

## Application Submittal Checklist

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

- 1) Hawaii Compliance Express Certificate (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

*Aiko Yamashiro*

AUTHORIZED SIGNATURE

Aiko Yamashiro, Executive Director

PRINT NAME AND TITLE

01/23/2026

DATE



STATE OF HAWAII  
STATE PROCUREMENT OFFICE

**CERTIFICATE OF VENDOR COMPLIANCE**

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

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

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

**Issue Date:** 01/19/2026

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]  
New Hawaii Tax#: [REDACTED]  
FEIN/SSN#: [REDACTED]  
UI#: XXXXXX0623  
DCCA FILE#: 30306

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Waived
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

**Status Legend:**

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

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

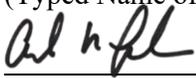
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

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

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

Hawai'i Council for the Humanities

(Typed Name of Individual or Organization)



(Signature)

1/23/2026

(Date)

Aiko Yamashiro

(Typed Name)

Executive Director

(Title)

# Application for Grants

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

## **I. Certification – Please attach immediately after cover page**

### **1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2025.

See attached Certificate of Vendor Compliance.

### **2. Declaration Statement**

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

See attached Declaration Statement.

### **3. Public Purpose**

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

Funding awarded through State Grant-in-Aid would be used for a public purpose as described below in section **II. Background and Summary**, to boost student performance and critical thinking across all subjects and prepare them for college, employment, and civic engagement in a complex world. Funds will be used to support the provision of a year-round history and civics curriculum centered on student-initiated research projects using primary sources, and culminating in local and national competitions and project showcases. Funds will support programming aligned with DOE standards in English and Hawaiian languages for grades 4 - 12 at public, private, charter, and home schools statewide, and includes teacher resources and training.

## **II. Background and Summary**

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

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

The National Endowment for the Humanities (NEH) was established in 1965 as part of a call for the government to invest in culture as much as it had with science. Technology can carry us swiftly, but the humanities must be publicly fostered because “democracy demands wisdom and vision in its citizens.” Organized as an NEH state affiliate in 1972, the Hawai'i Council for the Humanities' (HCH) mission is to enrich lives, broaden perspectives, and strengthen communities through the public humanities.

In 1973, HCH began distributing community grants for humanities programs statewide, where humanities scholars collaborated with community organizations to address important social problems and illuminate our cultural richness. Other current programs include the Hawai'i Poet Laureate, initiated in 2022 in partnership with the State Foundation for Culture and the Arts and the Hawai'i Public Library System, which recognizes an outstanding local poet and encourages appreciation of poetry and literary life in Hawai'i while inspiring new writers. HCH also supports a range of humanities partnerships, such as the 3-year project, “Lei Pua 'Ala Queer Histories of Hawai'i” with Qwaves/Kanaka Pakipika.

In 1991, HCH established the Hawai'i History Day (HHD) program as a way to strengthen humanities programming in K-12 education. For 35 years, HHD has offered the year-long, project-based history and civics program for grades 4 - 12 as the state affiliate of National History Day (NHD). This relationship has brought significant educational resources and opportunities to Hawai'i. Founded in 1974 in Idaho, NHD today reaches over 500,000 students in each of the 50 states and several U.S. territories and international locations, and expands the history knowledge of tens of thousands of teachers through workshops, webinars, and professional development opportunities.

From a small group of students on O'ahu in grades 6 - 12 in 1991, HHD now reaches over 5,800 students and 42 schools on 5 islands, and has expanded to include a youth category (grades 4 - 5), website projects. In 2019, at the initiative of students and teachers, a Hawaiian Language program was launched, increasing the participation of Hawaiian-language community members and students, even those at schools without an 'ōlelo Hawai'i program. Hawai'i continues to be the only NHD affiliate with an indigenous language program. While Hawaiian language projects are unable to compete at the national level due to a lack of judges, students share their projects at an indigenous language showcase at the National Museum of the American Indian. Hawai'i students and teachers in both languages have won local and national recognition, with many alumni entering fields such as education, research, and public service.

Following significant participation decreases during the pandemic when HHD shifted its programming online, the program saw a strong resurgence over the next few years. In April 2025, HCH's federal funding, which comprised over 80% of our budget, was abruptly terminated. Over the following months, HCH severely reduced programming, staffing and operations, including closing programs such as Try Think and indefinitely pausing our Community Grants program. Thanks to community support and a 2025 State Grant In Aid, HCH was able to secure sufficient funding to stabilize. By August, HHD was able to launch a new website and announce that the 2025-26 program would continue, with the largest change being

that those qualifying for the National competition in June would have to make their own arrangements and there would be no travel scholarships.

Strategically, HHD has been shifting to align with HCH's four-year strategic plan, particularly nurturing the humanities ecosystem. Over the past year, HHD has been investing in strengthening multi-lateral, grassroots relationships in Hawai'i, Moloka'i, and Kaua'i. This has included developing a District Team in Hawai'i, with members from UH Hilo, Hawai'i Community College, and the Smithsonian's National Museum of the American Indian. On Moloka'i, development has included partnering with Ka 'Ipu Makani and other local community organizations and UH Mānoa's Center for Oral History on an oral history project, as well as highlighting Ka 'Ipu Makani's digital repository as a research resource for HHD students.

This has meant fewer resources to outreach to schools on other islands. That, combined with decreased support for the National competition, the retirement or re-assignment to administration of several experienced HHD teachers, and other economic and social challenges, may contribute to lower participation in 2026-27 and the short term. But over the longer term, evolving the program model to be more responsive to local needs while maintaining the framework to support state and national participation will more resiliently support our schools and communities, and to listen to how to best navigate a dynamic and unpredictable environment.

## 2. The goals and objectives related to the request;

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

#### Objectives:

- In addition to online resources provided by National History Day, develop and provide History Day curriculum and resources, including current competition guidelines and resources, that are engaging, rigorous, and relevant to our context in Hawai'i.
- Develop and provide curriculum and resources for the 'Ōlelo Hawai'i program, including the translation of History Day materials and identification of Hawaiian research resources.
- Provide 7 District (on 5 islands) and 1 State (on O'ahu) competitions, including registration, judging and judges' feedback, and event management; and support participation at the National competition in Maryland.
- Facilitate neighbor island participation in the State competition through interisland travel scholarships.
- Strategically invest in District Teams on Hawai'i and Kaua'i to strengthen local relationships and collaboration, and in outreach in other areas.

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

Objectives:

- Provide teachers with multiple and timely avenues to understand the program, how to integrate it into their classrooms, and benefits to all of their students. These include workshops, meetings, consultations, samples of student projects, and e-newsletters.
- Connect teachers with additional support as needed, including District and 'Ōlelo Hawai'i Historian Consultants, the HHD Program & Curriculum Specialist, and the HHD Program Director.
- Provide in-person teacher workshops on neighbor islands, which can include workshops by veteran HHD teachers and presentations by research resources such as museums or archives; and partner with community organizations to jointly offer workshops on relevant topics such as using oral histories.

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

Objectives:

- Encourage community research resources to create student research-friendly pathways, such as by curating resources and offering collection tours, and promote them.
- Engage community organizations to provide interactive cultural, scientific, historical, and civic activities at District and State competitions.
- Amplify student stories and achievements beyond the competitions by providing and partnering to provide showcases statewide, as well as at Nationals.

3. The public purpose and need to be served;

Many schools throughout our islands continue to struggle to find adequate funding and resources for a rich curriculum and educational experience, with growing attention to ensuring our young people have the knowledge, skills, and experiences needed to thrive as part of today's workforce. Further, as the spread of misinformation creates distrust in our democratic institutions and the use of AI brings challenges as well as opportunities in education and employment, there is growing consensus to prioritize civics education. The 2025 PACE Commission report on advancing civics education in Hawai'i found that, while educators across all institutions value civics, 53% of those teaching grades 3 - 5, 43% of those teaching grades 6 - 8, and 33% of those teaching grades 9 - 12 feel they lack access to civics-focused educational materials and resources. Media and news literacy was prioritized by 51% of administrators and 42% of teachers.

HCH's Hawai'i History Day (HHD) program helps to meet this gap by providing a rigorous, year-long history and civics curriculum in English and Hawaiian languages, for grades 4 - 12. Students initiate their own history project topics, conduct research, develop a thesis and concept paper, and present their projects in formats such as a website, documentary, or essay at district, state, and national competitions. The program aligns with DOE Core Standards for

Social Studies and Common Core English Language Arts standards, includes teacher resources and training, and is free and accessible to public, private, charter, and home schools across the state.

To address key challenges for teachers and administrators in implementing civics education, the PACE report listed three recommendations, which also contribute to student success in college and career. HHD meets these recommendations:

**High-Quality Resources:** HHD's curricular materials, sample syllabi and lesson plans, instructional videos, and research resources reflect over 36 years of experience and development by educators, practitioners, and other partners. Students and teachers can access materials in the English and Hawaiian languages customized to our Hawai'i context, while resources at the national and global levels are available on the National History Day website. The requirement for primary source research, a preliminary concept paper, and an annotated bibliography spurs students to critically assess the quality and source of the information they find, not just, as one student noted, "use the first result in my Google search." District, State, and National competitions help motivate students and expose them to the work of their peers. HHD provides travel scholarships for neighbor island students and teachers to participate in the State competition on O'ahu to lower barriers to participation. (Prior to federal funding cuts, HHD also provided travel scholarships to the National competition in Baltimore.)

**Hands-On Civic Experiences:** Through project-based learning, students begin by deciding upon and then researching a real-world topic that resonates with them. Students have produced a documentary on the role of indigenous voices in responding to the Exxon Valdez oil spill as a way of processing the Red Hill water contamination crisis, for example. As projects often center on a turning point in history or the tension between rights and responsibilities, students explore how individuals and groups across time and around the world have interacted with governments and authorities to effect desired changes. The project requires an evidence-based argument and the inclusion of multiple perspectives. This helps students move beyond the classroom and their screens: students have shared how they grew from nervousness to enjoyment at their first interview with judges from their community. Many noted that their HHD project led to them entering a library to borrow a book for the first time. Students learn and strengthen written, visual, and oral communication skills as they then create a website, documentary, performance, exhibit board, or essay to share their project at district, state, and national levels. Beyond the contest, students also deepen their sense of connection with the broader community through public showcases of student work that we organize in collaboration with other community groups.

**Professional Development Opportunities:** HHD incorporates feedback from teachers and collaborates with local partners and our Historian Consultants to customize in-person teacher workshops on neighbor islands. In Fall 2025, for example, in addition to giving an overview of the program and the online resource, experienced HHD teachers presented interactive sessions on developing research questions, using Google slides to manage research notes and citations, and organizing an argument on an exhibit board. These practical sessions were highly valued

by participating teachers and librarians. Representatives from a local university library, museum, and archive also introduced their research resources in the context of student research and invited continued long-term engagement with their organizations. To improve access to rural communities, we provide travel scholarships for neighbor island teachers to attend O'ahu workshops. Teachers can also access a range of online and in-person resources and professional development through the National History Day site.

4. Describe the target population to be served;

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

Of the 42 schools participating in 2024-2025, 32 were public schools, 18 were Title 1 schools, and 5 participated in our Hawaiian-language program. 3 schools were from Kaua'i, 2 from Moloka'i, 5 from Maui, and 7 from Hawai'i. We anticipate about a 10% decrease in participation for 2026-2027, due to federal funding cuts to the DOE, decreased support around the Nationals trip, and external factors.

See attached list of schools participating in 2024-2025.

5. Describe the geographic coverage.

The program is open to schools statewide. In 2025, participating schools were from O'ahu, Maui, Hawai'i, Moloka'i, and Kaua'i, and included 3 online schools.

### **III. Service Summary and Outcomes**

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

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

**SCOPE OF WORK:**

HHD proposes to provide a year-long, theme-based history and civics education program that is open to students in grades 4 - 12 from all public, private, charter and home schools in the state. HHD anticipates that 5,200+ students will learn from the HHD curriculum and resources, and 780 students and 80 teachers from 38 schools, including 3 schools in the Hawaiian-language program, will participate in district-level competitions. As the state affiliate of National History

Day (NHD), HHD will make available and contextualize NHD's rules, curriculum and resources; provide 7 District and 1 State competitions; and provide orientation and on-site NHD liaison support to the Hawai'i Delegation for the National Competition (organized by NHD), project showcases, and visit to Hawai'i's Congressional Delegates. HHD will also conduct outreach and coordinate/provide community showcases to amplify student stories and achievements.

## **TASKS & RESPONSIBILITIES:**

The HHD program consists of the following components:

### **a) Outreach & Engagement**

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

Responsibility: Statewide—the Program Director and HHD Program and Curriculum Specialist. On the local level, Historian Consultants and District Team members serve as connectors to their districts and their universities/community colleges, and to the 'ōlelo Hawai'i community. As part of our long-term sustainability plan, the HCH team also supports outreach to community partners and sponsors, local civic leaders, and local media.

### **b) Curriculum & Materials Development and Provision**

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

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

### **c) Teacher Orientation, Training, & Support**

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

facilitate access. Teachers participating in History Day can also access NHD's extensive online resources and apply for in-person professional development opportunities.

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

#### **d) District & State Competitions**

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

See attached 2025-2026 Hawai'i History Day Calendar for a list of District and State Competitions and venues.

Responsibility: The Core Team, Historian Consultants, District Teams, and HCH staff develop and plan District Competitions. District Historian Consultants with their Teams take the lead on venue coordination and logistics, recruiting and managing volunteer judges, and overseeing the judging process at District competitions. 'Ōlelo Hawai'i Historian Consultants have similar responsibilities for the 'ōlelo Hawai'i program. The Community Partnerships Director will assist with materials development, including design of themed goods like the HHD t-shirt, external publicity such as newspaper ads announcing competition winners, and social media. The Community Partnerships Director and Executive Director will raise funds, engage community and corporate sponsorships and community awards, and coordinate showcases as needed, with the support of the Office Manager.

#### **e) National Competition**

Tasks: Following the announcement of National winners and alternates at the State competition in April, the Core team orients participating students, teachers, and families; serves at State Liaison during the competition; and coordinates Hawai'i Delegation visits with Congressional Delegates at their offices in Washington, D.C., and participation of 'ōlelo Hawai'i projects at showcases. After the competition, HHD finalizes finances and other processes, publicizes student and school achievements and milestones.

Responsibility: The Core Team does most of the coordinating and implementation involved in sending the Hawai'i Delegation to Nationals. The Community Partnerships Director helps with post-event publicity and reporting to supporters.

**f) Community Showcases**

Tasks: Partnering with community organizations to organize opportunities to display and hold public events with interactions between audience and student historians, across the state, to amplify student stories and achievements.

Responsibility: HHD and District Teams coordinate with community partners, with the HHD Director working with teachers to identify and coordinate with participating students and their families.

**g) Evaluation, Reflection, Improvement, and Strategizing**

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

Responsibility: The Core Team, Historian Consultants, District Teams, and HCH staff meet frequently to plan, monitor, and improve, particularly from July to January. The HHD Director and HCH staff develop, implement, and report on written surveys and other data collected.

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

The Hawai'i History Day program begins and ends with the academic calendar. The 2025-2026 HHD Calendar is included in the Appendix, and 2026-2027 will be similar.

Jul - Aug 2026	<p>Close out 2025-2026 programming, including trip to the National competition and Smithsonian NMAI showcase in Maryland and D.C. in June</p> <p>Outreach to schools and teachers</p>
Aug - Sep 2026	<p>Set up of 2026-27 History Day annual theme, curriculum, resources to deliver to teachers</p> <p>2025-26 Orientation and Kickoff for teachers in late August</p> <p>Outreach to schools and teachers, teacher workshops and support</p> <p>Community showcases of student projects, such as Hawaiian History Month (<i>depending on community organizations</i>)</p> <p>Teachers and students begin projects, including community research field trips/online orientations and student selection of project topics (<i>depending on schools</i>)</p> <p>Annual HHD showcase with Hawaiian History Month</p>

<p>Sep 2026 - Jan 2027</p>	<p>Coordination of competition venue details with hosting community partners          Coordination of community partners for cultural activities at competitions          Outreach and engagement of community award and corporate sponsors          School-level fairs (<i>depending on schools</i>)          Online registration for District competitions          Recruitment and training of volunteer judges</p>
<p>Feb - Mar 2027</p>	<p>7 District competitions on O'ahu, Maui, Kaua'i, Moloka'i, and Hawai'i          Student Project Showcases at selected competitions          Students receive and implement Judges' feedback to improve projects for State competition          Interisland travel scholarships coordinated for neighbor island participants to travel to O'ahu for State competition          Volunteer State judges recruitment and training, as needed          Publicity of District winners in local and HCH media</p>
<p>Apr 2027</p>	<p>State Competition on O'ahu - Estimated 320 students and 70 teachers from 35 schools participating</p>
<p>Apr - Jun 2027</p>	<p>Orientation and support of Hawai'i Delegation, estimated 45 individuals, participating in the National competition and Showcases, and meeting with State legislators          Post-trip processing, reporting, and publicity</p>

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

**PROGRAM PERFORMANCE MONITORING AND EVALUATION**

**Program engagement:** Participation is counted (# of students, projects, teachers, schools, by English and Hawaiian programs and by Title 1 schools) along with demographics (school names, school locations). Due to the commitment required for the program, it can take time for interested teachers, administrators, and schools to implement the program at the start of the year. HHD has seen steady growth of neighbor island schools and 'ōlelo Hawai'i schools, although participation is impacted by factors such as teacher turnover/reassignment and DOE funding.

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

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

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

**Community engagement:** Community engagement is monitored through 2 metrics: (1) Support of competition events, such as by contributing in-kind goods and services (including venue and food), sponsoring awards or travel scholarships, providing cultural activities, or organizing showcases. This is measured through renewals, new supporters, sustainable expansion of awards and support at district events, contribution growth, and partner feedback. (2) Partnerships with research resource organizations, such as museums, archives, libraries, and cultural centers, to foster student- and school-friendly interaction. This is measured by the number of Hawai'i-based organizations listed on our research resource directory, the number and type of organizations participating in teacher workshops, and the number creating HHD-specific student research resources.

## **PROGRAM IMPROVEMENT**

The HHD Program Director regularly meets with Historian Consultants and District Teams to review and improve/develop program and event performance and strategy, as well as teacher workshops and local outreach, and frequently meets with the Program & Curriculum Specialist. Workshop and resource content, for example, is developed in response to teacher feedback. The HHD Program Director regularly meets with HCH Staff to review and improve/develop overall performance and strategy, as well as operations, sustainability, and communications.

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.

During the grant period, HHD will provide:

- 1 online kick-off/orientation to introduce teachers to the 2025-26 HHD theme, calendar, and other aspects of the program;

- 1 online resource for teachers, including curriculum templates, theme-based topics ideas in the Hawai'i context, student worksheets, training videos, and other resources, including resources in 'Ōlelo Hawai'i;
- At least 2 in-person teacher workshops on neighbor islands;
- 7 District competitions on Kaua'i, O'ahu, Maui, Moloka'i, and Hawai'i;
- 1 State competition on O'ahu;
- The participation of the Hawai'i Delegation in the National Competition and Indigenous Language Showcase(s) in Maryland and Washington, D.C.; and
- At least 4 showcases statewide.

HHD anticipates the following school engagement, based on participation in district competitions:

- Number of participating schools: 38
- Total number of Islands with participating schools: 5 (O'ahu, Moloka'i, Kaua'i, Maui, Hawai'i)
- % of participating schools that are public and public charter schools: 80% (30 out of 38 schools)
- % of participating schools that are Title 1 schools: 40% (15 out of 38 schools)
- Number of schools participating in the Hawaiian-language program: 3
- Number of students exposed to the History Day curriculum (including those who did not participate in district competitions): 5,200+
- Number of participating teachers: 80
- Number of students submitting entries at the district level: 780

HHD anticipates the following achievement metrics for teachers, in response to written surveys distributed at HHD teacher workshops, meetings, or district/state competition events, as well as through informal interviews, as a result of participating in the program:

#### *Student Impact*

- 80% of respondents will feel their students became more interested in history.
- 80% of respondents will feel their students' skills improved in research, writing, and presentation.
- 80% of respondents teaching grades 7 - 12 will feel their students are better prepared for college and employment.
- 80% of respondents will feel the History Day program helped build their students as informed, engaged citizens, better able to navigate complexity and critically assess information.

#### *Teacher Impact*

- 90% of respondents will feel that HHD's orientation, online resources, and communications prepared them to support their students in the program.

- 80% of respondents will feel the History Day framework strengthened their teaching of history, research, civics, social studies, and writing.
- 85% of workshop participant respondents will feel that the workshop provided content and resources of practical use.

## IV. **Financial**

### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$23,750	\$23,750	\$23,750	\$23,750	\$95,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.

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

#### Federal Grants

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

#### State Grants & Contracts

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

#### County Grants

- Hawai'i County Wai Wai Grant

#### Private Foundation Grants

- Hawai'i Community Foundation (various)
- Academy of American Poets (Hawai'i Poet Laureate)
- Bendon Family Foundation (HHD)
- Wurst Family Foundation (HHD)
- Other foundations

Corporate and Individual Donations

- Matson (HHD)
- First Hawaiian Bank Foundation
- Bess Press
- Other corporations and individuals

In-Kind Donations

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

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

None.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2027 for program funding.

See attached Budget Form.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.

The unrestricted current assets as of 12/31/25 is \$583,487.16. Note - After our annual federal funding grant was cut in April 2025, we created a larger unrestricted reserve fund to sustain operating expenses over multiple years.

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

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

Established in 1991 as an initiative by the Hawai'i Council for the Humanities to expand the humanities in K-12 education, Hawai'i History Day has grown from a handful of students in grades 6-12 on O'ahu to over 5,800 students learning from the curriculum and 865 students and 89 teachers from 42 schools on 5 islands participating in 7 district competitions in 2024-25. One measure of the program's success can be seen in the achievements of the Hawai'i Delegation at the 2025 National Competition last June, across a range of schools, age groups, project categories, and topics:

- *First in the Nation - Senior Individual Performance*  
Keilani Kajiyama Moses  
Kahuku High and Intermediate School, Caitlin Albert, Teacher  
Project: "Defending Rights, Embracing Responsibility: Aiko Herzig-Youshinaga's Pursuit of Justice for Japanese Internees"  
*Keilani also won a full-tuition scholarship to attend the National History Academy in Summer 2026, given to the top individual performance winner.*
- *First in the Nation - Senior Group Performance*  
Abigail Gomez and Lillian Tao  
Waiakea High School, Sean Wagner & Ishael Shaw-De Mello, teachers  
Project: "The Thalidomide Tragedy: The Importance of Manufacturing Responsibility, Consumer Safety, and the Birth of Modern Drug Regulation and Consumer Rights"
- *Second in the Nation - Senior Individual Documentary*  
Kalamakūokana'auao Crabbe  
Kamehameha Schools - Kapālama Campus, Sarah Razee, teacher  
Project: "The Protect Kaho'olawe 'Ohana's Fight for Kohemalamalama O Kanaloa's Rights"  
*Kalamakūokana'auao also received the Next Generation Angel Award, given in recognition of historical excellence in historical filmmaking to the top three winners in the individual documentary category.*
- *Fifth in the Nation - Junior Group Exhibit*  
Ofa-Ki-Tonga Nonu, Malie Levi, and Tafailagi Lafaele  
Lā'ie Elementary School, Serena Tuliloa, teacher  
Project: "The Polynesian Panthers Had Enough"

Outstanding student and teacher outcomes arise in part from being built upon the 51 years of experience and expertise of the National History Day framework. The mission of NHD is to improve the teaching and learning of history, and it does so through rigorous teacher education resources—primary source guides, classroom tools, online and in-person courses, hands-on opportunities for student-teacher teams to study history, and guidance in advising students through the research process. Over the past two years, NHD has responded to current teacher needs by producing guidelines on the use of AI in projects, for example, and on meeting the different learning

needs of students in their classrooms, both of which HHD has in turn made available to Hawai'i teachers. They also organize the national competition in Baltimore, MD, which is an important motivator for our students and teachers, and coordinate resources for each state and international affiliate—research resources on the annual theme; resources for affiliates to conduct competitions, including project guidelines and event management support; training and bi-annual conferences for state affiliates.

Locally, HHD brings over 36 years of experience, resources, and partnerships to support teachers and students. HHD's extensive network of educators, practitioners, and professionals have contributed to a rich online library of lesson plans, classroom tools, curricula, and training materials for teachers and students. HHD has also offered the Hawaiian-language program for over 7 years, and continues to deepen its range of research resources available in Hawaiian. In 2025, thanks to our FY25 Grant-in-Aid, we have strengthened our working relationship with the State DOE, and its social studies curriculum specialist, such that our HHD resources are more widely advertised to all social studies and language arts teachers. Key to the program are the 230+ volunteer judges needed each year on all 5 islands, who bring love for our youth and for learning, a zeal for history, and an evaluation sensibility. Judges for the Hawaiian-language program also bring linguistic and cultural expertise.

HHD sees our rich and diverse partnerships – including those developed through the Hawai'i Council for the Humanities – as nurturing a humanities ecosystem and supporting our schools. Our venue partners, such as Windward Community College, Chaminade University, and Moloka'i Middle School, provide facilities and staff support for competitions. Several of HHD's Historian Consultants/District Team Members also serve as liaisons to their universities or colleges, and bring familiarity and continuity to the relationship. With partners such as UH-Hilo, we are exploring additional collaborations, including faculty leading teacher workshops and the student History Club volunteering at competitions and supporting outreach to schools. In response to teacher and DOE requests, HHD continues to expand its listing of Hawai'i-based research resources, particularly those on neighbor islands. HHD encourages research organizations such as museums and archives to create HHD student-friendly fliers, and has been featuring at least one organization at its teacher workshops.

HHD's community awards and showcases provide bridges to bring schools and the broader community together. Organizations such as the Hawai'i Labor Heritage Council celebrate outstanding student projects in areas they care about, such as labor history, while students receive recognition beyond their schools and see the value the community places upon their research and stories. Businesses such as Bess Press have also provided cultural activities at competitions, such as creating poetry in response to historical prompts. HHD is also developing partnerships with community organizations to host student project showcases as part of their own programming. Our partnership with the Hawai'i Pono'i Coalition, for example, now in its fourth year, has featured HHD documentaries and a moderated panel discussion with student filmmakers as part of its Hawaiian History Month activities.

See also attached news article and letters of support.

## **Verifiable Experience for Most Recent Three Years**

### 2025 - 2026 (activities completed to date)

- Resources and curriculum in English and Hawaiian languages for the 2026 theme, "Revolution, Reaction, Reform in History"
- 3 teacher workshops (1 co-sponsored)
- 1 showcase
- 1 new HHD website launched

### 2024-2025

- 5,800+ students learned from HHD curriculum in English and Hawaiian languages, including resources for the 2025 theme, "Rights and Responsibilities in History"
- 865 students and 89 teachers from 42 schools submitted projects to district competitions, including 60 students and 9 teachers from 5 schools in the Hawaiian-language program
- 7 District and 1 State Competitions on 5 islands
- Hawai'i Delegation of 53 students, teachers/chaperones, and staff participated in Nationals and the Indigenous Language Showcase, and visited Congressional Delegates
- 4 showcases
- 1 teacher workshop

### 2023 - 2024

- 5,500+ students learned from HHD curriculum in English and Hawaiian languages, including resources for the 2024 theme, "Turning Points in History"
- 901 students and 84 teachers from 39 schools submitted projects to district competitions, including 50 students and 10 teachers from 5 schools in the Hawaiian-language program
- 6 District and 1 State Competitions on 5 islands
- Hawai'i Delegation of 58 students, together with teachers/chaperones and staff, participated in Nationals and the Indigenous Language Showcase, and visited Congressional Delegates
- 3 showcases
- 3 teacher workshops

### 2022 - 2023

This is the first year of in-person competitions following the pandemic, when activities were held virtually and participation decreased.

- 5,400+ students learned from HHD curriculum in English and Hawaiian languages, including resources for the 2023 theme, “Frontiers in History: People, Places, Ideas”
- 619 students and 69 teachers from 33 schools submitted projects to district competitions, including 16 students and 1 teacher from 1 school in the Hawaiian-language program
- 7 District and 1 State Competitions on 5 islands
- Hawai'i Delegation of 58 students, together with teachers/chaperones and staff, participated in Nationals and the Indigenous Language Showcase, and visited Congressional Delegates
- 1 showcase (first Indigenous Language Showcase at the National Museum of the American Indian)

## **2. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

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

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

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

HHD DIRECTOR Devin Makizuru oversees all aspects of Hawai'i History Day, including (1) developing and sustaining relationships with teachers, schools, and community partners; (2) working with National History Day, the Core Team, and Historian Consultants to provide, contextualize, and translate as needed curriculum and resources each year; (3) planning and managing 8 competitions at the district and state levels, including ensuring integrity of the judging process; (4) planning and managing the Hawai'i Delegation's travel and participation in Nationals and indigenous language showcases, and other activities; (5) managing data collection and assessment; (6) developing community partnerships to promote student research

and amplify student achievement; (7) managing the Core Team, Historian Consultants, and other partners; and (8) managing external communications, including e-newsletters and the website. Mr. Makizuru first participated in HHD as a volunteer judge while a university student. In 2019, he was hired as HHD Assistant Coordinator, where his duties included logistical planning, outreach, materials development, and evaluation. In 2022, he was promoted to HHD State Coordinator, and since 2024, he has served as HHD Director. Holding an MA of Education in Teaching and a BA in Geography from the University of Hawai'i at Mānoa, Mr. Makizuru taught psychology and sociology at Kapolei High School, and with the Buddhist Tzu Chi Foundation, has experience in areas including strategic planning, program planning and implementation, and program material research and development. Mr. Makizuru's HHD accomplishments include being a co-presenter at the 2024 National History Day National Coordinator Conference, and co-writing with Dorian Langi an article on the internment of Japanese Americans after the attack on Pearl Harbor for the 2024 National History Day resource book on the theme of "Rights and Responsibilities in History."

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

### **HISTORIAN CONSULTANTS**

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

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

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

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

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

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

UNIV. OF HAWAI'I AT HILO LIAISON - HAWAI'I DISTRICT TEAM Line-Noue Kruse, PhD, serves as an Assistant Professor of Pacific History at UH Hilo. She has a deep passion for the humanities, which led her to serve on the Hawai'i Council for the Humanities board of directors, Friends of the Library Kahuku board of directors, Association for Social Anthropology in Oceania board of directors (Chair), and Heritage Samoa board of directors. As the University of Hawai'i at Hilo liaison for Hawai'i History Day, Line coordinates with Historian Consultants and Hawai'i Island teachers, and collaborates with the HHD staff.

ADVISOR - HAWAI'I DISTRICT TEAM Halena Kapuni-Reynolds, PhD, developed a passion for Hawaiian history, culture, and language as a graduate of Ka 'Umeke Kā'eo Public Charter School and Ke Ana La'ahana Public Charter School in Keaukaha. This passion continues to guide him as the Associate Curator of Native Hawaiian History and Culture at the National Museum of the American Indian, a unit of the Smithsonian Institution. In his current role, Halena

works on an array of projects centered around exhibitions, public programs, and public service. In 2026, he also serves as the Board Chair of the Hawai'i Council for the Humanities. He holds a Ph.D. in American Studies from the University of Hawai'i at Mānoa, an M.A. in Anthropology with a focus in museum and heritage studies from the University of Denver, and a B.A. in Hawaiian Studies and Anthropology from the University of Hawai'i at Hilo.

### **‘ŌLELO HAWAI'I HISTORIAN CONSULTANTS**

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

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

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

### **HCH STAFF**

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

EXECUTIVE DIRECTOR Aiko Yamashiro has overseen and supported the HHD program and competitions – including serving as a judge, emcee, and event staff – since joining HCH in her current position in 2019. She provides overall program, administrative, and financial oversight of

the program; works with the Development Director on partner and funder cultivation, and with the Communications Director on communications and program materials. She will oversee management of the State GIA funds, and review all quarterly and final reports, working together with our accounting firm Accumulus. Holding a PhD in English from the University of Hawai'i at Mānoa, Dr. Yamashiro has taught decolonial Pacific literature and community-engaged poetry for the UH Mānoa's English Department and in partnership with community organizations and events. She has taught university/community poetry workshops; presented workshops & poetry in national/international conventions & conferences; and spoken internationally as a member of Women's Voices Women Speak. She is a proud alumnus of the Hawai'i History Day program and the Hawai'i public school system.

OFFICE MANAGER (to be hired) will provide administrative and event support for HHD programming and events, including processing and recording financial expenditures and donations, assisting with coordinating travel arrangements, and event support at competitions. She will support the Executive Director and Director of Community Partnerships in preparing quarterly and final reports for the State GIA.

**2. Organization Chart**

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

See attached Organization Chart.

**3. Compensation**

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director	\$85,000 - \$100,000
Director of Community Partnerships	\$65,000 - \$75,000
Hawai'i History Day Program Director	\$60,000 - \$70,00

**VII. Other**

**1. Litigation**

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

Not applicable.

## **2. Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

State Affiliate, National History Day  
State Affiliate, National Endowment for the Humanities

## **3. Private Educational Institutions**

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

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

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

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

## **4. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but
- (b) Not received by the applicant thereafter.

### **Expense Management**

HHD has a track record of over 36 years of financial sustainability, in part due to its ability to align with diverse community organizations and individuals to leverage shared resources.

Schools and tertiary institutions take on the costs of hosting district and state competitions, as well as engage their students and in some cases, contribute food as well. Community organizations sponsor awards, partner on teacher workshops and showcases, and volunteer as judges. Veteran HHD teachers contribute curriculum and resources and lead teacher workshops.

The abrupt cancellation of federal funding by DOGE in April 2025 led to severe reductions in HCH programming and staff. With significantly decreased expenses, the 2026 State GIA, several large foundation grants, and a generous outpouring of support by individuals and organizations, HCH was able to ensure the 2025-26 HHD program year continued with few changes at the district and state competitions.

### **Income Development**

As part of stabilizing the organization following federal cuts, HCH's FY2025-26 budget included no new federal funding. As of this writing, the resumption of some federal funding seems hopeful, but the level of uncertainty and risk in this volatile environment requires that sustainability rely upon other funding and in-kind contributions.

As a state humanities council, HCH has benefitted from the fundraising efforts of the Federation of State Humanities Councils (FSHC), which has helped raise funds and coordinate grant opportunities nationally, including a partnership with the Mellon Foundation for a matching grant and lump-sum gift extending until December 2026, and a second general operating grant from the Henry Luce Foundation extending until December 2027. With a smaller budget compared to prior years, HHD anticipates being able to sustain the program through current and new foundation, corporate, public, and individual giving.

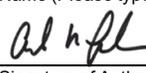
### **Strengthening Local Networks**

HCH has been developing broader working partnerships with HHD's partner universities and community colleges, situating each Hawai'i History Day district within a stronger local network of support. 2025 began the pilot of our District Team model, and we have made significant progress on Hawai'i Island. The District Team creates a stronger base for local collaboration and support—local universities/colleges, local humanities organizations, local businesses, local media, and district and county leaders all work together to contribute to the competition, community showcases, and teacher workshops, to strengthen our student and teacher engagement with history and civics, and plan for the future.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Hawai'i Council for the Humanities

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	80,000		3,350	41,775
2. Payroll Taxes & Assessments		12,512		
3. Fringe Benefits				23,773
<b>TOTAL PERSONNEL COST</b>	<b>80,000</b>	<b>12,512</b>	<b>3,350</b>	<b>65,548</b>
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island		4,500	1,150	13,000
2. Insurance		4,448		
3. Lease/Rental of Space				6,163
4. Staff Training		3,000		
5. Supplies				15,000
6. Telecommunication				236
7. Utilities				
8. Contracted svcs: Historian Consultants	15,000		3,000	12,000
9. Communications & Advertising				7,000
10. Ground transportation - rental car, mileage		600		1,500
11. Lodging, Inter-Island				2,500
12. Meals/per diem, Inter-Island		1,500		
13. Nat'l History Day affiliate fee		2,650		
14. Contracted svcs - Administrative		6,568		30,000
15. Nat'l competition expenses, incl travel and scholarships		5,000		
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>15,000</b>	<b>28,266</b>	<b>4,150</b>	<b>87,399</b>
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>	<b>95,000</b>	<b>40,778</b>	<b>7,500</b>	<b>152,947</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	95,000	Aiko Yamashiro	(808)732-5402	
(b) Total Federal Funds Requested	40,778	Name (Please type or print)	Phone	
(c) Total County Funds Requested	7,500		1/23/2026	
(d) Total Private/Other Funds Requested	152,947	Signature of Authorized Official	Date	
<b>TOTAL BUDGET</b>	<b>296,225</b>	Aiko Yamashiro, Executive Director		
		Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Hawai'i Council for the Humanities

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Director of Hawai'i History Day	1	\$65,000.00	100.00%	\$ 65,000.00
Director of Community Partnerships	1	\$75,000.00	40.00%	\$ 30,000.00
Office Manager	0.5	\$30,000.00	40.00%	\$ 12,000.00
Executive Director	0.73	\$72,500.00	25.00%	\$ 18,125.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>125,125.00</b>
<b>JUSTIFICATION/COMMENTS:</b>				

Applicant: \_Hawai'i Council for the Humanities\_

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

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

Applicant: \_\_\_Hawai'i Council for the Humanitie

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
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>						
Not applicable.						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Hawai'i Council for the Humanities

Contracts Total: \$ 7,299,522

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	NEH SHARP ZSO-283175-21 - COVID-19 support for public humanities via American Rescue Plan funding	6/15/21 - 4/30/23	National Endowment for the Humanities	U.S.	\$ 652,433
2	NEH19 SO-263481-19 - general operating support for 2019-2021	11/1/18 - 10/31/23	National Endowment for the Humanities	U.S.	\$ 2,887,407
3	NEH22 SO-283113-22 - general operating support for 2022 - 2024	11/1/21 - 9/10/2025	National Endowment for the Humanities	U.S.	\$ 2,890,991
4	SFCA Grant for History Day FY23 - support for Hawai'i History Day	7/1/22 - 6/30/23	Hawaii State Foundation on Culture and Arts	State	\$ 15,000
5	SFCA Contract for Hawaii State Poet Laureate program admin (Year 1)	7/1/22 - 6/30/23	Hawaii State Foundation on Culture and Arts	State	\$ 15,000
6	United We Stand SSO-296565-23 - one-time civic engagement project	9/1/23 - 10/31/24	National Endowment for the Humanities	U.S.	\$ 54,054
7	PIH Network SSO-297257-23 - Pacific Islands Humanities Network project	10/1/23 - 4/3/25	National Endowment for the Humanities	U.S.	\$ 76,146
8	HHD Olelo SSO-296158-23 - support for Hawaiian-language Hawaii History Day	9/1/23 - 2/28/25	National Endowment for the Humanities	U.S.	\$ 20,000
9	SFCA Grant for History Day FY24 - support for Hawai'i History Day	7/1/23 - 6/30/24	Hawai'i State Foundation on Culture and Arts	State	\$ 15,000
10	SFCA Contract for Hawaii State Poet Laureate program admin (Year 2)	7/1/23 - 6/30/24	Hawai'i State Foundation on Culture and Arts	State	\$ 15,000
11	Maui SSO-304250-24 - Maui wildfires recovery for public humanities	8/1/24 - 4/3/25	National Endowment for the Humanities	U.S.	\$ 5,266
12	SFCA Grant for History Day FY25 - support for Hawai'i History Day	7/1/24 - 6/30/25	Hawai'i State Foundation on Culture and Arts	State	\$ 15,000
13	NEH25 SO-303365-25 - general operating support for 2025 - 2027	11/1/24 - 10/31/29	National Endowment for the Humanities	U.S.	\$ 483,225
14	Hawai'i State Legislature Grant in Aid FY26 - support for Hawai'i History Day	7/1/25 - 6/30/26	Hawai'i State Dept of Education	State	\$ 125,000
15	SFCA Grant for History Day FY26 - support for Hawai'i History Day	7/1/25 - 6/30/26	Hawai'i State Foundation on Culture and Arts	State	\$ 15,000
16	SFCA Contract for Hawai'i State Poet Laureate program admin (Year 3)	7/1/24 - 6/30/25	Hawai'i State Foundation on Culture and the Arts	State	\$ 15,000

## List of Appendices

- 2025 - 2026 Hawai'i History Day Calendar
- 2024 - 2025 Hawai'i History Day - Schools Participating in District Competitions
- News Article: "Two Big Island students earn a first place prize in national history competition in D.C.," *Big Island Now*, July 3, 2025
- Letters of Support
  - Janyce Omura - social studies teacher, Maui High School
  - Māhealani Lono - Hawaiian Immersion teacher, Ka 'Umeke Kā'eo - PCS
  - Jaimy Valerio - social studies teacher, King David Kalakaua Middle School
  - Craig Howes - Director, Center for Biographical Research; volunteer, Hawai'i Pono'i Coalition; HHD volunteer judge
  - Lea Albert - HIDOE coach, retired principal and high school history teacher, HHD volunteer judge
  - Bruce Torres - doctoral candidate, Ka Haka 'Ula o Ke'elikōlani at UH Hilo, HHD 'Ōlelo Hawai'i Historian Consultant
  - Mark Ombrello - Assistant Professor of History, Kaua'i Community College, HHD Historian Consultant - Kaua'i District
- National History Day - Impact and Key Evaluation Findings

# Hawai'i History Day 2025-2026 Calendar

FALL 2025, EVENTS AND WORKSHOPS	
MON, AUG 4, 2025	DOE School Year Start
MON, SEPT 1, 2025	Statewide Virtual Kickoff
SAT, SEPT 13, 2025	Hawaiian History Month Documentary Showcase
SAT, SEPT 20, 2025	Hawai'i Island Teacher Workshop
SAT, OCT 25, 2025	O'ahu Teacher Workshop with King Kamehameha V Judiciary History Center
FRI, OCT 17, 2025	Moloka'i Teacher Workshop
SEPT-DEC 2025	Outreach and teacher support
TBD	All Schools Registration Training: ZOOM meeting
DEC 22, 2025-JAN 2, 2026	DOE Winter Break
SCHOOL FAIRS	
DEC 2025-JAN 2026  <i>(School fairs must be held to allow sufficient time for students to register for the District Fairs. Registration for District Fairs closes on FRI, JAN 30)</i>	<p>Hawai'i History Day School Fairs (Optional) <i>These are planned by teachers to select which projects are entered into District Fairs</i></p> <p><b>Groups are limited to 3 students maximum.</b></p> <p><b>Youth Division (grades 4-5):</b></p> <ul style="list-style-type: none"> <li>• Essay – up to 5 per school</li> <li>• Display – up to 8 per school</li> <li>• Performance – up to 5 per school</li> <li>• Documentary – up to 5 per school</li> <li>• Website – up to 5 per school</li> <li>• 'Ōlelo Hawai'i – up to 5 per school</li> </ul> <p><b>Junior (grades 6-8) and Senior Divisions (grades 9-12):</b></p> <ul style="list-style-type: none"> <li>• Essay – up to 8 per school per division</li> <li>• Display – up to 8 per school per division or 8% if over 100</li> <li>• Performance – up to 8 per school per division</li> <li>• Documentary – up to 8 per school per division</li> <li>• Website – up to 8 per school per division or 8% if over 100</li> <li>• 'Ōlelo Hawai'i – up to 8 per school per division</li> </ul>
SPRING 2026, DISTRICT & STATE FAIRS	
MON, JAN 5, 2026	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS OPENS</b>
FRI, JAN 30, 2026	<b>ONLINE REGISTRATION FOR DISTRICT FAIRS CLOSES</b> <ul style="list-style-type: none"> <li>• Student profiles/information must be in the ZFairs system.</li> <li>• Essays and Websites must be uploaded by <b>Jan 30, 5:00 PM.</b></li> <li>• Documentaries, Performances and Exhibits will be brought and judged in-person the day of the fairs. Exhibits must be physical boards.</li> </ul>
SAT, FEB 28, 2026	Windward Fair at <i>Windward Community College</i> Hawai'i Island Fair at <i>UH Hilo</i>
SAT, MAR 7, 2026	Honolulu Fair at <i>Chaminade University</i> Kaua'i Fair at <i>Kaua'i Community College</i>
MAR 16-MAR 20, 2026	DOE Spring Break
WED, MAR 25, 2026	Moloka'i Fair at <i>Moloka'i High and Intermediate School</i>
SAT, MAR 28, 2026	Central Fair/ Leeward Fair at <i>Mililani High School</i> Maui Fair at <i>UH Maui College</i>
MON, MAR 30, 2026	<b>ONLINE REGISTRATION FOR STATE FAIR OPENS</b>
FRI, APR 10, 2026	<b>ONLINE REGISTRATION FOR STATE FAIR CLOSES</b>
SAT, APR 25, 2026	State Fair at <i>Windward Community College</i>
Note: Project evaluations to be released online through the ZFairs registration system approximately 1 week after each fair	

## 2024 - 2025 Hawai'i History Day - Schools Participating in District Competitions

School	District	Public	Title 1	Hawaiian Language
Admiral Arthur W Radford High School	Central	x		
Aiea Intermediate School	Central	x	x	
Aliamanu Middle School	Central	x		
Mililani High School	Central	x		
Mililani 'Ike Elementary School	Central	x		
Mililani Uka Elementary School	Central	x		
Mililani Waena Elementary School	Central	x		
Our Savior Lutheran School	Central			
Hawai'i Preparatory Academy	Hawai'i			
Hilo Intermediate School	Hawai'i	x	x	
Innovations - PCS	Hawai'i	x	x	
Ka Umeke Kā'eo - PCS	Hawai'i	x	x	x
St. Joseph School	Hawai'i			
Waiākea High School	Hawai'i	x		
Waiākea Intermediate School	Hawai'i	x	x	
'Iolani School	Honolulu			
Kamehameha Schools - Kapālama Campus	Honolulu			
King David Kalākaua Middle School	Honolulu	x	x	
Myron B. Thompson Academy - A New Century PCS	Honolulu	x		
Niu Valley Middle School	Honolulu	x		
President Theodore Roosevelt High School	Honolulu	x		
Prisma Online School	Honolulu			
Punahou School	Honolulu			
Robert Louis Stevenson Middle School	Honolulu	x	x	
St Andrew's Priory School	Honolulu			
Hawaii Technology Academy - PCS - Līhu'e Campus	Kaua'i	x		
Island School	Kaua'i			
Waimea High School	Kaua'i	x		
Hawaii Technology Academy - PCS - 'Ewa Beach	Leeward	x		
'Ilima Intermediate School	Leeward	x	x	
James Campbell High School	Leeward	x		
Waipahu Intermediate School	Leeward	x	x	
King Kekaulike High School	Maui	x	x	x
Kūlanihāko'i High School	Maui	x	x	
Lokelani Intermediate School	Maui	x	x	
Maui High School	Maui	x		
Sacred Hearts School	Maui			
Moloka'i High School	Moloka'i	x	x	
Moloka'i Middle School	Moloka'i	x	x	x
Kahuku High Intermediate School	Windward	x	x	x
Kailua High School	Windward	x	x	x
Kailua Intermediate School	Windward	x		
Lā'ie Elementary School	Windward	x	x	
Waiāhole Elementary School	Windward	x	x	
<b>Total</b>	42	32	18	5

## Community

# Two Big Island students earn a first place prize in national history competition in D.C.

By [Kelsey Walling](#)

July 3, 2025 • 5:00 AM HST

Showcasing their passion for history, Big Island students won top awards at the National History Day competition at the University of Maryland earlier this month.



Hawai'i History Day students meet with Congresswoman Jill Tokuda and Senator Mazie Hirono to learn about the surface level of war. (Courtesy of Hawai'i History Day)

Forty-six public, private, and charter schools on Kaua'i, Moloka'i, Maui, O'ahu, and Hawai'i advanced through school, district, and state-level Hawai'i History Day competitions to earn the opportunity to compete at the national level.

Under this year's History Day theme, "Rights and Responsibilities in History," students were tasked with choosing a topic, conducting extensive research, and then presenting their thesis and evidence through exhibits, documentaries, websites, performances, or essays.

Students explored narratives of tensions between what people are entitled to and what they owe to others or society, which have often led to turning points in history.

Winning first place in the national competition, Abigail Gomez and Lillian Tao from Waiakea High School created a project called "The Thalidomide Tragedy: The Importance of Manufacturing Responsibility, Consumer Safety, and the Birth of Modern Drug Regulation and Consumer Rights." They won the Group Website Division.

"Thalidomide became widely used by pregnant women because it marketed as a cure for morning sickness and was prescribed by doctors," Gomez said. "Even after the company received multiple warnings of thalidomide being linked to birth defects, they continued to market the drug, paid no mind to these warnings, and refused to take responsibility."

"This was an abuse of marketing rights, and because of the devastating effects, multiple consumer safety rights were put into effect, leading to safe practices today," Gomez continued.



From left, Lillian Tao and Abigail Gomez take a photo together after winning in their category during the National History Day competition at the University of Maryland earlier this month. (Courtesy of Hawai'i History Day)

The duo decided to pursue this complicated but important tragedy in history because they are both interested in going into the medical field, with Gomez interested in oncology and Tao in pediatrics.

"For me, the best part of doing this project was being able to expand my knowledge on a very important part of history that tied into my interests," Gomez said. "It was a huge tragedy that affected so many people, but without it, our pharmaceutical practices may not have changed to have stricter regulations."

Hawai'i also had four students presenting two projects in 'olelo Hawai'i at a special "In

Language There Is Life: I ka 'olelo no ke ola" showcase at the Smithsonian's National Museum of the American Indian. The projects were displayed at the University of Maryland, College Park, on June 9 and at the museum on June 11.

In 2019, Hawai'i became the first and only state to have a History Day category for projects completely created and judged in an Indigenous language, 'olelo Hawai'i.



Students get a special look at the National Museum of the American Indian archives, which includes a mahiole, which were reserved for ali'i (royalty). (Courtesy of Hawai'i History Day)

During their time in Washington, D.C., Hawai'i students saw the places they have most likely only seen in media. While visiting the Capitol, they met all four of Hawai'i's congressional delegates and gained insights into public service and the political process. Students were also able to take in the important history on display at the Holocaust Memorial Museum and the National Museum of African American History and Culture.

"The experience in D.C. was so much fun. We met students from other islands, states, and countries and enjoyed exploring the monuments and museums in our small group," Gomez said. "The award ceremony was also fun, and it was cool to see the number of students from around the country and the world who participated."

Hawai'i History Day was started by the Hawai'i Council for the Humanities as a state affiliate of National History Day in 1990. In 2025, 865 students and 89 teachers from 44 schools on five islands submitted 558 projects to district- and state-level competitions.

While the Hawai'i Council for the Humanities was concerned about funding for the annual program, Hawai'i History Day is set to continue as normal in the 2025-2026 school year.

Gomez and Tao, along with other Hawai'i winners, are listed below:

- **National 1st Place - Senior Group Website**
- Abigail Gomez and Lillian Tao from Waiakea High School
  - "The Thalidomide Tragedy: The Importance of Manufacturing Responsibility, Consumer Safety, and the Birth of Modern Drug Regulation and Consumer Rights"
  - Ishael Shaw-De Mello and Sean Wagner, teachers
- **National 1st Place - Senior Individual Performance**
- Keilani Kajiyama Moses from Kahuku High and Intermediate School
  - "Defending Rights, Embracing Responsibility: Aiko Herzig-Yoshinaga's Pursuit of Justice for Japanese Internees"
  - Caitlin Albert, teacher
- **National 2nd Place - Senior Individual Documentary**
- Kalamak0okana'auao Crabbe from Kamehameha Schools Kapalama Campus
  - "The Protect Kaho'olawe 'Ohana's Fight for Kohe Malamalama O Kanaloa's Rights"
  - Sarah Razee, teacher
    - Razee also received a Teacher of Distinction award from the National

Maritime Historical Society for her guidance to Crabbe

- **National 5th Place - Junior Group Exhibit**
- Ofa-Ki-Tonga Nonu, Malie Levi, and Tafailagi Lafaele from La'ie Elementary
  - "The Polynesian Panthers Had Enough"
  - Serena Tuliloa, Colleen Spring, Kaitlin DeMartini, teachers
- **Honorable Mention - Junior Group Website**
- Isabella Ooka and Sofia Ooka from Waiakea Intermediate School
  - Love Canal: The Toxic Legacy of a Forgotten Disaster"
- **Honorable Mention - Junior Individual Documentary**
- Margot Little from Kahuku High and Intermediate School
  - "Racing Towards Gender Equality: The Boston Marathon and Beyond"
- **Honorable Mention - Senior Group Performance**
- Sijin Chen and Kainoa Kelly from Iolani School
  - "The Weight of Crowns: The Rights and Responsibilities of Winston Churchill in WWII"
- **Honorable Mention - Senior Group Exhibit**
- Alicia Duenas and Jackson Savala from Kamehameha Schools Kapalama Campus
  - "Raising Voices, Changing Schools: Chicano Student Activism"
- **Showcase Selections - 'Olelo Hawai'i Senior Individual Website**
- Puaokeko'olau Kahihikolo from Ka 'Umeke Ka'eo Public Charter School
  - "Ke KTpeku 'Ana Ma Ke Awawa 'o Makua"
  - Mahealani Lono, kumu
- **Showcase Selections - 'Olelo Hawai'i Senior Group Exhibit**
- Pristine Pullman, Chukashali Smith, A'hari Gonzalez from Kula Kaiapuni 'o Kekaulike
  - "Ke Koikoi o ke Kapu o Mauna Kea"
  - Kapolei Kiili, kumu
- **Showcase Selections - 'Olelo Hawai'i Junior Individual Documentary**
- Kilolani Smith from Ka 'Umeke Ka'eo Public Charter School
  - "Na Pono Lawai'a ma Hawai'i: Ko Kakou Kuleana e Malama"
  - Kaimana Kawaha, kumu

More information for Hawai'i History Day and Hawai'i Council for the Humanities can be found at <https://hihumanities.org/>.

### Kelsey Walling

Kelsey Walling is a full-time reporter for Big Island Now and the Pacific Media Group.

[READ FULL BIO](#)

She previously worked as a photojournalist for the Honolulu Star-Bulletin and the Honolulu Herald from 2020 to 2024, where she covered local sports and contributed features.

Originally from Texas, Kelsey is excited to write news stories and profiles about local people.

### Sponsored Content



Kana UPS Center  
**Warehouse  
Worker - Package  
Handler**  
Kona - 1 week ago

Looking for local



[View Full Weekly](#)

**To:** House Committee on Finance

**From:** Janyce Omura, Social Studies Educator, Maui High School

**Date:** January 20, 2026

**Subject: Strong Support for Hawai'i Council for the Humanities - Hawai'i History Day GIA**

**Aloha Chair, Vice Chair, and Members of the Committee,**

I am writing in strong support of the Hawai'i Council for the Humanities' Grant In Aid application for Hawai'i History Day. As a public high school social studies educator on Maui for over 40 years, I have integrated Hawai'i History Day into my classroom since 1992. I have stayed committed to this program for over three decades because it is, quite simply, one of the most transformative educational tools available to our youth.

### **The Impact: Rigor, Relevance, and Relationships**

Hawai'i History Day brings academic rigor into the curriculum while making history feel personally relevant. By engaging in primary source research, students build vital literacy skills-reading, writing, and public speaking-that transcend the social studies classroom and prepare them for college and career success.

### **Building Informed, Engaged Citizens**

Now more than ever, our students need the tools to navigate a complex world. This program acts as a shield against the "Fake News" and misinformation that can lead to civic distrust. Through History Day, students learn to:

- Analyze Bias: They evaluate perspectives in articles, websites, and speeches.
- Ask Critical Questions: They learn how to interrogate information rather than consume it passively.
- Develop Resilience: The months-long research process teaches commitment and academic grit.

### **Equity and Access for Maui Students**

Hawai'i History Day provides essential equity for our neighbor island schools. Through guest speakers, educator workshops, and specialized Zoom sessions, the Council provides Maui High School with the support necessary to be a "School of Democracy." This program ensures that every student, regardless of their zip code, has the opportunity to find their voice and "raise the bar" of their own achievement.

The impact of Hawai'i History Day reaches far beyond the walls of my classroom; it strengthens the fabric of our community by creating thoughtful, engaged citizens. I urge you to continue your support of this vital program.

Mahalo,  
  
Janyce Omura

Maui High School



**Ka'Umeke Kā'eo**

Hawaiian Immersion Public Charter School

I N K E A U K A H A

**To Whom It May Concern,**

I am writing in support of the Hawai'i Council for the Humanities 2026 State Grant In Aid application for Hawai'i History Day. As a dedicated Hawaiian Immersion teacher of 17 years, I have had the privilege of working with students who participate in this enriching program for 12 years. The resources, curriculum, and events, provided by Hawai'i History Day have made a lasting impact on my students, their families, my co-workers and our school community as a whole. In addition to that, Hawaii History Day has created a space for Hawaiian Language learning and contributes to the growth of the Hawaiian language revitalization movement.

As a Hawaiian immersion public charter school teacher, I am acutely aware of the challenges we face in accessing curriculum and program resources. Hawai'i History Day has been a critical tool in overcoming these challenges providing teachers with numerous workshops and professional development opportunities to get together, to learn from experts, and to collaborate with other fellow teachers from different schools. I recently attended the East Hawai'i teacher workshop at UH Hilo this past September. With Hawai'i History Day, students are provided with an opportunity to engage with their 'ohana and local history in meaningful ways. The program encourages deep research, critical thinking, and creativity, all while fostering a sense of pride and belonging in our unique Hawaiian culture. What I really appreciate about Hawai'i History Day is the platform provided for young learners that includes 'ōlelo Hawai'i in such a complex in depth learning process of creating historical inquiry projects. It has a wide reaching umbrella that can't be experienced or achieved in just a single school. The travel and exposure for rural outer island students is something that we may otherwise not have the funds or planning power to accomplish without the help of Hawai'i History Day.

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

Please support this program. It provides essential curriculum resources and applied learning opportunities that enrich our students understanding of history, culture, and identity. History Day is a binding force that unites students across the pae 'āina from both rural and non-rural communities to travel, come together, and showcase academic excellence. The amount of



**Ka'Umeke Kā'eo**

Hawaiian Immersion Public Charter School

I N K E A U K A H A

planning implemented by History Day for school, district, state, and national level events provides a large scale program like no other of its kind in which Hawaiian Immersion and public charter schools have access. By funding Hawai'i History Day, you are helping to ensure that our students are equipped with the tools and knowledge they need to thrive academically and as contributing members of our lāhui.

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

Sincerely,

Māhealani Lono

Social Studies Teacher

Ka 'Umeke Kā'eo Hawaiian Immersion Public Charter School

To Whom It May Concern,

I am writing in support of the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day. I am Jaimy Valerio an 8th Grade Social Studies teacher at King David Kalakaua Middle School. I am currently in my seventh year of teaching. All seven years I have used Hawaii History Day in my curriculum, as well as an afterschool club opportunity for my students. I am writing in support of this application because I believe that Hawaii History Day has positively impacted my school community and enhanced my students' learning experiences. Being born and raised in Kalihi, and now teaching in the middle school that I once attended, I see what a great learning opportunity that Hawaii History Day has given my students and community. I believe that this program has given my students and community a voice to showcase their hard work, dedication, and resilience. Unfortunately, usually when people hear or think of Kalihi, they most likely have a negative connotation. With that said, Hawaii History Day gives my community an opportunity to counter that narrative. Our participation and success in the program displays that no matter where you come from, if you work hard, and believe in something, anything is possible. Moreover, when I was a student this program was not yet offered at King David Kalakaua Middle School and now as a teacher I see how valuable it is. I truly believe that Hawaii History Day is a once in a lifetime opportunity for my students. At the middle school level there are not as many opportunities for students to compete on a national level. The program not only gets students to showcase their hard work nationally, but also gives them a chance to travel and broaden their horizons and view of the world, which otherwise would not be possible at their age. To conclude, I am truly grateful for the Hawai'i Council for the Humanities and the Hawaii History Day. Not only did this program help my community and students but it also helped me develop as a teacher as well. This

program has shaped me into the teacher I am today. It has taught me a lot about myself and why I became a teacher. The skills and experiences I have gained, and people I've met through Hawaii History Day I am truly grateful. Once again, I am writing in support of the Hawai'i Council for the Humanities Grant In Aid application for Hawai'i History Day. I hope that we can have your support to keep this program going not just for now, but the future as well.

Sincerely,

Jaimy Valerio



UNIVERSITY  
of HAWAII®  
MĀNOA

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

January 17, 2026

To Whom It May Concern  
House Committee on Finance  
Senate Committee on Ways and Means  
State of Hawai'i Legislature 2026

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

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

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

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

hundreds of dedicated teachers have made History Day an important component of Hawai‘i’s commitment to creating highly educated, well-informed students and citizens, as well as of HCH’s own well-established initiation and support of projects devoted to civic education for our all of our communities.

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

Grant in Aid Hawai‘i legislative support will strengthen the longstanding highly successful program and such recent innovations as the establishment of an elementary school youth division, unique in the United States, and the creation of an ‘ōlelo Hawai‘i division for charter and immersion schools. Another unique initiative, the projects presented in an Indigenous language in this division have been prominently featured in Washington D.C. as part of National History day events.

For the past two years, the Hawai‘i Pono‘ī Coalition and the Kamehameha V Judiciary Center have partnered with the Hawai‘i Council for the Humanities to present a screening of some of the winning Junior, Senior, and ‘ōlelo Hawai‘i documentaries in the Hawai‘i Supreme Court Chambers in September, as part of the legislature’s now-designated Hawaiian History Month. Attended by the young documentary makers, who comment on and answer questions about their award-winning productions, this collaboration indicates just how valued Hawai‘i History Day is by many organizations, as one of the surest indications and guarantees that the lessons of the past will inform the decisions of the generations to come—a future certainly worth of investment.

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

Yours sincerely,



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

January 14, 2026

To Whom It May Concern;

I am writing in support of the Hawai'i Council for the Humanities Grant in Aid (GIA) application for the support of Hawai'i History Day. I am retired and have served the students of Hawai'i as a former high school history teacher, vice-principal, elementary principal, and a district and complex area superintendent. I also served as the principal of Kahuku High and Intermediate and was exposed to the wonders of Hawai'i History Day. I received the Milken Award as a principal. Since I retired, I still worked for HIDOE as a coach for aspiring vice-principals, writing coach, and now as a reader rater. I also actively work for BYUH as an adjunct for ALP and student teacher programs. In 2015, I started to serve as a History Day Judge at school, district, and state competitions. Hawaii and HCH came home in 2025 with national winners!

Students who participate in Hawai'i History Day (HHD) go on to become successful members of society. Students who achieve at school, district, or state levels become good skilled workers or college graduates and enter society as successful entrepreneurs, doctors, lawyers, professors, engineers, scientists, mathematicians, teachers, or politicians. They are leaders who give back to Hawai'i and to our communities. We desperately need graduates who can THINK before they act!

What do students learn from Hawai'i History Day? They learn to do intense research. They construct a plausible thesis, analyze primary and secondary sources in an annotated bibliography, and come to conclusions based on **fact**. History Day teachers actually utilize and teach English and social studies standards very effectively. Using these standards for a reason is purposeful professional development for teachers. Students in Hawai'i History Day learn the most difficult standards. They learn to write, they learn logic and critical thinking skills. This year's theme for History Day is Revolution, Reaction, Reform in history. The depth of the work done by students is intense and meaningful. It is a ticket to work or any two or four year college. I would like all state representatives to attend Hawaii History Day at the State level to "see."

This letter is in support of the Hawai' Council for the Humanities (HCH) and their incredible determination to support Hawai'i History Day despite the ignominious loss of federal funds. Please support the grant-in-aid they submit as it will be a tremendous support for the young people in grades four through 12 whether their projects are in English or Olelo Hawai'i. If you support the Hawai'i Council for Humanities and Hawai'i History Day you will ensure there will be "thinking" human beings at this time in history.

Sincerely,

</a..E. 

Lea E. Albert

January 20, 2026

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

I'm writing to voice my endorsement of the Hawai'i Council for the Humanities 2026 Grant In Aid application for Hawai'i History Day (HHD). As both a community member and doctoral candidate at Ka Haka 'Ula o Ke'elikōlani at the University of Hawai'i Hilo, I work on various Hawaiian language revitalization initiatives including native speaker archives, dictionaries, and digital media production that benefit the Hawaiian-speaking community. My connection to the 'ōlelo Hawai'i component of the Hawai'i History Day program began when I served as a volunteer judge and has continued for the past seven years in my role as a Historian Consultant working with Hawai'i Council for the Humanities staff. Throughout this period, I have directly observed the meaningful impact that HHD has on students throughout Hawai'i annually as they showcase their history projects with pride at fairs statewide.

The Council has been particularly committed to nurturing the expansion of the 'ōlelo Hawai'i division within the HHD program in recent years. Although 'ōlelo Hawai'i shares co-official language status with English, it remains significantly underserved regarding available curriculum and extracurricular offerings for Hawaiian-speaking students. HHD has acknowledged and embraced 'ōlelo Hawai'i as an official program language and kaiapuni students as valued members of the community by promoting their involvement, which also provides these students with a unique opportunity to connect with a wider audience in their language beyond classroom settings. This program directly serves the education and welfare of Hawai'i's residents, particularly our youth and Hawaiian language communities. In this capacity, History Day represents a vital component of the broader language and cultural revitalization efforts underway in Hawai'i.

Given the role that HHD has assumed through the work of the Hawai'i Council for the Humanities, I wholeheartedly endorse their application for the Grant In Aid as a nonprofit organization that enhances our community and young people in numerous ways and reinforces Hawai'i's position as a champion of the arts, language, and culture.

Sincerely,

*Bruce Torres Fischer*

Bruce Torres Fischer



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

January 20, 2026

To Whom It May Concern,

I am Mark Ombrello, an Assistant Professor of History at Kaua'i Community College. I am writing this letter to support the Hawai'i Council for the Humanities' application for the State Grant-in-Aid for the Hawai'i History Day program. My connection with Hawai'i History Day goes back to the early 2000's when UH Manoa graduate students served as judges for the competition. In those days, we volunteered on Oahu as well as traveled to judge the District Fairs on neighbor islands, gaining a profound appreciation for the impact the Hawai'i Humanities Council had on positively contributing to the intellectual enrichment of our communities throughout the state.

I am pleased to report that 20 years later, many of us former UH History graduate students remain committed to supporting the program as volunteer judges and District consultants. I have served as Kaua'i District consultant for roughly 9 years. In that role, I invite volunteer judges from the college, K-12 schools, libraries, and community to review and give feedback to intermediate and high school student work. One of the many benefits to our judges involves professional development opportunities associated with the cross-pollination of resources and expertise in social studies and history pedagogy.

On Kaua'i, we have contributed to the growth of the 'Olelo Hawai'i part of the program, and are currently working with on-campus partners such as the Hawaiian Club--a group of undergraduates who now help with the food and activities for our annual Kaua'i History Day competition and act as mentors and examples of what it looks like to go to college and give back to the Island. These partnerships strengthen community ties and expand our reach and relevance in local contexts.

I look forward to seeing what is in store from our young people as we prepare for another inspiring History Day season.

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

Kind regards,

*Mark Ombrello*

Mark Ombrello PhD  
[ombrello@hawaii.edu](mailto:ombrello@hawaii.edu)

808-631-7128

Key  
Evaluation  
Finding

NATIONAL  
History  
DAY

TEACHES.

Prepares.

*Inspires.*

## National History Day Works

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

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

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



### About the Research

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

The full report can be viewed online at [www.nhd.org/NHDWorks](http://www.nhd.org/NHDWorks).

# NATIONAL History DAY



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

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

*Patricia Behner  
North Pole High School, Alaska*



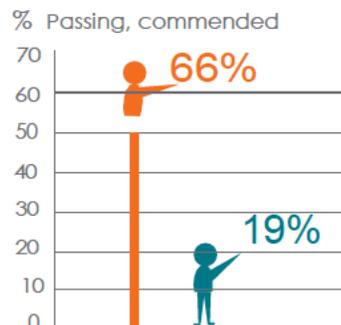
## ...teaches

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

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

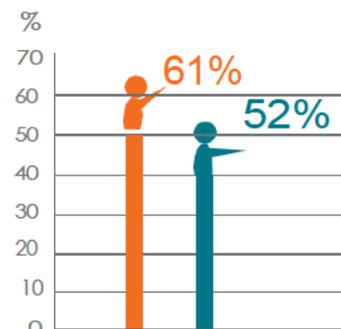
Among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills. Compared to non-NHD boys and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement,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

### TAKS Test Performance—Texas



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

### Passing Rates for English I—South Carolina



In the South Carolina school where students continued NHD participation from 8th grade to 9th grade and beyond, NHD high school students led their school district with a 61% passing rate in English I—9% above a comparison site.



# ...prepares

students for college, career and citizenship.

- > NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.
- > NHD students are critical thinkers who can digest, analyze and synthesize information.

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

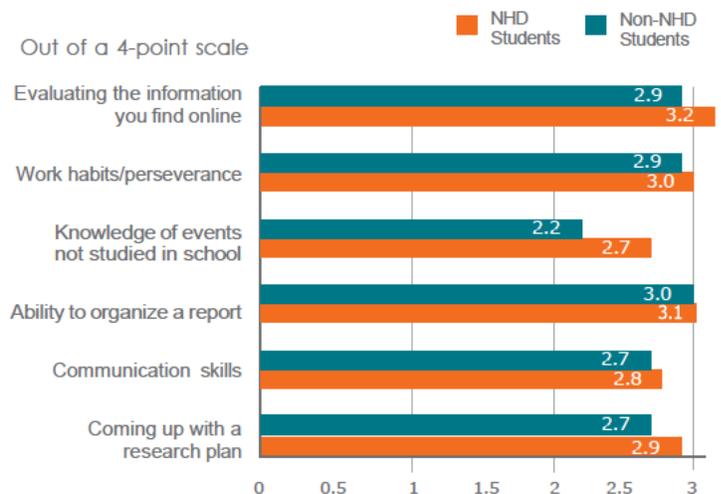
## Writing Scores\*



Overall, NHD students outscored comparison-group students on both pre- and post-writing assessments, receiving more exemplary scores (5s or 6s) on a 6-point scale, and fewer low scores (1s or 2s).

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

## Confidence Ratings on College- and Career-Ready Skills



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



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

## Students engage, question and create.

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

James M. DeBroux  
Random Lake High School, Wisconsin





## ...inspires

students to do more than they ever thought they could.

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

“

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

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

and discover their community.”

Huy Nguyen  
Sunrise Park Middle School, Minnesota



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

## **broaden their horizons.**

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

*Vicki Chase  
Mountian View Middle School, Idaho*

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

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

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

*Martin Marrin  
DeLaSalle High School, Minnesota*



National History Day is endorsed by

American Association for State and Local History  
American Historical Association  
Federation of State Humanities Councils  
National Association of Secondary School Principals  
National Center for History in the Schools  
National Council for History Education  
National Council for the Social Studies  
Organization of American Historians  
Society of American Archivists

Donors to National History Day & The National Evaluation

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



# Hawaii Council for the Humanities\_OP

Final Audit Report

2026-01-24

Created:	2026-01-24
By:	Hawaii Humanities (info@hihumanities.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAYzcnOzM72p7BHmQNUe0sauFPPrbXJh4

## "Hawaii Council for the Humanities\_OP" History

-  Document created by Hawaii Humanities (info@hihumanities.org)  
2026-01-24 - 2:12:42 AM GMT- IP address: 66.8.186.25
-  Document emailed to Aiko Yamashiro (ayamashiro@hihumanities.org) for signature  
2026-01-24 - 2:13:02 AM GMT
-  Email viewed by Aiko Yamashiro (ayamashiro@hihumanities.org)  
2026-01-24 - 2:15:31 AM GMT- IP address: 66.249.84.224
-  Document e-signed by Aiko Yamashiro (ayamashiro@hihumanities.org)  
Signature Date: 2026-01-24 - 2:17:05 AM GMT - Time Source: server- IP address: 66.8.186.25
-  Agreement completed.  
2026-01-24 - 2:17:05 AM GMT