

Appendix E

Conservation Education 2016 Forest Action Plan Update

Information and Education

One goal of the DLNR - Division of Forestry and Wildlife (DOFAW) is to play an active role in the development of a more environmentally literate citizenry. It is necessary to communicate with the public and educate them on the complexity of issues surrounding land management with the Department's dual mandate of providing opportunities for the public to engage in recreation while protecting and preserving natural and cultural resources. A well-informed public, including policy makers, special interest groups, educators, and the general public, is essential for ensuring the DOFAW has the resources and support to successfully manage healthy and sustainable forests. It also is very important to provide educational opportunities across all age groups and audiences in order to facilitate a better understanding of forest and natural resource management, health, protection, sustainability and other related issues. Conservation and environmental education can be utilized to inform the public about all the program areas overseen by the DOFAW.

The Division of Forestry and Wildlife recognizes that Conservation Education and the dissemination of information is an issue that is inextricably linked to all other issues and is demonstrated as such throughout the matrices. It is none-the-less important to share, in a coordinated manner, the history of CE in Hawaii, present efforts, and future goals.

This chapter includes information on the current status of EE in DOFAW, the history of Environmental Education (EE) in Hawaii, and future goals. The following issues are highlighted:

- EE in Select DOFAW program areas
- Select Local and National Environmental Education Resources Hawaii (those most utilized by the DOFAW)
- Environmental Education in Public Schools
- Public Perceptions of Natural Resource Management
- Internal communication training for the DOFAW personnel
- Pending national education that will affect the DOFAW

Hawaii's Division of Forestry and Wildlife

The Hawaii Division of Forestry and Wildlife (DOFAW) is the largest land managing Division within the Department of Land and Natural Resources. As such, DOFAW is an integral part of forestry and wildlife education in the state. The DOFAW is coordinated into 5 Program Areas: Na Ala Hele Trails and Access, Forest Health, Wildlife, Native Ecosystem Protection and Management, and Information and Technology. These program

areas include employee specialization in the following areas: fire management and suppression; forest pests; natural area reserve systems; watershed partnerships; entomology; legacy land conservation program; trails and access; information and education; wildlife; hunting; seabirds, migratory birds, and waterbirds; urban and community forestry, Plant Extinction Prevention, landowner assistance, among others.

Information below details some of the EE efforts within DOFAW's program areas:

Fire Program: The goal of the fire program is to provide protection for forest, brush, natural areas, and grassland to the extent needed to hold fire damage below the level at which it would interfere with high-level, sustained yield of products and services from these lands. The objective is to provide fire protection coverage on 3,360,000 acres throughout the State. The Division promotes fire suppression and safety and distributes fire prevention materials and brochures to the public at the DOFAW administrative and branch offices.

Smokey Bear is an important educational tool for use in festivals, parades and school programs. Smokey helps ingrain the message, "Remember: Only You Can Prevent Wildfires." Smokey's message continues to be relevant in Hawaii, where natural fires are extremely rare (except in the immediate vicinity of active lava flows) so native ecosystems are not fire-adapted.

Urban and Community Forestry Program: This section provides technical assistance to municipalities, cities and towns throughout Hawaii helping them prepare for tree plantings and providing assistance to establish tree projects.

Landowner Assistance Programs: Hawaii has a number of landowner assistance and acquisition programs including, the Conservation Reserve Enhancement Program, Forest Legacy Program, Forest Stewardship Program, and Legacy Land Conservation program. Staff facilitate community workshops to and provide one-on-one support to spread awareness about these opportunities.

Some of DOFAW's Landowner Assistance Programs:

Conservation Reserve Enhancement Program: The Conservation Reserve Enhancement Program (CREP) started in April of 2009. It is a federal-state natural resources conservation program that addresses state and nationally significant agricultural related environmental concerns. Through CREP, program participants receive financial incentives from U.S. Department of Agriculture (USDA) and the State to voluntarily enroll in the Conservation Reserve Program in contracts of 15 years. Participants remove cropland and marginal pastureland from agricultural production and convert the land to native grasses,

trees and other vegetation. The USDA Farm Service Agency (FSA) administers the CREP for USDA. CREP staff presents to interest groups such as the cattleman's council and soil and water conservation districts.

Forest Legacy Program: The Forest Legacy Program is a Federal grant program that aids States in identifying important private forest lands that are threatened by development or fragmentation. Through the program, interested landowners are provided with alternatives to selling their land for development in order to cover costs associated with increased taxes, management of the land, among others by selling the land or a conservation easement on the property to a government organization.

Forest Stewardship Program: Hawaii's Forest Stewardship Program (FSP) provides technical and financial assistance to owners of nonindustrial private forest land that are interested in conservation, restoration, and/or timber production. The Forest Stewardship Handbook contains all of the information that is needed by the forest landowner to participate in the program. Procedures for application, proposal and management plan content, forestry practices, cost-share rates, and more can be found within the Handbook.

Information and Technology: The I&T program provides the bulk of environmental education programming offered by the DOFAW. Staff manage the Project Learning Tree program; coordinate DOFAW's Youth Conservation Corps program and other youth conservation internship opportunities including the Student Conservation Association; participate in public outreach events, offer presentations for schools, universities, and civic clubs, lead field experiences; and engage in other events as requested.

The History of Environmental Education in Hawaii

Hawaii's conservation education ethic began with the first colonizers, the Polynesians. As with any landscape that evolved without humans, the arrival of humans dramatically modified the island ecosystems. The initial impact of humans on the natural environment included modifying the landscape for agricultural practices, housing, and cultural and practical gathering of resources to sustain line. These actions led to the extinction of a number of flightless birds, other animals, and plants.

The arrival of Europeans sounded the start of world import export and with this the exploitation of natural resources and the introduction of innumerable invasive species augmented the rate of extinction, land degradation, and insufficient water supplies in some areas.

In an attempt to repair the mismanaged and exploited resources, a number of restoration efforts took place on public and private lands. The Hawaii Division of Forestry and the Division of Fish and Game were established in the early 1900's. The Civilian Conservation

Corps outplanted numerous trees to improve the health of Hawaii's watersheds. A greater conservation and land ethic became engrained in this generation and water became recognized as one of Hawaii's most valuable natural resources.

1959 marked the Statehood of Hawaii and the Department of Land and Natural Resources was established. Hawaii's held a constitutional convention in 1978. At that meeting environmental education in schools was made a state constitutional requirement. In the early 1980's, The Hawaii Department of Education established an environmental education office.

The 1980's and 1990's marked a very active time for environmental education in Hawaii. Many governmental and private organizations including the DLNR developed and promoted environmental education and field opportunities for youth. A few of the notable resources developed/coordinated during this time include the: Ohia Project, a curriculum for grades K – 8 was developed by the Moanalua Gardens Foundation; the Hawai'i Environmental Education Association (HEEA), the DOFAW's Youth Conservation Corps, and the establishment of the Hawaii Nature Center.

In the early 2000's the No Child Left Behind Act was established, this has significantly impaired environmental education in Hawaii's public schools as they have shifted school time to English and math.

The HEEA (more information below) was a catalyst for communication and collaboration in the environmental community in the 1980's and 1990's dissolved in 2002. For a number of years, the organization was a leader in EE in the state. HEEA developed a strategic plan, hosted annual conferences, and served as the state affiliate for the national organization – the North American Association for Environmental Education (NAAEE). After HEEA dissolved, efforts of EE organizations in the early 2000's, although numerous, were fractured in structure and often reinvented the wheel. In 2010, the Division of Forestry and Wildlife reinvigorated the HEEA with funding from the USFS and support from 25 working group members representing 20 different organization.

Sub Issue: Select Local and National Educational Resources

There are a number of local and national Environmental education opportunities and resources that exist in Hawaii the DOFAW's mission and vision. Some notable programs and resources are detailed below.

Hawaii Environmental Education Alliance: The Hawaii Environmental Education Association, as described above, was created in 1987 to facilitate collaboration and communication among both formal and informal environmental educators. Their goal is to develop strategies and skills to develop a citizenry that understands the environment and is engaged in responsible environmental behavior. The newly reinvigorated Hawaii

Environmental Education Alliance (www.heea.org) has the goal to 1) provide support and guidance in the development of the statewide comprehensive environmental literacy plan and 2) populate and disseminate information about the on-line searchable database of state and national environmental education resources. Future goals include hosting conferences and registering as the affiliate for the nation organization, NAAEE.

Project Learning Tree: For more than 30 years, PLT (www.plt.org) has used the forest as a "window to the world" to increase students' understanding of our environment, to stimulate students' critical and creative thinking, to develop students' ability to make informed decisions on environmental issues, and to instill in students the commitment to take responsible action on behalf of the environment. The goals of PLT include:

- To develop students' awareness, appreciation, skills and commitment to address environmental issues.
- To provide a framework for students to apply scientific processes and higher order thinking skills to resolve environmental problems.
- To help students acquire an appreciation and tolerance of diverse viewpoints on environmental issues and develop attitudes and actions based on analysis and evaluation of the available information.
- To encourage creativity, originality and flexibility to resolve environmental problems and issues.
- To inspire and empower students to become responsible, productive and participatory members of society.

In Hawaii, PLT was coordinated by the United States Forest Service through 2008. In 2009, DOFAW became the State coordinator for the program. Since 2009 over 150 educators throughout the state have become certified PLT educators. Facilitators recognize the importance of place based learning in this and all programming. As such facilitators strive to connect the PLT materials with issues of local relevance and use local curricula including Hoike o Haleakala, the Ohia Project, and DOFAW developed materials to enhance the PLT offerings.

Additional Curricula used to enhance the PLT workshops:

Ohia Project - From 1986 to 1989, Moanalua Gardens Foundation (MGF), along with Bishop Museum and the Hawaii Department of Education (DOE), developed and disseminated the Ohia Project curriculum. The goal of the Ohia Project is to assist Hawaii schools in implementing effective environmental education curricula to aid teachers and students in making informed choices for our island environment. The Ohia Project is comprised of three guide books covering grades K-3, 4-6, and 7-8 and was an extremely

popular environmental education curriculum in Hawaii. Recently after its inception, more than one-third of the K-6 teachers in the state have been trained in its use. However, the Ohia Project is now out of print and the DOE has developed new content standards in each subject area to identify important ideas, concepts, issues, and skills to be learned by all students. The Ohia Project needs to be aligned to these new standards. Also, current scientific data and cultural traditions need to be integrated. For more information, visit: <http://www.mgf-hawaii.org/HTML/School/ohia.htm>.

Aloha Aina - The Aloha Aina project is designed to reconnect native Hawaiian traditional knowledge inherent in the Ahupuaa, or land division extending from the mountain to sea, to the 21st century education System. The program is coordinated by the Pacific American Foundation located in Oahu and the PAF hosts workshops to provide teachers with: a culture-place-based teacher's guide with standards-based lesson plans, activity sheets, and rubrics, CDs, a DVD and other resources; hands-on sessions to try the activities with other educators; pre-post tests to measure student achievement in core content area benchmarks; preview of field sites with partial-day field excursions. Formore information visit: <http://alohaaina.thepaf.org>.

Hoike O Haleakala - This curricula is a multi-disciplinary, science-based environmental education curriculum designed to help sustain the native Hawaiian landscape and culture by helping students establish and deepen connections to the land and the culture it supports. The Hoike curriculum supports State of Hawaii high school educational standards, particularly in the science disciplines. Each activity is correlated to state science standards, offering educators a way to fulfill educational requirements using local ecosystems and issues as a context. These materials help bring science home for students while fostering a strong science background and critical-thinking skills. For more information visit: <http://www.hear.org/hoike>.

Navigating Change - The Teacher's Guide to Navigating Change is a five part, Hawai'i DOE Standards (HCPS 3) aligned curriculum for grades 4-5. The guide includes five units that are designed to help students explore their relationships to the environment and ways that they can “navigate change” in their own communities. The instructional activities focus on Hawai'i DOE science, social studies, and language arts standards as well as Na Honua Maui Ola, guidelines for culturally healthy and responsive learning environments in Hawai'i that were developed by the Native Hawaiian Education Council in partnership with the Ka Haka `Ula O Ke`elikolani, College of Hawaiian Language, UH-Hilo. <http://www.hawaiiatolls.org/teachers/NavChange.php>.

Each year for the past 2 years the program has promoted their curricula to the masses but also for a select region that serves as a demonstration site for education. The demonstration

site receives guidance for natural and cultural resource experts, teacher workshops, and the students are engaged in site visits. For year 3, the demonstration site for Navigating Change is the West Side of Oahu and the landscape to be featured is DOFAW's Kaena Point Natural Area Reserve.

Hawaii Experimental Tropical Forest: The goal of the Hawaii Experimental Tropical Forest: (HETF) is to connect scientists and the community with Hawaii's unique natural resources in order to more effectively engage in future conservation actions. The Mission of the Hawaii Experimental Tropical Forest (HETF) is to provide landscapes, facilities, and data/information for those wishing to conduct research and education activities contributing to a better understanding of the biological diversity and functioning of tropical forest and stream ecosystems and their management. Since the establishment of the HETF in 2007 plans have been underway to construct an education and science center at both the Laupahoehoe and Puu Waawaa Units of the HETF. As part of the process, the public is invited to participate in the planning of the education and science center at the Laupahoehoe Unit (LHH) of the HETF.

The Laupahoehoe Charter School conversion was just approved by the Hawaii DOE Charter School Review Panel and the Natural Inquirer. It will likely use the HETF extensively.

Children's Forests: HETF has the potential to be a valuable resource for the Children's Forests and the "Forest for every classroom" initiative. The concept of the Children's Forest is to give youth a role in planning & management. Currently there are 7 official Children's Forests. The DOFAW is interested in the possibility of pursuing this unique education and resource opportunity in the future and is fortunate to have the opportunity to learn from and potentially model itself after the existing Children's Forests. Potential resource partners include the Children's Forest in San Bernardino, CA and the Chugach in Alaska.

FOCUS: Forest Oceans Climate and Us (FOCUS) is a nationwide campaign in partnership with the U.S. Forest Service, the National Oceanic and Atmospheric Administration (NOAA), and the Wyland Foundation, which uses the beauty of art and the wonder of science to make kids aware of the shared relationship between the health of each ecosystem and the health of the planet. As Wayland is from Hawaii, DLNR- DOFAW would be a natural partner for this initiative.

Association of Fish and Wildlife Agencies (AFWA): The success of plant, animal, and insect species in Hawaii are inextricably linked as is ecosystem health. Another organization that the DOFAW works with is AFWA. In particular, the DOFAW is a partner for the Western AFWA study: "Improving conservation education and connecting families

to nature through programs targeting the wildlife values of the public” This project is intended to improve the conservation education efforts of state/province fish and wildlife agencies through development of more targeted educational initiatives that account for the wildlife values of the public. Building on existing agency programs and research supported by the 2003 Multistate Conservation Grant Program, the project will develop, implement, and evaluate (using focus groups) prototypical programs for connecting children/families to nature and promoting natural resource stewardship. The specific focus will be on enhancement of programs for connecting children/families to nature by taking into account variables such as changing wildlife values in the United States and barriers to participation in informal education programs. The project has a specific focus on populations that have been historically under-served by programs about nature and science.

Priority focus areas that the DOFAW will focus on in the next five years:

- A. Facilitate access to environmental education resources for educators, community members and youth.
- B. Evaluate and improve how the state connects with historically underserved populations.

Sub Issue: Environmental Education in Public Schools

Traditional Public Schools: No Child Left Behind (NCLB) legislation has fundamentally changed the way that education is delivered in this country. It has defined the core content that all students in the United States must learn to be considered proficient at each grade level. As of 2007, this includes content standards in reading, math and science. In many school districts, this has resulted in educators teaching only those subjects and the standards that are assessed in the national tests. This has led to a severe reduction of environmental education in schools. Upon graduation from high school, most students do not have an understanding of natural resource management, how their actions impact native ecosystems, or how Hawaii’s natural resources impact them.

This lack of awareness lends itself toward an attitude of apathy when confronted with land management issues at the policy making level. Curricula such as PLT that integrate math, language and science content with environmental studies should still be useful under No Child Left Behind, but substantial work in teacher-training and integration with school curricula will be necessary before teachers and administrators can master that approach.

Public Charter Schools: A small number of the public have vocalized their connection to and value of natural and cultural ecology education in Hawaii’s schools. Hawaii’s 31 Public Charter Schools offer educational programs reflective of the community from which they were established. These dynamic public charter schools are blending the historic and culturally diverse landscape of Hawaii’s past with innovation, new technologies and

academic excellence to allow the students in Hawaii's public charter school system to attain the skills and knowledge necessary to succeed in a global world while maintaining an appreciation and respect for the people, places and languages of Hawaii. Many charter schools integrate EE in their curricula.

Home Schools: Hawaii's homeschooler population is also growing in Hawaii. These educators are a regular presence at outreach events and educator workshops. Through a grant from the USFS, the DLNR-DOFAW in cooperation with the HEEA is developing a comprehensive list of accessible environmental education resources that often cross disciplines. Additionally, the DOFAW staff offers presentations to civic clubs and school groups. For example, staff may offer a presentation on wetlands to meet 3rd grade standards; forest products to impart information life cycles and the role of government to a 2nd grade class; natural and cultural coastal ecology to a 7th grade class studying native ecosystems. These offerings are typically by the request of a proactive teacher already promoting environmental literacy in their classroom. It is in the interest of the DOFAW to reach a broad audience so all teachers can better understand and articulate forestry, environmental, and conservation issues. Partnering with the state's teaching colleges would allow access to pre-service teaching communities and make environmental education opportunities and resources available to them.

The DOFAW professionals, including those in the state, private and industrial sectors, should be utilized to impart a cross-section of natural resource management knowledge. To some degree, PLT workshops accomplish this, but more can be accomplished by reaching the pre-service teaching communities that will ultimately be molding the minds of the next generation.

Priority focus area that the DOFAW will focus on in the next five years:

- A. Identify the best way to reach students, schools and parents with mission specific messages, opportunities and literature.
- B. Continue to coordinate and sustain the momentum of the reinvigorated Hawaii Environmental Education Alliance.
- C. Identify ways to connect with pre-service educators.

Sub Issue: Public Perceptions of Natural Resource Management

Hawaii is home to over 25% of the threatened and endangered species in the nation. 71 species or subspecies of Hawaiian birds disappeared before the arrival of Captain James Cook in 1778 and since then 24 more species have disappeared. 69% of the 35 remaining songbirds and perching birds are federally listed as endangered species, and 10 may be extinct. Native plants and insects are not faring any better. Despite this fact, there are

common and widespread misconceptions about the practice of conservation and natural resource management in Hawaii.

In Hawaii, like many states, there is an inherent mistrust of government. Conservation actions are often interpreted as actions to assert public limitations on publicly owned land. It has been commonly discussed among outreach staff and PR professionals in Hawaii's conservation and natural resource management circle that the best way to communicate with the public about the value of conservation is through things that they know: two key issues being health and economics. However, it is hard to put a value on the amount of carbon a tree sequesters, or the health of a watershed forested by natives versus a watershed forested by invasives.

Hawaii's current fiscal downturn has translated to a severe reduction in the capacity of the DLNR and partners to manage existing projects. For the Plant Extinction prevention program, this could mean the loss of another species. For the invasive species committees, this results in a constant state of playing "catch-up," having to respond reactively instead of proactively. These past couple years in particular, the DLNR's been competing for funding alongside children's health care programs and public education.

The DOFAW staff reach out to groups, including schools, civic organizations, churches and community organizations, giving audience members an opportunity to expand their knowledge and learn how to make sound decisions about the resources. However, staff are limited in their capacity to meet the needs of such groups due to other job duties. In summary, the natural resource management and conservation community must find more effective ways to positively promote and educate their members to be ambassadors for Hawaii's resources and the positive benefits that they contribute to the public.

Priority focus area that the DOFAW will focus on in the next five years:

- A. Assess the best methods for communicating the benefits of Hawaii's natural resource and the subsequent financial, health importance of natural resource management.

Sub Issue: Lack of Internal Communication Training for DOFAW Personnel

Natural resources managers are more often scientists than teachers. However, some of these scientists are well-spoken and all have knowledge of natural resource management subjects, including fire prevention, forest management, watershed protection and management, and forest health issues that students and the public often find very interesting. Although they will not likely be trained as formal classroom teachers, many could be trained to become excellent informal teachers, especially in the subject of environmental education. To have a strong base of statewide presenters would greatly facilitate environmental literacy in

Hawaii's classrooms and the community at large.

While the DOFAW has a small number of trained instructors/informal educators, the program is in its infancy and many more are needed. The DOFAW needs to focus on training more of its staff to be ambassadors, not only for the agency but also for the ecosystems and the protection of Hawaii's unique natural and cultural resources. The natural resources issues facing staff in Hawaii are often urgent and usually complex, so environmental education must be effective and consistent. Staff must be able to communicate effectively to the public about what natural and cultural resource management is to the State, how the public affects the natural world and how the natural world affects the public.

Priority focus area that the DOFAW will focus on in the next five years:

- A. Develop and present opportunities to train DOFAW and partner natural resource personnel to prepare and carry out forestry, environmental and conservation education and public relations programs.
- B. Provide opportunities for staff to learn about and train with social medial networking tools to facilitate the dissemination of natural resource knowledge to a broad group of constituents.
- C. Provide opportunities for staff to share their natural resource knowledge with carious community groups in informal, educational settings.

Sub Issue: Pending National Legislation that will Affect EE in Hawaii

Congress is currently involved in the process of bipartisan reform of the Elementary and Secondary Education (ESEA) Act. One proposed component of the reform of ESEA, also commonly referred to as the No Child Left Behind (NCLB) Act, is the No Child Left Inside Act (NCLI). On the NCLI website, the Congressional committee on Education and Labor features the following:

“One of the greatest challenges facing current and future generations is to build a more sustainable, energy-efficient world. By teaching students about the role of the environment as an important national resource, we can prepare them to take on critical issues – energy conservation, air pollution, climate change, wildlife protection – and become better stewards of the earth. Studies show that environmental education can help boost student achievement, build students' critical thinking and social skills, improve student behavior, and can enhance teaching. And as more and more businesses ‘go green,’ environmental education will help prepare today's students for the innovative, green jobs of tomorrow – strengthening our environment, our economy, and our competitiveness.”

The “No Child Left Inside” Act was introduced on Earth Day in 2007. As described earlier,

NCLB has fundamentally changed the way that education is delivered in this country. The Hawaii Department of Education has focused on NCLB and, unfortunately, reduced the focus on environmental education. In particular, administration abolished the EE program coordinator position. The public is recognizing that although EE is not currently in NCLB requirement, there is great importance of an environmentally literate citizenry. The NCLI Act would increase the value of and provide funding for EE in schools. The adoption of the current NCLI Act legislation would:

Help schools and states enhance and expand environmental education:

- Extends the National Environmental Education Act of 1990 (NEEA), which provides funding for teacher training and support programs.
- Helps states develop and implement state academic content standards, student academic achievement standards, and state curriculum frameworks in environmental education.
- Encourages the development of outdoor environmental education activities as a regular part of the curriculum.

Place qualified, expert teachers in the nation's classrooms:

- Creates opportunities for ongoing professional development for teachers such as distance learning programs and summer workshops.
- Gives more people a stake in creating the next generation of environmentally conscious students by connecting teachers and professionals from environmental fields.
- Encourages mid-career professionals in environmental fields to pursue careers in environmental education.

Strengthen and develop environmental literacy plans:

Creates the National Capacity Environmental Education Grant Program (NCEEG), competitive grants that are awarded to non-profits, state and local education agencies, and institutions of higher education to create and strengthen state environmental literacy plans. Funds could also be used to conduct studies on effective teaching models for environmental education, replicate or disseminate information about proven model environmental education programs, and develop methods to increase the number of K-12 environmental educators.

Hawaii's Environmental Literacy Plan

The Department of Land and Natural Resources has worked with the Hawaii Department of

Education and Hawaii Environmental Education Alliance (HEEA) to develop a comprehensive environmental literacy plan (ELP) for the State of Hawaii. Hawaii's plan, titled "*Hawaii Environmental Literacy Plan – Help for Hawaii*" was initially developed in 2012 and revised and updated in 2015 (Sato and Staab 2015). The environmental literacy plan positions Hawaii to bring broad-based support for environmental education (EE) through national legislation, titled the "No Child Left Inside Act" (NCLI) reintroduced in congress in February 2015. The Hawaii plan promotes environmental learning and experiential education with an emphasis on outdoor settings. It is a framework to guide schools (PreK-12) and non-traditional educators in integrating place-based learning that is supported by community partners and will ensure that all students graduate as environmentally literate citizens. The Plan results in no new educational mandates, nor takes away from current educational programs.

Congress has mandated that each state will need its plan in place if the state is to be eligible for future federal funding. Now that this plan is in place and anticipating the "No Child Left Inside" act passing, the responsibility of the DLNR and, subsequently, DOFAW to support execution of the plan will increase.

Priority focus area that the DOFAW will focus on in the next five years:

- A. Continue to support national EE efforts that meet the DLNR's mission and vision.
- B. Sustain partnerships with DOE and HEEA and foster relationships with other relevant national and local organizations.
- C. Secure funding to implement the Hawaii Environmental Literacy Plan.
- D. Research and secure funding to implement NCLI legislation in the event it passes.

Reference Cited

P. Sato, and J. Staab. Hawaii Environmental Literacy Plan 2015. Hawaii Environmental Education Alliance. Honolulu. HI. 84 pp. (2015).