



THE GARDEN CLUB OF HONOLULU SCHOLARSHIP IMPACT REPORT FEBRUARY 2017

Established: January 2006

Campus: Windward Community College

Purpose: to assist students who are studying Bio-Resources and Technology in the areas of either bio-resource development and management or plant biotechnology at Windward Community College and who intend to continue with a major in these areas at an accredited four-year college or university.

Eligibility: may be enrolled either part-time or full-time as undergraduates at Windward Community College.

Criteria: Applicants must fulfill all of the following criteria:

- Academic merit as demonstrated by a minimum GPA of 2.5
- Some degree of financial need, not necessarily as determined by federal guidelines.

Impact: Since its creation, **20 awards have been given to 19 students for a total of \$17,235 in scholarships.**

Student Recipients:

Recipient	Amount	Academic Year	High School
Mr. Eli K. Vendiola	\$1000	2016-2017	Kahuku High & Intermediate Sch
Ms. Michele E. Osurman	\$1000	2016-2017	Kamehameha Secondary Schools Ged
Ms. Dominique Machiels	\$1390	2015-2016	Honolulu Waldorf School
Ms. Cara K. Kruse	\$984	2014-2015	Kauai High School
Ms. Jennifer R. Au	\$984	2014-2015	Home School
Ms. Tanner Christian K. Needham	\$984	2014-2015	Kailua High School
Mr. Keith Allen K. Afong	\$1000	2013-2014	Kailua High School
Ms. Jarnell P. Haukoloa	\$1000	2013-2014	Kamehameha Secondary Schools
Ms. Shari L. Hussey	\$1000	2013-2014	Ged, Kalaheo High School
Ms. Leslie Ann H. Baker	\$448	2012-2013	Maryknoll High School
Ms. Leona A. Victoria	\$1000	2010-2011	Carrick High School
Ms. Lisa H. Rey	\$448	2010-2011	Lowell High School
Ms. Joanna S. Quitan	\$1000	2008-2009	McKinley High School
Ms. Rae K. Mckeague	\$997	2008-2009	Kailua High School

Mr. Jeffrey S. Funke	\$1000	2007-2008	Kalaheo High School
Ms. Barbara S. Davis	\$1000	2007-2008	El Camino High School
Mr. Darin K. Chung	\$250	2006-2007	
Mr. Jacob A Knecht	\$500	2006-2007	
Mr. Jacob A Knecht	\$500	2006-2007	
Ms. Kimberly Ching	\$750	2006-2007	

Garden Club of Honolulu Recipient for 2016-2017

Personal Statement for Michele Osurman:

Standing, grounded in the stream, the fresh water slowly seeps into my shoes as my feet gradually sink into the thick mud. My shirt is drenched, my arms are exhausted, and sweat continues to beat down my chest. For years, I have lived in Hawaii, and it has not looked as beautiful as it does now. As the sun shines down upon the Ko'olau mountains and the trees dance in the wind, it is comforting to see people working hard to take care of the land and perpetuate the Hawaiian culture. I was always taught if I took care of the land, the land would take care of me. Through past experiences and current understanding, I have come to realize that statement to be true in more ways than one. The land not only provides food, shelter, and oxygen, but our ecosystem and entire existence relies on the sustainability of plants. One of the growing epidemics has been global warming, more specifically, environmental deterioration. I have seen how the island has changed. Trees are rotting, fruits and vegetables have become smaller, and most importantly, the taste and nutritional value of food has degenerated. Hawaii, my home, the place where people around the world come to see natural beauty, is dying. If we continue to ignore this issue, it will be nearly impossible to fix and the future generations will spend their lives fixing the results of our prolonged incompetence. Over the years, I have seen this island change. It is heartbreaking to know as time goes by excessive construction continues and undeveloped land will soon be no more. Hawaii has and will always be my home. After being away to countries of heavy pollution and hundreds of buildings, I am passionately motivated to preserve the remaining remnants of my home. I want the community, the world, and future generations see the beauty of Hawaii through my eyes. I want everyone to see how beautiful Hawaii is, become aware the environmental problems and what will happen if they continue persists, and educate them of how they can help. I have many reasons for attending college. The main reason however is to better educate myself and no longer feel helpless. I feel vulnerable not being able to help the world around me because I lack the proper knowledge about plants. I wanted to become a plant science major because I know things as simple as plant identification, erosion control, or sustainability practices goes a long way in helping me achieve my goals. School has been a invaluable resource that has taught me things I cannot learn from working in the taro patches alone. I know without school I would not have known that it is possible to cultivate thousands of pathogenic-resistant plants using the meristem of a plant alone or the medicinal properties of native Hawaiian species. By continuing to attend school and refine my abilities, I want to pursue two routes. I want to pursue medicine, and utilize herbal medicine and my background of plant science to treat patients of different ailments. I also want to devote my time and money to investing in a restoration site to provide an environment to educate the community and future generations about their responsibility in taking care of the land and perpetuating the culture.

Eli Vendiola Personal Statement

I was born and raised in Kahuku by a Filipino father and a Hawaiian-Filipino mother. From early in my childhood, my father and grandfather began taking me and my younger brother fishing. They took us fishing as soon as we were able to walk and our jobs got harder as we got older. Most times we would walk for hours along the shores of Kahuku Beach and stop every so often to throw our nets. I learned recently that the Hawaiian term for throw net fishing is Kilo Upena. I am proud to be a third generation Lawai'a or Fisherman. I learned many things from fishing but most importantly how to work hard for my food and how to work hard for my family. We didn't have much money growing up so we depended on the ocean and the land to provide for us. And now that I have a family of my own, I want to teach the next generation those same values and skills that I learned growing up.

I am what my school calls a "non-traditional" student because I didn't enter college right out of high school. In fact, I graduated from high school over 20 years ago and I never imagined I would ever go to college. In high school, I did just enough to get by and didn't really take my education seriously. I was a football stand-out and loved playing sports, but school just wasn't my thing. Even though I had a scholarship offer to play football in college, I decided to work after I graduated from high school instead because I didn't want to go to school anymore. And now that I've finally figured out what I want to do in life, I know I need more training and education if I want to accomplish my career goals.

What I've learned in the ocean, I want to learn on land. I want to learn to be sustainable by growing my own food so that I can be self-reliant and not dependent on others. I want to provide for my family so they never have to worry about going hungry. The reason I want to attend college is simple - to gain more knowledge so I can challenge and improve myself and then use that knowledge to help others. I am interested in many things, but I've narrowed my career focus to the area of Sustainability and Natural Resources. The Agriculture Technology program at Windward Community College will help me accomplish my career goal. Eventually, I plan to attend either UH Manoa to earn a degree in Natural Resources and Environmental Management or UH West Oahu and major in their new Sustainable Community Food Systems program. Mahalo for your time and consideration.

Sincerely,

Eli Vendiola

PACES

PACIFIC CENTER FOR ENVIRONMENTAL STUDIES



UNIVERSITY of HAWAII
WINDWARD
COMMUNITY COLLEGE

Giving High School Students the Confidence to Seek Higher Education

Seven years ago Windward Community College teamed up with the University of Hawai'i at Mānoa Hawai'i Institute of Marine Biology to create a unique learning experience for high school students. The concept was simple: Outdoor experiences and hands-on college level laboratory work with an emphasis on the environment to get students excited about college.

Students engage in laboratory exercises, outdoor field and ocean research, lectures, research projects, and stewardship activities:

- Soil and aquatic sediment analyses
- Ocean current mapping
- Aquatic microbiology
- Deoxyribonucleic acid (DNA) research on living organisms
- Coral reef habitat mapping, disease identification and assessment
- Molecular approaches to environmental research
- Use of global positioning systems (GPS) Geographic Information Systems (GIS) and Remote Sensing (RS)
- Stream dynamics: velocity, depth, width, character, discharge, etc.
- Stream flora, fauna and water analyses
- Beach profiling: measuring/data sampling of backshore, foreshore, high and low tide, erosion, etc.
- Stewardship/service projects: Hawaiian fishpond restoration, native habitat restoration, mangrove clearing, alien seaweed eradication, etc.
- Water safety, first aid, and CPR

What Students Say About PaCES



"PaCES prepared me for opportunities that high school couldn't provide. The final project was demanding and required me to prepare, problem solve, and dedicate myself to work. Later that year, I excelled in WCC's Certified Nurse's Aide training. I couldn't have done it without the previous experiences I had through PaCES. Above all, PaCES was a fun program. I enjoyed

learning in and out of the classroom. The teachers and mentors were knowledgeable, yet approachable for any student who had difficulties grasping concepts. I always recommend PaCES to any student interested in biology or to anyone who would like to be more aware of the environment."

—Julia Gomes, PaCES 2009, 2010



Who are PaCES students?

Each summer, 24 high school students from Windward O'ahu and as far away as Wai'anae are accepted into PaCES. Although a high GPA is not a requirement, enthusiasm and interest in the environment is. Some get up at 4 a.m. to ride several City buses to arrive on campus by 8 a.m. and stay until 5 p.m. or later each day to do field study or work in the lab. Many may have not even thought about going to college, but PaCES is changing that.

Far-Reaching Benefits for You and the Community:

- Young adults with the desire and confidence to go to college
- Future employees who embrace a positive work ethic
- A cadre of environmental stewards who will be role models for the next generation
- Our future leaders

The PaCES College Experience Needs your Commitment

Instructional and support staff costs not covered by tuition	\$1,472
College tuition (includes students & mentors)	1,250
Stipends (includes students & mentors)	850
Services (lifeguards, HIMB analyses, boat usage, etc.)	233
Supplies	278
Transportation	167
Per student cost each summer	\$4,250

"PaCES is one of the most successful grants the Harold K. L. Castle Foundation has ever awarded."

—Terry R. George, Vice President and Executive Director,
Harold K. L. Castle Foundation

This program was accepted for funding in 2012 by the Louis Stokes Alliances for Minority Participation for outstanding performance in the STEM fields for underrepresented minority students.

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Photos top to bottom:

1. Studying the effects of ocean acidification on reef organisms
2. Removing invasive mangrove to restore a Hawaiian fishpond
3. Studying the antibiotic effects of seaweed on bacteria associated with diseased coral
4. Doing a bioassessment of Kamo'oali'i Stream in Kane'ohe
5. Conducting a coral reef survey on Moku o Lo'e