaii.edu">scottpr@hawaii.edu</a>
Theodore "Ted" Sakai (2008-2011, 2011-2014)	Principal, Ted Sakai and Associates 47-571 Ahiimanu Rd. Kane'ohe, HI 96744	722-3111 E-mail: <a href="mailto:sakait005@hawaii.rr.com">sakait005@hawaii.rr.com</a>
Manoj Samaranayake (2013-2016)	Senior Tax Manager, Deloitte Tax LLP, CPA 94-1119 Kapukawai St. Waipahu, HI 96797	375-7012 E-mail: <a href="mailto:manojs.cpa@gmail.com">manojs.cpa@gmail.com</a>
Julia Steele * (2011-2014)	Editor, Hana Hou! Magazine 3314 Woodlawn Dr. Honolulu, HI 96822	782-3201 (cel) E-mail: <a href="mailto:juliaportersteele@gmail.com">juliaportersteele@gmail.com</a>
Gina Vergara-Bautista (2008-2011, 2011-2014)	Archivist, Hawai'i State Archives 'Iolani Palace Grounds 364 South King St. Honolulu, HI 96813	586-0329 E-mail: <a href="mailto:gina.s.vergara-bautista@hawaii.gov">gina.s.vergara-bautista@hawaii.gov</a>
Lois Leinani Whitney (2012-2015)	Executive Assistant Office of Councilmember Mike White 200 S. High St., 8 <sup>th</sup> Fl. Wailuku, Hawaii 96793	(808) 283-3406 E-mail: <a href="mailto:shutterbugD90@gmail.com">shutterbugD90@gmail.com</a>

\* Gubernatorial Appointee (up to five members)

#### **HCH STAFF**

Robert G. Buss, Executive Director, [rbuss@hihumanities.org](mailto:rbuss@hihumanities.org), 381-3292 (cell)  
Laurie Lee Bell, Fiscal Officer, [bell@hihumanities.org](mailto:bell@hihumanities.org)  
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Stacy Hoshino, Director of Grants and Special Projects, [shoshino@hihumanities.org](mailto:shoshino@hihumanities.org)  
Grace Lo, Director of Communications, [glo@hihumanities.org](mailto:glo@hihumanities.org)  
Jane Y. Murao, Hawai'i History Day State Coordinator, [jmurao@hihumanities.org](mailto:jmurao@hihumanities.org)  
Ryan Ng, Development and Special Projects Assistant, [rng@hihumanities.org](mailto:rng@hihumanities.org)

Hawai'i Council for the Humanities  
3599 Wai'ala'e Avenue, Ste. 25  
Honolulu, Hawai'i 96816  
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E-mail: [info@hihumanities.org](mailto:info@hihumanities.org)  
Website: <http://www.hihumanities.org>  
Office Hours: 8:30 a.m. to 4:30 p.m. Monday through Friday



# HAWAI'I HISTORY DAY 2014-2015 CALENDAR (Tentative)

A Program of the Hawai'i Council for the Humanities

**LEADERSHIP & LEGACY IN HISTORY**



<b>JULY '14 – FEB. '15</b>	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
<b>AUG '14 – OCT '14</b>	<b>HISTORY DAY KICKOFF EVENTS &amp; WORKSHOPS</b> <ul style="list-style-type: none"> <li>• Kickoff events to be held around the state.</li> </ul>
<b>DEC. '14–JAN. 29, '15</b>  (School fairs should not be held after Jan. 29, '15)	<b>SCHOOL HISTORY DAYS</b> <i>Note: If a school fair is needed to select the entries, the event must be scheduled prior to the deadline for submitting registration forms (JAN.29). Please note the limitations below.</i> <b>Youth Division (grades 4-5):</b> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school per division</li> <li>• Display – up to 10 per school per division</li> <li>• Performance – up to 5 per school per division</li> <li>• Documentary – up to 5 per school per division</li> <li>• Website – up to 5 per school per division</li> </ul> <b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b> <ul style="list-style-type: none"> <li>• Essay – up to 10 per school per division</li> <li>• Display – up to 10 per school per division or 10% if over 100</li> <li>• Performance – up to 10 per school per division</li> <li>• Documentary – up to 10 per school per division</li> <li>• Website – up to 10 per school per division or 10% if over 100</li> </ul>
<b>THURSDAY, JAN. 1, '15</b>	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i>
<b>THURSDAY, JAN. 29, '15</b>	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i> <b>PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
<b>SAT., FEB. 21, 2015</b> <b>SAT., FEB. 28, 2015</b> <b>WED., FEB. TBD, 2015</b> <b>SAT., MARCH 7, 2015</b> <b>SAT., MARCH 7, 2015</b> <b>SAT., MARCH 14, 2015</b> <b>SAT., MARCH 14, 2015</b> <b>SAT., MARCH 14, 2015</b>	<b>2015 DISTRICT HISTORY DAYS**</b> Registration from 7:30-8:30 a.m. Run-offs around noon. Closing around 3:30 p.m. **Private schools, charter schools and home-school projects participate in the district in which they are located. <b>CENTRAL – TBD</b> <b>WINDWARD – TBD</b> <b>MOLOKA'I – Moloka'i High School (Hoolehua)</b> <b>MAUI – TBD</b> <b>HONOLULU – TBD</b> <b>HAWAI'I – TBD</b> <b>LEEWARD – TBD</b> <b>KAUA'I – TBD</b>
<b>SUN., MARCH 15, 2015</b>	<b>ONLINE REGISTRATION FOR HAWAII STATE HISTORY DAY OPENS</b> <i>Online registration is required for all projects advancing from districts.</i>
<b>TUES., MARCH 31, 2015</b>	<b>ONLINE REGISTRATION FOR HAWAII STATE HISTORY DAY CLOSES</b> <i>Online registration is required for all projects advancing from districts.</i> <b>REVISED PAPER (ESSAY) &amp; WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.
<b>SAT., APRIL 18, 2015</b>	<b>2015 HAWAII STATE HISTORY DAY</b> Location: Windward Community College, 7:30 am to 3:30 pm
<b>MID-MAY 2015</b>	<ul style="list-style-type: none"> <li>• National History Day Registration (on-line process) to be completed.</li> <li>• National History Day Essay and Website entries due to NHD.</li> </ul>
<b>MID-JUNE 2015</b>	<b>NATIONAL HISTORY DAY 2015, University of Maryland at College Park</b>



# HAWAI'I HISTORY DAY 2013-2014 CALENDAR

A Program of the Hawai'i Council for the Humanities  
**RIGHTS & RESPONSIBILITIES IN HISTORY**



JULY '13 – FEB. '14	Historian classroom visits to advise on project topics, within context of annual theme, thesis statements and research sources.
AUG '13 – OCT '13	<b>HISTORY DAY KICKOFF EVENTS &amp; WORKSHOPS</b> <ul style="list-style-type: none"> <li>• Kickoff event to be held on Saturday, October 5th on Oahu.</li> </ul>
DEC. '13–JAN. 29, '14  <i>(School fairs should not be held after Jan. 29, '14)</i>	<b>SCHOOL HISTORY DAYS</b> <i>Note: If a school fair is needed to select the entries, the event must be scheduled prior to the deadline for submitting registration forms (JAN.29). Please note the limitations below.</i> <b>Youth Division (grades 4-5):</b> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school per division</li> <li>• Display – up to 10 per school per division</li> <li>• Performance – up to 5 per school per division</li> <li>• Documentary – up to 5 per school per division</li> <li>• Website – up to 5 per school per division</li> </ul> <b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b> <ul style="list-style-type: none"> <li>• Essay – up to 10 per school per division</li> <li>• Display – up to 10 per school per division or 10% if over 100</li> <li>• Performance – up to 10 per school per division</li> <li>• Documentary – up to 10 per school per division</li> <li>• Website – up to 10 per school per division or 10% if over 100</li> </ul>
WED., JAN. 1, 2014	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i>
WED., JAN. 29, 2014	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</b> <i>Online registration is required for all divisions and categories. Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for online registration directions.</i>
	<b>PAPER (ESSAY) AND WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> <i>Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.</i>
SAT., FEB. 15, 2014 SAT., FEB. 22, 2014 WED., FEB. 26, 2014 SAT., MARCH 1, 2014 SAT., MARCH 1, 2014 SAT., MARCH 8, 2014 SAT., MARCH 8, 2014 SAT., MARCH 8, 2014	<b>2014 DISTRICT HISTORY DAYS**</b> <i>Registration from 7:30-8:30 a.m. Run-offs around noon. Awards ceremony around 3:30 p.m. **Private schools, charter schools and home-school projects participate in the district in which they are located.</i> <b>CENTRAL – Mililani High School (Mililani)</b> <b>WINDWARD – King Intermediate School (Kaneohe)</b> <b>MOLOKA'I – Moloka'i High School (Hoolehua)</b> <b>MAUI – Baldwin High School (Wailuku)</b> <b>HONOLULU – Chaminade University of Honolulu (Honolulu)</b> <b>HAWAI'I – University of Hawai'i at Hilo (Hilo)</b> <b>LEEWARD – Waipahu Intermediate School (Waipahu)</b> <b>KAUA'I – TBD</b>
MON., MARCH 10, 2014	<b>ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY OPENS</b> <i>Online registration is required for all projects advancing from districts.</i>
MON, MARCH 31, 2014	<b>ONLINE REGISTRATION FOR HAWAI'I STATE HISTORY DAY CLOSES</b> <i>Online registration is required for all projects advancing from districts.</i> <b>REVISED PAPER (ESSAY) &amp; WEBSITE ENTRIES ARE DUE ELECTRONICALLY</b> <i>Please go to <a href="http://hi.nhd.org/register">hi.nhd.org/register</a> for Paper and Website Submission Directions.</i>
SAT., APRIL 12, 2014	<b>2014 HAWAI'I STATE HISTORY DAY</b> Location: Windward Community College, 7:30 am to 3:30 pm
MID-MAY 2014	<ul style="list-style-type: none"> <li>• National History Day Registration (on-line process) to be completed.</li> <li>• National History Day Essay and Website entries due to NHD.</li> </ul>
JUNE 9-13, 2014	<b>NATIONAL HISTORY DAY 2014, University of Maryland at College Park</b>

NATIONAL  
**History Day**  
WORKS

**National Program Evaluation  
Executive Summary**

**JANUARY 2011**

**NHD**  
NATIONAL  
HISTORY DAY

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

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

Donors to National History Day & The National Evaluation

Anonymous Challenge Grant  
Kenneth E. Behring  
HISTORY™

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Albert H. Small  
Southwest Airlines

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



## NATIONAL HISTORY DAY

# TEACHES

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

## Prepares

students for college, workforce and citizenship

## Inspires

students to do more than they ever thought they could

### INTRODUCTION

#### Why Does History Education Matter?

The debate about American education continues to focus on what is wrong with our schools—on poor student achievement and reports of ineffective teachers—but where in the discussion is the demand for evidence about programs that are working?

National History Day is one of these programs. It is fostering outstanding achievement for students in all subject areas, not just history. It is shaping students into well-rounded, collaborative, independently motivated leaders who are prepared to lead. And it is doing it now, in 50 states around the country and beyond.

In the ongoing rhetoric and quest for education reform, the focus on global competitiveness lies at the heart of the debate. But the crucial role of the social sciences in American education has been marginalized. Subjects like English, history, civics and the arts play a central part in developing a well-rounded understanding of our contemporary global community—and the study of these topics develops the imperative 21st century skills that lie at the heart of individual future success and an American workforce equipped to compete in the global marketplace.

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

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

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

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

## **ABOUT NATIONAL HISTORY DAY**

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

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

---

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

on yearlong history projects, culminating in local and state contests—and a final national competition, the Kenneth E. Behring National History Day Contest, held each June in College Park, Md.

## **RESEARCH OVERVIEW & METHODOLOGY IN BRIEF**

With funding from Kenneth E. Behring and the U.S. Department of Education, NHD commissioned an independent research organization, Rockman et al, to develop and implement a research plan to explore the impact of the program; additional research promotion funding was provided by an anonymous challenge grant, HISTORY™, David and Janis Larson Foundation, H.F. “Gerry” Lenfest, Albert H. Small, Southwest Airlines and National History Day Board of Trustees, Staff, Judges & Affiliate Coordinators.

### **Research Design**

During the 2009-2010 school year, researchers from Rockman et al examined students' skills and knowledge across a range of measures: The research examined students' academic performance on state standardized tests, not only in history or social studies, but also in other subjects where students' skills might transfer. The study also included performance assessments, to see whether students could apply the research, writing and critical thinking skills developed through NHD participation—skills that track closely with the 21st century skills identified by educators and business leaders as the skills students need to enter college and the workplace fully prepared. Surveys asked students to rate their confidence in these skills and their interest in past and current events.

To conduct the research, Rockman recruited “study sites” from around the country; criteria included geographic representation, diversity in the student population and inclusion of under-represented minorities, and sufficient history with NHD to allow researchers to look at student performance over time. The four final sites included:

- Aldine Unified School District (Houston, Texas)
- Paterson School District (Paterson, New Jersey)
- Chesterfield County Schools (Cheraw and Chesterfield, South Carolina)
- A large urban/suburban district in Colorado<sup>2</sup>

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

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



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

## Demographics

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

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

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

## Data Analysis

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

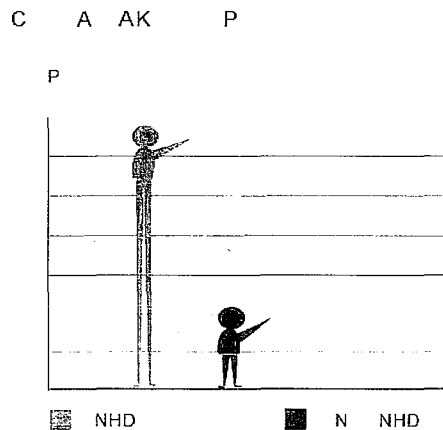
Researchers also created composite interest, engagement and confidence mean scores for both sets of students, looking at differences between groups on both the pre- and post-surveys as well as pre- to post-changes, and running tests for significance. Using these three composite scores, they also looked at differences by state and by gender. The post-survey also included an item for NHD students about the perceived impact of NHD participation. Using regression analysis, researchers looked at the relationship between NHD students' perceptions of impact and their self-reported levels of interest, engagement and confidence.

For the writing assessments, the research team developed a scoring rubric based on the NAEP persuasive essay rubric and the 6+1 Writing Traits rubric (see full report for details). Scorers were trained using the rubric and benchmark essays. Three researchers scored a sample of essays from each site, with site identifiers removed. At intervals during the scoring process, a second reader scored randomly sampled essays to ensure consistency and inter-rater reliability.

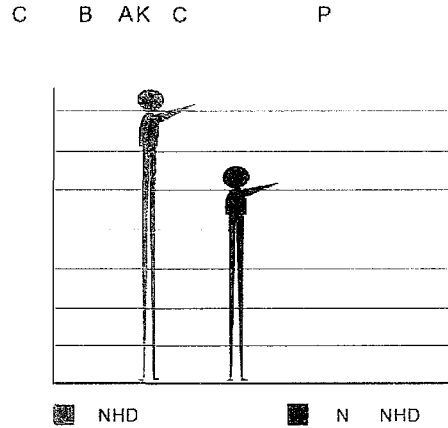
### KEY FINDINGS

NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.

For example, in Texas, NHD students outperformed their non-NHD peers on TAKS tests in reading, science, math, and social studies. During four years of performance (2006-2010), NHD students scored more than twice as well on TAKS tests as non-NHD students. An average of nearly two thirds of NHD students had commended performance each year, compared to an average of 19 percent of non-NHD students (see Chart A).

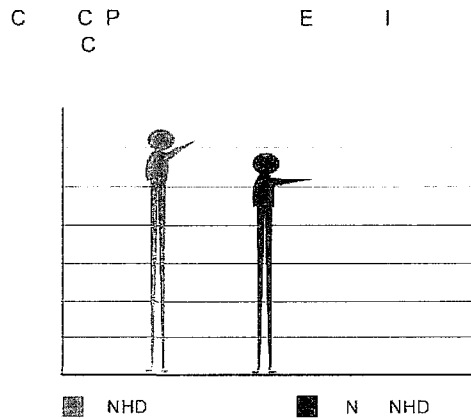


In 2008–2009, 87 percent of the NHD students achieved commended performance on the social studies assessment, compared with 37 percent of the comparison-group students; in 2009–2010, 73 percent of the NHD students received the highest rating, vs. 53 percent of the comparison-group students (see Chart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

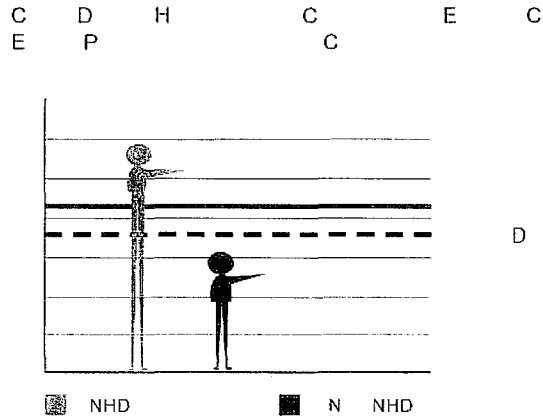


NHD students in South Carolina outperformed their non-NHD peers on English and history assessments.

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

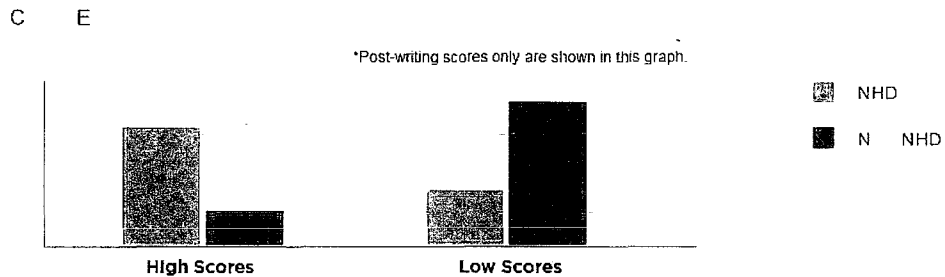


On the 2008-2009 South Carolina U.S. History and the Constitution end-of-course test, the NHD high school led the district with a 52 percent passing rate—26 percentage points above the other (non-NHD) high school in the district, 14 points above the district rate, and 9 points above the state rate (see Chart D).



NHD students are better writers—they write with a purpose and real voice, and they marshal solid evidence to support their points of view. NHD students had more exemplary writing scores and fewer low scores than comparison students.

Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale (see Chart E).

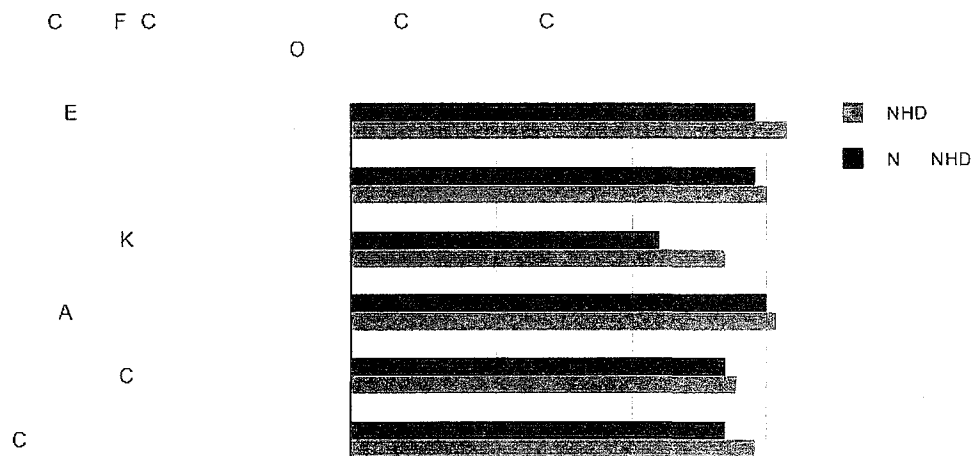


NHD has a positive impact among students whose interests in academic subjects may wane in high school.

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

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

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



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

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

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### **For More Information**

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

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**NATIONAL HISTORY DAY IS ENDORSED BY**

American Association for State  
and Local History

American Historical Association

Federation of State  
Humanities Councils

National Association of  
Secondary School Principals

National Center for History  
in the Schools

National Council for History Education

National Council for the  
Social Studies

Organization of American Historians

Society of American Archivists

**Michael Munekiyo  
757 Maalahi Street  
Wailuku, Hawaii 96793**

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

Dear Sir or Madam:

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

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

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

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

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

Very truly yours,



Michael T. Munekiyo



January 16, 2014

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

ATTN: Nandana Kalupahana

Dear Sirs/Madams:

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


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

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

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

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

Sincerely yours,

  
GRANT P. M. CHON  
Vice President

NEILABERCROMBIE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

LEA E. ALBERT  
COMPLEX AREA SUPERINTENDENT

SUZANNE MULCAHY  
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KAILUA INTERMEDIATE SCHOOL  
145 S. KAINALU DRIVE  
KAILUA, HAWAII 96734

January 26, 2014

To Whom It May Concern:

I am writing to ask for your support for The Hawai'i Council for the Humanities application for 2104 State Grant in Aid for Hawai'i History Day. I have been a strong advocate of this program over the past twenty years because of its impact on students, schools, and communities. Participating students quickly learn that if they are to understand history they have to become part of it. Through HHD students find their voice in democratic processes and they develop research essays, interpretive displays, living-history performances, and multi-media documentaries.

Students have reported that the skills they've learned, such as valuing multiple perspectives, making generalizations, and writing and defending a thesis, provide them with a foundation that prepares them for college, careers, and citizenship. One student wrote for Humanities News, "It was my participation in History Day that first connected me with the D.C. area. I came to the nation's capitol as a competitor on the national level and now attend Georgetown University and serve as a congressional aid in Washington, D.C. History day has provided me with research skills that I constantly use in college and work."

Another student wrote for the Hawai'i Council for the Humanities Newsletter, "From participating in History Day, I learned to appreciate history as more than just dusty textbooks with pictures of old guys, but as actual events that present links and parallels. That's the neatest part - the realization that events in history aren't singular, floating entities in an expanse of space, but that they're tied together, that they relate to each other. Call me a geek, but it's spectacular to experience this epiphany of ties between events."

It's an oft-repeated phrase – knowing our past will help us create a better future. Please support The Hawai'i Council for the Humanities application for 2104 State Grant in Aid for Hawai'i History Day to ensure the perpetuation of this exceptional program.

Sincerely,

*Lisa DeLong*

Lisa DeLong  
Principal

**January 29, 2014**

**To Whom It May Concern:**

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

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

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

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

**With warm aloha,**

**/s/ Maya Soetoro-Ng**

**Dr. Maya Soetoro-Ng**

January 14, 2014

To Whom It May Concern:

I am writing in support of Hawaii's History Day Program. I have been the History Day project coordinator at Kahuku Elementary for 10 years, and I have taught the History Day Program to several hundred students. I have seen firsthand how the History Day Program has benefitted our students, teachers, school, and surrounding communities.

Kahuku Elementary's History Day Program began in 2004 with approximately 70 sixth-grade students. That year, we saw a positive jump in our student's Hawaii State testing results. The following year, teachers from Kahuku High and Intermediate School, commented that they could tell which of their students had come from Kahuku Elementary because their research skills were far more developed than students coming from other feeder schools. I believe this was a direct result of those students' learning the History Day process and completing a History Day project.

Over the past 10 years, more than 2000 of our students have benefited from the History Day program. Other schools in the Kahuku Complex, including Laie Elementary, Hauula Elementary, and Kaaawa Elementary have also added History Day to their curriculum. Students from Kahuku Elementary, as well the aforementioned schools, have had the opportunity to compete in Washington D.C. with others from across the United States and several foreign countries. The Hawaii Council for the Humanities has provided financial support for travel, and room and board, to help our students, chaperones, and History Day exhibits get to the National Competition.

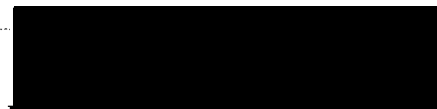
Participating in History Day has opened up new opportunities for our students. For example, one team of students, a group of three 6<sup>th</sup> grade girls, became the first elementary team to represent Hawaii in Washington D.C. These students spent six months recording the stories of former Kahuku Sugar Plantation workers and families. The collected information was turned into a Historical documentary and this story about our community was shared at National History Day. Another team, two 6<sup>th</sup> grade Filipino students who had never been on the U.S. mainland, were hand-picked to display their History Day Exhibit in the National Museum of American History at the Smithsonian. Many museum visitors had an opportunity to view the exhibit, including former Senator Daniel Inouye, who came specifically to view their work.

The History Day Program has also allowed our students to learn from, and interact with, academic professionals. On many occasions, Hawaii Council for the Humanities has brought professors from Windward

Community College, Chaminade University, and the University of Hawaii to our school to work with our students. In addition, the Council has provided training at Chaminade University where students learn the History Day process from professors and other professionals. I have seen an increase in the confidence and abilities of our students as a direct result of interacting with these professionals.

The History Day Program also benefits teachers. Many teachers from our school have received constant support through trainings and other sponsored workshops. I, and another teacher, also received monetary awards that have helped to develop our program. An additional benefit is that the objectives of the History Day Program coincide with the new Common Core State Standards. This has allowed the Standards and History Day to be seamlessly taught in conjunction with one another.

The History Day program has been a key component in helping Kahuku Elementary to fulfill its school vision by: helping our “students become responsible, independent learners, empowered with the skills that will help them contribute to society.” I have seen many lives, including my own, blessed by participating in History Day’s amazing educational program.



Dorian Langi  
Teacher, Kahuku Elementary

State Capitol, Rm. 306  
Honolulu, HI 96813  
Attn: Nandana Kalupahana


Dear Sirs/Madams,

I am writing in support of Hawai'i History Day, a program of the Hawai'i Council for the Humanities. I was a participant in this program from 2006 to 2010, the entirety of my high school career, and it was one of the most enriching activities I had the pleasure of experiencing.

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

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

Thank you



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Bethany Smith



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

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

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

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

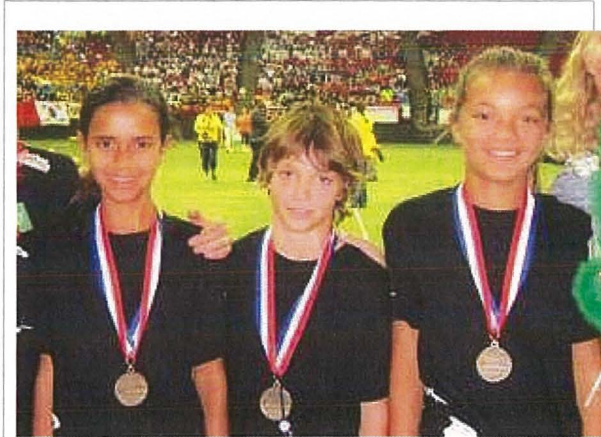
Elizabeth Burroughs



## Hawaii Teacher and Students awarded at National History Day

Published: 6/16 7:50 pm

Updated: 6/16 8:07 pm



 Slideshow

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

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

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

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

and Waialua High & Intermediate.

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

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

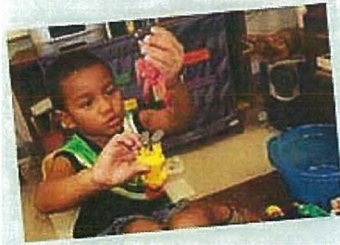
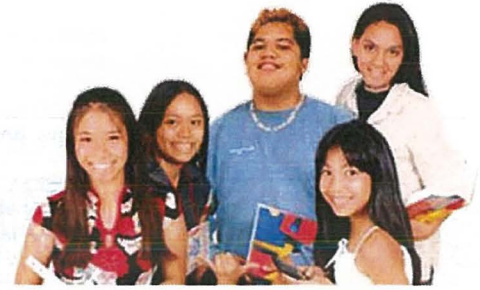
NHD is a year-long academic organization for elementary and secondary school students focused on the teaching and learning of history. A recent study by *Rockman, et al* found students who participate in NHD develop a range of college and career-ready skills, and outperform their peers on state standardized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

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

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

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

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## Mililani High teacher earns national history honor

Mililani High teacher Cynthia Tong has been named the 2012 Patricia Behring Teacher of the Year, Senior Division. Her award was announced at the National History Day Awards Ceremony held June 14 at the University of Maryland at College Park.

Hawaii History Day, an affiliate of National History Day, is a program of the Hawaii Council for the Humanities. Tong's national award recognizes outstanding National History Day teachers, one at both the junior level and senior level, out of the 50 states, the District of Columbia, Department of Defense Schools, International Schools-Asia, and the U.S. territories. She will receive a \$10,000 cash prize.

This is the second year in a row a Hawaii teacher has won the national award.

"We were surprised and delighted that a teacher from Hawaii History Day was again honored with a National History Day Teacher of the Year award," said Robert Buss, executive director of the Hawaii Council for the Humanities. "Mrs. Tong is a long-time History Day teacher devoted to its ideas of teaching history as a way of thinking more clearly and carefully about the past. Her innovative and creative classroom teaching, leadership, and commitment to her students make her most deserving of this honor."



Tong, who has taught at Mililani High since 2002, has been involved with the Hawaii History Day program for the past 17 years. Her students have qualified for the History Day program on the district, state, and national levels for every year she has participated.

Mililani High's Social Studies Department Head Amy Perruso said, "Mrs. Tong, by force of vision, personality and character, has been able to substantively reshape the educational landscape at Mililani High School for the benefit of students in large part through her tireless efforts with History Day."

In addition to Tong's award, five Hawaii public school students were also honored for their outstanding work.

Kahuku High & Intermediate student Chenoa Yorgason won the Women's History Special Award and \$1,000 cash prize for her Senior Individual Website project titled "The Pill: Revolutionizing Rights, Reforming Roles." Kailua Intermediate student Tatiana Zamora won a third-place bronze medal and \$250 cash prize for her Junior Individual Exhibit project titled "Bay of Pigs Invasion: The United States Reaction to Castro's Revolution."

Students developed entries based on this year's theme: Revolution, Reaction, Reform in History.

Entries included a Junior Website project, "Revolutionizing the Role of the First Lady," which earned the "Outstanding State Entry, Junior Division" award for Kahuku Elementary student Pomai Tollefsen. Another project, a Senior Group Documentary, titled "The 1954 Democratic Revolution in Hawaii" by students Alohilani Nonies and Megan Madeira of Mililani High, earned the "Outstanding State Entry, Senior Division" award.

Representing Hawaii this year at the national competition were 51 students -- ranging from grades 6 through 12 -- from the following schools: Aiea Intermediate; Campbell High; Iolani; Kahuku Elementary; Kahuku High & Intermediate; Kailua Intermediate; Kalakaua Middle; Kamehameha-Kapalama; King Intermediate; Laie Elementary; Maui Preparatory Academy; Mililani High; Moanalua High; Sacred Hearts Academy-Maui; Waialua High & Intermediate; and

Mililani High teacher earns national history honor

Waipahu High.

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

More than 300 historians and other education professionals evaluate the work of over 2,000 students at the NHD contest. Over \$250,000 in scholarships and cash prizes were awarded at the awards ceremony this year. A recent national study by Rockman, et al found students who participate in NHD develop a range of college and career-ready skills, and outperform their peers on standardized tests in multiple subjects, including reading, science, math, and social studies.

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

June 2012 eNewsletter

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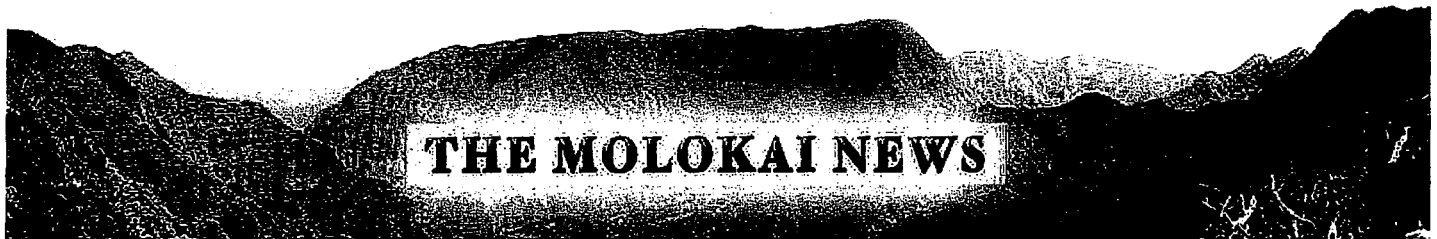
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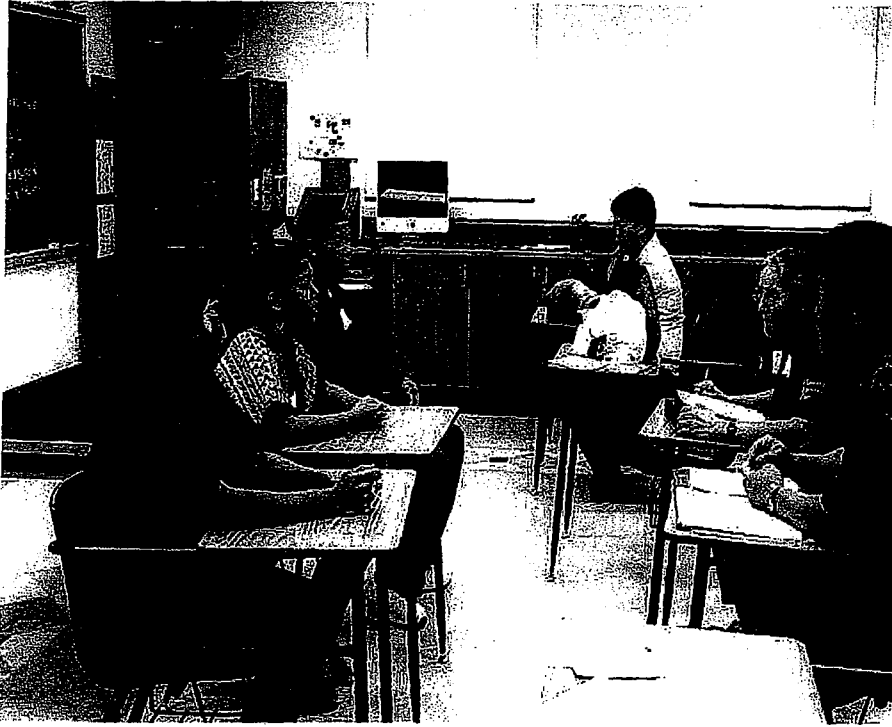


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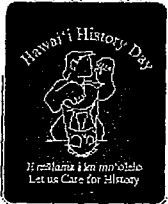


# History Day projects on display today



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

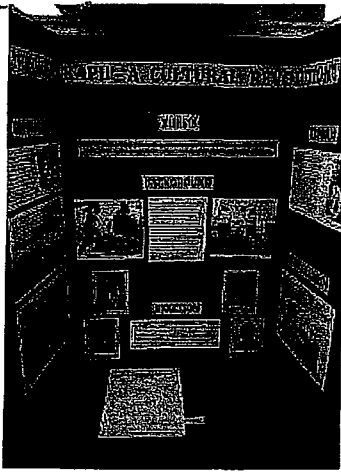
Students from Molokai High School and Middle School will showcase and present their History Day projects today from 8 am. till noon at the high school.



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

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

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



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

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

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

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



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# VIEWS & VOICES

## ISLAND VOICES

### Humanities get to the heart of the matter

By Linda K. Menton

The Hawaii Council for the Humanities (HCH) joins in the call for a renewed commitment to the humanities as outlined in a new national report, "The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive and Secure Nation."

The bipartisan report advances a dialogue on the importance of the humanities and social sciences to the future of our country.

What are the humanities and why should we care?

The humanities include the study of history, literature, religion, philosophy and the arts. They remind us of where we have been and help us envision where we are going. They are not esoteric subjects reserved for those in institutions of higher learning. Rather they help all of us understand what it means to be human;

to reflect on and grapple with age-old questions such as, "Who am I?" "Why am I here?" and "Where am I going?"

"The Heart of the Matter" report lists three goals for advancing the humanities:

>> Educate Americans in the knowledge, skills and understanding we need to thrive in a 21st-century democracy.

>> Foster a society that is innovative, competitive and strong.

>> Equip the nation for leadership in an interconnected world.

These are lofty goals, but meaningless unless we develop concrete strategies to accomplish them.

The report recommends supporting literacy, investing in civic education, increasing access to online resources and supporting partnerships that promote lifelong learning, such as museums, libraries and cultural institutions.

Along with visionary

leadership, hard work, good will and institutional cooperation, accomplishing these goals will require money. The report recommends increased federal funding to the humanities, including support for the National Endowment for the Humanities (NEH) and state humanities councils like HCH.

HCH was established in 1972 after the NEH encouraged Hawaii residents to apply for funds to conduct humanities activities in the state. HCH began by awarding grants to many local organizations that fostered public understanding of the humanities, through conferences, films, public forums, exhibits, plays and historic preservation. Our grants program is still a vital part of how we promote public humanities throughout the state, but it is now just one aspect of what we do.

Despite budget cuts to NEH, HCH continues to fulfill its mission of connecting people with ideas that broaden perspectives, enrich lives and strengthen communities by supporting the types of projects argued

for in "The Heart of the Matter" report. These include:

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

>> Motherread/Fatheread Hawaii, a family literacy and empowerment program provided in underserved areas and in Hawaii prisons and correctional facilities that serves approximately 757 at-risk and economically challenged individuals.

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

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



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



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

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

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### Other grants

» Students from Mililani High School's National History Club presented the Hawaii Council for the Humanities with a check for \$5,000 from the Weinberg Foundation after completing more than 100 hours of volunteer work benefiting Hawaii History Day.

Through "Educating the Heart," a program sponsored by the Harry and Jeanette Weinberg Foundation, students under the supervision of teacher Amy Perruso worked with a small group of fourth- and fifth-graders at Mililani Waena Elementary School. They helped with the History Day curriculum and with completing projects for the district-level History Day fair in February at Mililani High.

The students earned a \$5,000 Weinberg Foundation grant and officially awarded the check to the Hawaii Council for the Humanities. History Day is a signature program of the council.

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## I'm Singing in the Islands

**Songs of Hawai'i bring family and friends together.**

By Susan Yim



Every Saturday when I was a kid, the Faria clan, just a couple of houses away, would gather in their backyard for a potluck dinner and an evening of hula and song. I knew when the music was about to begin – someone would strum a few chords on an 'ukulele, a cue for young and old to launch into a chorus of "Hooray for Russell, hooray for him, hooray for Russell, he's one lucky guy ... ."

The family would sing a "hooray" for each member in attendance, their singing punctuated by joyous laughter, enhanced for some by a Primo or two – and then the night music would really get going.

The cha-lang-a-lang of guitar and 'ukulele, and the sweet harmony of male and female voices would drift across the croton and hibiscus hedges, over the tops of mango trees, into my bedroom window – and I wanted to be there, singing along, cheering Russell's sisters and aunts by now dancing hula.

I'd forgotten that pleasure of my childhood until a few months ago at a birthday party for my dad's cousin Archie. About 200 of us gathered to salute Archie on his 90<sup>th</sup> birthday with a nine-course lunch and lion dance at a Chinese restaurant in Kapahulu.

What made Archie's birthday different from other Chinese celebrations was what followed the meal. Archie's sister and Hawai'i's first lady of jazz, Betty Loo Taylor, took a seat at a keyboard at the front of the room and quickly had everyone swinging, our toes tapping as Archie's son, Les, sang several jazz standards, including his dad's favorite, "The Way You Look Tonight." We wanted more – and weren't disappointed.

Archie's wife, Sue, announced "it was time for hula." Without missing a beat, Les, his cousin and a family friend – who perform in Waikīkī as a trio – switched to Hawaiian music, accompanying Sue and a half dozen hālau sisters as they gracefully danced among the tables of guests.

How could anyone top this? Les beckoned Mona, a beautiful white-haired woman, to come forward. From the opening verse of "Akaka Falls" to the last line: lele hunehune maila i nā pali, Mona's falsetto was so clear and luminous that we would have followed her out the door, onto a plane to Hilo, up the Hāmākua coast, to the glorious waterfall on Hawai'i island.

"I would have paid to be here," my 94-year-old aunt whispered, as though she were with me on that imaginary plane ride to Hilo. That led to animated conversation with her 90-year-old sister, also seated at our table. The music had erased the decades. My aunts were young girls again, laughing, recalling how their father would call on them to hula for guests at family parties...

With a few chords or a lyric, music can transport you to a moment of personal history forever embedded in your heart ... [and] gives meaning to the melody of life in these Islands.

*This is an excerpt of Susan Yim's introduction to the Hawai'i Council for the Humanities book We Go Jam – Celebrating our Music, Our Soundscape, Our Hawai'i. For more information about the book, visit [hihumanities.org/](http://hihumanities.org/).*

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# COMMUNITY

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6/6/2011

Hawaii Tribune-Herald

## Castle Foundation supports HCH educational outreach

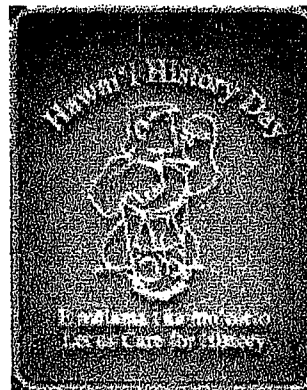
Hawaii History Day uses annual national theme to invigorate teaching and learning

The Samuel N. and Mary Castle Foundation has awarded \$10,000 to the Hawai'i Council for the Humanities in support of two HCH-conducted educational programs, Hawaii History Day and Motherread/Fatheread-Hawaii.

Hawaii History Day is a year-long educational program that uses an annual

national theme and contest to invigorate the teaching and learning of history in public and private school classrooms throughout the state for students in grades 4-12.

Hawaii History Day, which is the official state affiliate of the prestigious National History Day program, provides teachers with lesson plans and



workshops related to an annual theme selected by

the national office.

Funds from the award will go toward encouraging schools with at-risk populations to participate in district and state fairs as well as providing inter-island travel for teachers and students to attend workshops and kick-off events related to this year's theme of "Revolution, Reaction, Reform in History."

"Motherread/Fatheread-Hawaii is a family literacy

and empowerment program featuring reading-discussion sessions aimed at encouraging parents to be reading role models for their children," said spokeswoman Grace Lo.

"The program gives parents and children the tools to learn how to use the power of language to discover more about themselves, their families and their communities."

Visit [www.hihumanities.org](http://www.hihumanities.org).

**The New York Times**

January 23, 2014, 1:17 pm

## **Carlyle Co-Founder's Formula for Success: Study the Humanities**

By CHAD BRAY

DAVOS, Switzerland – David M. Rubenstein, the co-founder of the Carlyle Group, believes American students have lost a valuable skill that can help them succeed in business and life: critical thinking.

Speaking on a panel at the World Economic Forum, Mr. Rubenstein, the co-chairman of the private equity firm, said American policy makers and educators have put too much of a focus on the fields of science, technology, engineering and mathematics at the expense of the study of literature, philosophy and other areas in the humanities.

Mr. Rubenstein's comments offered a sharp contrast to a recurring theme in Davos this year: that more technical-based training could help solve a crisis in youth unemployment since the financial crisis.

Humanities teach problem-solving skills that enable students to stand out among their peers and to achieve success in the business world, Mr. Rubenstein said. Career-specific skills can be learned later, he said, noting that many of Wall Street's top executives studied the humanities.

"You shouldn't enter college worried about what you will do when you exit," said Mr. Rubenstein, who majored in political science.

Students increasingly face pressure to enter fields that are perceived as higher paying — many times because of the skyrocketing costs of higher education, said Mr. Rubenstein, chairman of the John F. Kennedy Center for the Performing Arts in Washington.

But the reasoning skills that come with a well-rounded humanities education actually result in higher-paying jobs over time, Mr. Rubenstein said.

He's even come up for an abbreviation to counter S.T.E.M., the often-cited acronym used by advocates of more career-focused disciplines.

“H=MC. Humanities equals more cash,” Mr. Rubenstein said.

## Jane Murao

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### PROFESSIONAL EXPERIENCE

#### HAWAII COUNCIL FOR THE HUMANITIES

3599 Waialae Avenue, Room 25, Honolulu, HI 96816

August 2006 – present

Robert G. Buss, Executive Director

Hawaii History Day State Coordinator

- Plan, strategize, implement and administer the Hawaii History Day contest at the district and state level
- Coordinate educational curriculum with teachers and students; distribute national program and contest materials to ensure the success of the History Day Program
- Develop and distribute promotional and educational materials statewide
- Raise awareness about History Day to teachers, students and constituents statewide
- Organize and execute teacher workshops on Oahu as well as the islands of Hawaii, Maui, Kauai and Molokai
- Work closely with teachers and students in their classrooms to promote research on History Day theme-related topics and coordinate volunteers and historian consultants to carry out similar work
- Execute strong and progressive event planning for comprehensive events
- Establish strategic partnerships with local colleges and universities to recruit volunteers
- Research and secure sponsorships to increase funding
- Engage over 8,000 students, grades 4-12, over 200 teachers and over 140 volunteers statewide in the History Day program
- Implement assessment mechanisms for students and teachers at district fairs and workshops
- Develop marketing strategies to increase participation in the program
- Increase program efficiency through online and paperless forms of registration
- Database, website and social media management

#### HAWAII COUNCIL FOR THE HUMANITIES

3599 Waialae Avenue, Room 25, Honolulu, HI 96816

May 2005 – August 2006

Robert G. Buss, Executive Director

Office Assistant

- Assist in orchestration and execution of Hawaii and National History Day Events
- Perform accurate data entry on a daily basis to ensure electronic file organization
- Increase office efficiency by ensuring proper record keeping of materials and resources
- Aided in the coordination of major office renovations according to timeline and budget
- Ensured office systematization by implementing methods to best utilize and maximize work space

## **Jane Murao**

- 94-518 Halemoe Place • Waipahu, HI 96797 •  
(808) 387-9308  
[jane.ynm.silva@gmail.com](mailto:jane.ynm.silva@gmail.com)
- 

- Perform basic office skills in a professional manner, including taking phone messages, recording and filing hard copy and electronic data, and providing accurate and appropriate information to HCH visitors

### **CHAMINADE UNIVERSITY OF HONOLULU**

3140 Waialae Avenue, Honolulu, HI 96816

September 2004 – August 2006

Andrea Maglasang, Executive Secretary

Institutional Advancement Department - Development Assistant

- Work to ensure the success of all areas of the Institutional Advancement Department: development and major gifts, alumni relations, advancement services and communication and marketing.
- Organize and execute large-scale development-related events (200+ attendance) approximately every three months.
- Assist with all elements of major gift processing, including: generating acknowledgement letters, assisting with large-scale solicitation mailings, preparing Board development materials, entering high volumes of information into the Raiser's Edge database, processing and filing gifts and pledges.
- Increase office efficiency through accurate record keeping and organization of historical and confidential donor documentation.
- Communicate with and provide accurate and appropriate information to Chaminade constituents.

### **EVERBLUE FACTORY OUTLET**

94-790 Lumiaina Street, #303, Waipahu, HI 96797

September 2004 - March 2005

Mrs. Kim, Manager

Supervisor

- Managed 13 co-workers and employees on a daily basis
- Responsible for efficiently opening and closing the store
- Ensured appropriate and efficient customer service
- Maintained visual and physical appeal of store appearance and customer presentation
- Oversaw technical resources and processes with cash registers, credit machines, and general equipment
- Performed supervisory duties as required on all levels of retail sales  
(Everblue Factory Outlet Sales Associate November 2003-September 2004)

## **EDUCATION**

### **CHAMINADE UNIVERSITY OF HONOLULU**

3140 Waialae Avenue, Honolulu, HI 96816

Communications w/ Marketing Concentration

Bachelor of Arts in Communications – Specialization in Marketing Communications – May 2008

# Stacy H. Hoshino

2630 Kapi'olani Boulevard, Honolulu, HI 96826

(808) 351-6867

stacy.h@mac.com

## Summary

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

## Work Experience

HAWAI'I COUNCIL FOR THE HUMANITIES, Honolulu, HI

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

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

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

HAWAI'I ARTS ALLIANCE, Honolulu, HI

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

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

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



# Stacy H. Hoshino

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## Work Experience, continued

HAWAI'I ARTS ALLIANCE, Honolulu, HI

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

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

THE NATURE CONSERVANCY OF HAWAI'I, Honolulu, HI

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

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

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

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

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

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

CORCORAN GALLERY OF ART, Washington, DC

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

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

Element, New York, NY

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

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

WHITNEY MUSEUM OF AMERICAN ART, New York, NY

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

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

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

WHITNEY MUSEUM OF AMERICAN ART AT CHAMPION, Stamford, CT

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

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

- Wrote exhibition brochure text, and interpretive materials.

## Work Experience, continued

BARNEYS NEW YORK, New York, NY

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

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

## Community Work

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

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

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

HAWAI'I MUSEUMS ASSOCIATION, Honolulu, HI

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Publications

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

Washington, DC: Corcoran Gallery of Art, 2002

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

## Lectures

University of Hawai'i at Mānoa, Honolulu, HI

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

# Stacy H. Hoshino

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## Lectures, continued

**Duke University**, Durham, NC

*Museology and Reinterpretations*, November 11, 1998

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

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

## Education

NEW YORK UNIVERSITY, New York, NY

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

UNIVERSITY OF HAWAI'I AT MĀNOA, Honolulu, HI

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

## Computer Skills

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

Writing samples and references furnished upon request

## *Resume*

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

May 2003 to present

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

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

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

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

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

### *Education*

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

### *Employment*

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

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

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

- Instructor of philosophy at Chaminade University of Honolulu (1975-1985); comparative religious studies at Kapi'olani and Honolulu Community Colleges (1978-83); and at Hawai'i Pacific University (Hawai'i Loa), "History of Asian Philosophies" (1988).
- *Courses Taught:*
  - Philosophy: "Introduction to Philosophy," "Intro to Phil: Asian Traditions," "Introduction to Logic," "Critical Thinking," "Philosophical Psychology," "Ethics," "Asian Philosophy," "Philosophy of Religion," "Aesthetics," "Social Philosophy," "History of Western Philosophy," "Contemporary Philosophy," "Philosophy of Law," "Political Philosophy."
  - Religious Studies: "Introduction to World Religions," "Meaning of Existence," "Sociology & Philosophy of Religion," "Philosophy, Religion and Social Change."
  - Humanities: "Introduction to the Humanities"

### *Community Service*

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

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

### **References:**

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

