

State of Hawaii  
DEPARTMENT OF LAND AND NATURAL RESOURCES  
Division of Aquatic Resources  
Honolulu, Hawaii 96813

June 13, 2008

Board of Land  
and Natural Resources  
Honolulu, Hawaii

Request for Authorization and Approval to Issue a Papahānaumokuākea Marine National Monument Education Permit to Vincent Collins, National Oceanic and Atmospheric Administration, Papahānaumokuākea Marine National Monument, for Access to State Waters to Conduct International Year of the Reef Teacher-at-Sea Education Activities.

The Division of Aquatic Resources (DAR) hereby submits a request for your authorization and approval for issuance of a Papahānaumokuākea Marine National Monument education permit to Mr. Vincent Collins, Education and Technology Coordinator, for National Oceanic and Atmospheric Administration, Papahānaumokuākea Marine National Monument, pursuant to § 187A-6, Hawaii Revised Statutes (HRS), chapter 13-60.5, Hawaii Administrative Rules (HAR), and all other applicable laws and regulations.

The education permit, as described below, would allow entry and education activities to occur in the Papahānaumokuākea Marine National Monument (Monument), including the NWHI State Marine Refuge and the waters (0-3 nautical miles) surrounding the following sites:

- Nihoa Island,
- Necker Island (Mokumanamana),
- French Frigate Shoals

The activities covered under this permit will occur from July 13, 2008 through July 31, 2008.

INTENDED ACTIVITIES

The purpose of these activities is to provide an opportunity for educators to visit the Papahānaumokuākea Marine National Monument, its habitats and wildlife, and subsequently share this experience with their students and communities.

Educators for this expedition have been selected from across Oceania, with input from their local communities, and all have demonstrable track records of educational leadership within their local communities. This expedition would facilitate sharing of information among Oceania communities and build a network of cross-Pacific marine educators for the purposes of improving stewardship of our shared marine and island resources. In addition, participants would be expected to share their experience with students, fellow educators, and local communities, as well as initiate and/or support efforts for marine conservation in their communities.

Participants would meet on O'ahu for three days prior to departure for training in safety, how to have a minimal impact while visiting the Monument, and natural and cultural history of Papahānaumokuākea. Participants would also meet with previous members of education expeditions to Papahānaumokuākea and be introduced to the "Alaka'i" or Ambassador to the Monument community of educators who will share their experience and welcome this new group into the growing community of educators with kuleana of stewardship for this special ocean region.

While in the Monument, activities conducted would include swimming and snorkeling at Nihoa, Mokumanamana and at French Frigate Shoals, possible shore access at Tern Island and Nihoa, learning from researchers with expertise in the NWHI, and learning from each other about marine and terrestrial conservation issues in the participant's respective regions. Participants would be expected to write daily blogs of their experience, conduct interviews, communicate with media, collect imagery, and where possible interact with students and communities in their local areas. Tools for communication as well as training in use of these tools would be provided to participants.

This expedition would add to a growing network of educators across Oceania who spread awareness of the Monument and use it as a model for improving ocean stewardship in their local communities. Previous education expeditions to the Monument have demonstrated that educators return to their communities as potent advocates and make valuable contributions to their local communities to effect changes in behavior through teaching of students, to media events, to production of plays, to letter writing campaigns and local field conservation activities.

The activities described above may require the following regulated activities to occur in State waters:

- Anchoring a vessel
- Swimming, snorkeling, or closed or open circuit SCUBA diving within any Special Preservation Area or Midway Atoll Special Management Area

#### REVIEW PROCESS:

The permit application was sent out for review and comment to the following scientific entities: Hawaii Division of Aquatic Resources, Hawaii Division of Forestry and Wildlife, Papahānaumokuākea Marine National Monument (NOAA/NOS), NOAA Pacific Islands Regional Office (NOAA-PIRO), and United States Fish and Wildlife Service Pacific Islands NW Refuge Complex Office. The Office of Hawaiian Affairs (OHA), and the Kaho'olawe Island Reserve Commission (KIRC) were also consulted.

#### **Comments received from the scientific community are summarized as follows:**

Scientific reviews support the acceptance of this application.

Concerns raised were:



which are in addition to the Papahānaumokuākea Marine National Monument Conservation and Management Permit General Conditions. The following special conditions have been vetted through the legal counsel of the Co-Trustee agencies.

1. To prevent introduction of disease or the unintended transport of live organisms, the permittee must comply with the disease and transport protocol attached to this permit.
2. Tenders and small vessels must be equipped with engines that meet EPA emissions requirements.
3. Refueling of tenders and all small vessels must be done at the support ships and outside the confines of lagoons or near-shore waters in the State Marine Refuge
4. No fishing is allowed in State Waters except as authorized under State law for subsistence, traditional and customary practices by Native Hawaiians.

MONUMENT MANAGEMENT BOARD OPINION:

The MMB is of the opinion that the Applicant has met the findings of Presidential Proclamation 8031 and this activity may be conducted subject to completion of all compliance requirements. The MMB concurs with the special conditions recommended by DAR staff.

RECOMMENDATION:

“That the Board authorize and approve, with stated conditions, an Education Permit to Mr. Vincent Collins, NOAA, Papahānaumokuākea Marine National Monument.”

Respectfully submitted,



DAN POLHEMUS  
Administrator

APPROVED FOR SUBMITTAL



LAURA H. THIELEN  
Chairperson

**Papahānaumokuākea Marine National Monument**  
EDUCATION Permit Application

**NOTE:** *This Permit Application (and associated Instructions) are to propose activities to be conducted in the Papahānaumokuākea Marine National Monument. The Co-Trustees are required to determine that issuing the requested permit is compatible with the findings of Presidential Proclamation 8031. Within this Application, provide all information that you believe will assist the Co-Trustees in determining how your proposed activities are compatible with the conservation and management of the natural, historic, and cultural resources of the Papahānaumokuākea Marine National Monument (Monument).*

**ADDITIONAL IMPORTANT INFORMATION:**

- Any or all of the information within this application may be posted to the Monument website informing the public on projects proposed to occur in the Monument.
- In addition to the permit application, the Applicant must either download the Monument Compliance Information Sheet from the Monument website OR request a hard copy from the Monument Permit Coordinator (contact information below). The Monument Compliance Information Sheet must be submitted to the Monument Permit Coordinator after initial application consultation.
- Issuance of a Monument permit is dependent upon the completion and review of the application and Compliance Information Sheet.

**INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED**

Send Permit Applications to:

Papahānaumokuākea Marine National Monument Permit Coordinator

6600 Kalaniana'ole Hwy. # 300

Honolulu, HI 96825

nwhippermit@noaa.gov

PHONE: (808) 397-2660 FAX: (808) 397-2662

**SUBMITTAL VIA ELECTRONIC MAIL IS PREFERRED BUT NOT REQUIRED. FOR ADDITIONAL SUBMITTAL INSTRUCTIONS, SEE THE LAST PAGE.**

## **Papahānaumokuākea Marine National Monument Permit Application Cover Sheet**

This Permit Application Cover Sheet is intended to provide summary information and status to the public on permit applications for activities proposed to be conducted in the Papahānaumokuākea Marine National Monument. While a permit application has been received, it has not been fully reviewed nor approved by the Monument Management Board to date. The Monument permit process also ensures that all environmental reviews are conducted prior to the issuance of a Monument permit.

### **Summary Information**

**Applicant Name:** Vincent A Collins

**Affiliation:** NOAA/NOS/ONMS/PMNM

**Permit Category:** Education

**Proposed Activity Dates:** July 13, 2008 - July 25, 2008

**Proposed Method of Entry (Vessel/Plane):** NOAA Ship Hi'ialakai

**Proposed Locations:** Nihoa, Mokumanamana, French Frigate Shoals

**Estimated number of individuals (including Applicant) to be covered under this permit:** 20

**Estimated number of days in the Monument:** 11

**Description of proposed activities: (complete these sentences):**

a.) The proposed activity would...

Provide an opportunity for educators to visit the Papahānaumokuākea Marine National Monument, its habitats and wildlife, for the purpose of sharing this experience with their students and communities. Through experiencing a coral reef and Pacific island ecosystem in its natural state these educators will be empowered to effect change in their local communities by sharing their personal experience. Educators for this expedition will be selected from across Oceania, and during the voyage will have ample opportunity to share the condition of marine resources in their home environments with other educators, and how they educate their students and communities about their local environments. As an initiative under the International Year of the Reef 2008, this expedition will facilitate sharing of information among Oceania communities and build a network of cross-Pacific marine educators for the purposes of improving stewardship of our shared marine and island resources.

b.) To accomplish this activity we would ....

Choose several educators and cultural practitioners from Hawaii, and up to eight educators/community leaders in the stewardship of marine resources from across Oceania. These individuals would be selected with input from their local communities, and well qualified

individuals will have a demonstrable track record of educational leadership within their local communities. Participants chosen for this expedition will be expected to share their experience with their students, fellow educators, and local communities, as well as initiate and/or support efforts for marine conservation in their communities.

Participants would meet on O'ahu for three days prior to departure for training in safety, how to have a minimal impact while visiting the Monument, and natural and cultural history of Papahānaumokuākea. This training would be conducted by Monument co-trustees as well as expedition partners such as Waikiki Aquarium, Hanauama Bay, OHA, the Monument research community and others. Participants would also meet with previous members of education expeditions to Papahānaumokuākea and be introduced to the "Alaka'i" or Ambassador to the Monument community of educators who will share their experience and welcome this new group into the growing community of educators with kuleana of stewardship for this special ocean region. The Alaka'i program was born out of the Midway Education Program Visioning session held in January of 2008, and is a program that envisions a hui of education and community leaders who have taken on the personal goal of spreading awareness of the NWHI while utilizing the lessons these "kupuna" islands have to teach us to enhance stewardship in our local communities.

While in the Monument activities conducted will include swimming and snorkeling at Nihoa, Mokumanamana and at French Frigate Shoals, possible shore access at Tern Island and Nihoa, learning from researchers with expertise in the NWHI, and learning from each other about marine and terrestrial conservation issues in the participant's respective regions. Participants would be expected to write daily blogs of their experience, conduct interviews, communicate with media, collect imagery, and where possible interact with students and communities in their local areas. Tools for communication as well as training in use of these tools will be provided to participants.

c.) This activity would help the Monument by ...

Enhancing and adding to a growing network of educators across Oceania to spread awareness of the Monument and use it as a model for improving ocean stewardship in their local communities. The activity would also build upon efforts such as the Our Sea of Islands Conference in 2007, International Year of the Reef conservation programs and other Oceania based efforts to conserve our dwindling coral reefs. Previous education expeditions to the Monument have demonstrated that educators form tight bonds during these cruises and return to their communities as potent advocates for change and improved stewardship of natural resources. Educators involved in expeditions to the NWHI from 2000 - 2008 have all made valuable contributions to their local communities to effect changes in behavior through teaching of students, to media events, to production of plays, to letter writing campaigns and local field conservation activities. Communities formed from groups during these expeditions have self-perpetuated and continue to be strong advocates for environmental stewardship. Many previous expedition members have participated in hearings and management related activities on the NWHI and continue to be "go to" people in their communities for others desiring to get involved in NWHI issues.

**Other information or background:** The structure for this expedition will be similar to the Boatload of Educators expedition conducted in 2005 for which I was also the Chief Scientist. The primary difference is that many of the participants in this voyage will be from other island groups in Oceania.

## **Section A - Applicant Information**

### **1. Applicant**

Name (last, first, middle initial): Collins, Vincent, A

Title: Education and Technology Coordinator for NOAA, ONMS, Papahānaumokuākea Marine National Monument

**1a. Intended field Principal Investigator (See instructions for more information):**  
Vincent A Collins

### **2. Mailing address (street/P.O. box, city, state, country, zip):**

Phone:

Fax:

Email:

For students, major professor's name, telephone and email address: N/A

### **3. Affiliation (institution/agency/organization directly related to the proposed project):**

NOAA/NOS/ONMS/PMNM

DOI/USFWS

State of Hawaii, DLNR

OHA

NOAA ONMS

NOAA Teacher At Sea Program

### **4. Additional persons to be covered by permit. List all personnel roles and names (if known at time of application) here (e.g. John Doe, Teacher; Jane Doe, Videographer):**

1. Vincent A Collins, PI, and Chief Scientist
2. `Aulani Wilhelm, Media Coordinator and Writer
3. Moani Pai, Assistant Coordinator
4. Ann Bell, Assistant Coordinator and USFWS Representative
5. Native Hawaiian Cultural Practitioner

6. Native Hawaiian Cultural Practitioner
7. Ku'ulei Rodgers, Scientific Consultant, Hawaii Institute of Marine Biology
8. Valarie Thorpe, Website Support and Outreach, ONMS
9. Educator from Samoa
10. Educator from New Zealand
11. Educator from Fiji
12. Educator from Palau
13. Educator from CNMI
14. Educator from Micronesia
15. Educator from Chuuk
16. Educator from Northern Mariana Islands
17. Stephanie Holzwarth, Videographer
18. Terry Sasser, Videographer, Marshall Islands
19. NPR Correspondent
20. Kevin Grant, Assistant Coordinator

**Section B: Project Information**

**5a. Project location(s):**

<input checked="" type="checkbox"/> Nihoa Island	<input checked="" type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input checked="" type="checkbox"/> Necker Island (Mokumanamana)	<input type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input checked="" type="checkbox"/> French Frigate Shoals	<input checked="" type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Gardner Pinnacles	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Maro Reef			
<input type="checkbox"/> Laysan Island	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Lisianski Island, Neva Shoal	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Pearl and Hermes Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Midway Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Kure Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Other			

**Ocean Based**

NOTE: There is a fee schedule for people visiting Midway Atoll National Wildlife Refuge via vessel and aircraft.

Location Description:

Nihoa - Snorkeling along West side, and in Adam's Bay. Day land access

Mokumanamana - Snorkeling in West cove, Shark Bay, and South side if weather permits

French Frigate Shoals - Snorkeling at La Perouse Pinnacle, Tern Island, Shark Island, and other shallow areas as appropriate after checking with protected species staff and USFWS. Day access to Tern Island to meet with refuge staff and researchers.

**5b. Check all applicable regulated activities proposed to be conducted in the Monument:**

- Removing, moving, taking, harvesting, possessing, injuring, disturbing, or damaging any living or nonliving Monument resource
- Drilling into, dredging, or otherwise altering the submerged lands other than by anchoring a vessel; or constructing, placing, or abandoning any structure, material, or other matter on the submerged lands
- Anchoring a vessel
- Deserting a vessel aground, at anchor, or adrift
- Discharging or depositing any material or matter into the Monument
- Touching coral, living or dead
- Possessing fishing gear except when stowed and not available for immediate use during passage without interruption through the Monument
- Attracting any living Monument resource
- Sustenance fishing (Federal waters only, outside of Special Preservation Areas, Ecological Reserves and Special Management Areas)
- Subsistence fishing (State waters only)
- Swimming, snorkeling, or closed or open circuit SCUBA diving within any Special Preservation Area or Midway Atoll Special Management Area

**6 Purpose/Need/Scope *State purpose of proposed activities:***

The purpose of conducting this expedition is to build appreciation and understanding of this special island and ocean ecosystem and how we can be better stewards of our planet's natural resources. The natural character of the NWHI stands as living testimony of what a native Hawaiian marine and terrestrial ecosystem is, and as such is a powerful learning tool to extend this understanding to a small number of individuals with expertise and influence in sharing this message with a broader audience. Proxies for direct experience of the natural character of this ecosystem although useful are as yet incapable of transmitting the full impact and majesty of this place, thus the minimal impact of a small group of trained and monitored visitors outweighs their potential impact when the primary purpose of their visit is to share their experience with others in order to influence behavior in a positive manor.

**7. Answer the Findings below by providing information that you believe will assist the Co-Trustees in determining how your proposed activities are compatible with the conservation and management of the natural, historic, and cultural resources of the Monument:**

The Findings are as follows:

a. How can the activity be conducted with adequate safeguards for the cultural, natural and historic resources and ecological integrity of the Monument?

All participants will be monitored by Monument staff while in the water or on land. Participants will also receive safety training, training in how to minimize any potential impacts to wildlife, training in proper cultural protocols and respect, as well as follow all biological protocols. Operation of the NOAA ship and small boats will follow all protocols as outlined within the ship operations permit, as well as actively monitored by Monument personnel. When activities present any potential for disturbance to protected species, or undue disturbance to flora or wildlife they will not be conducted. These decisions will be made on location and following all proper procedures. Monument personnel participating in this expedition have previous experience operating within the Monument and are aware of best management practices, and have been involved in the development of some of these practices. In addition, as with the Boatload of Educators expedition in 2005, cultural protocols will be followed that express proper respect and reverence for these kupuna islands and the NOAA ship personnel will be involved in these ceremonies and protocols.

b. How will the activity be conducted in a manner compatible with the management direction of this proclamation, considering the extent to which the conduct of the activity may diminish or enhance Monument cultural, natural and historic resources, qualities, and ecological integrity, any indirect, secondary, or cumulative effects of the activity, and the duration of such effects? The primary purpose of this activity is to expand and enhance understanding and appreciation for the ocean and island wilderness of the NWHI in such a way as to inspire better stewardship of the resources in the participants local communities, and to promote advocacy for improved environmental stewardship more broadly. Considering the impact previous expeditions of similar nature have had upon participants and their behaviors it is likely that this expedition will have similar positive effect and thus the benefit will outweigh the minimal cumulative impact

incurred by presence within the region. Nonetheless, every effort will be taken to minimize any impact that our presence may have and the areas chosen for visitation will be discussed with researchers and managers to attempt to reduce cumulative impact of regular visitation to any particular areas. One of the stated goals of the proclamation is to understand through Papahānaumokuākea how we can be better stewards of our natural, cultural and historic resources and this will be emphasized during all aspects of the expedition - from the pre-departure activities to the activities conducted within the Monument itself.

c. Is there a practicable alternative to conducting the activity within the Monument? If not, explain why your activities must be conducted in the Monument.

There is not a practicable alternative to conducting the activity within the Monument for there is no other place where the natural character sustained within the Monument can be experienced. Educational expeditions are necessarily limited to reduce impact of mere human presence, but a minimal level of presence by individuals who have demonstrable track records as change agents in their communities can be acceptable given that the cumulative positive impact of sharing of their experience will help to improve overall human relations to their natural environments. The Monument is one of the few places left on Earth where a natural, intact coral reef ecosystem be experienced and thus compared to impacted reef ecosystems. During this expedition participants will also be exposed to the best examples of protected marine areas in the main Hawaiian Islands so that reference points will be highly calibrated, and thus even differences between protected environments in the main Hawaiian Islands and those in the historically protected NWHI will be most evident.

d. How does the end value of the activity outweigh its adverse impacts on Monument cultural, natural and historic resources, qualities, and ecological integrity?

The Alaka'i concept of ambassadors for change using the lessons of the Kupuna islands is a model by which we can build an "army" of change agents who have seen what a near-pristine coral reef ecosystem looks like, and can explain to others what we have lost in our environments near human populations. It is important to have these ambassadors with this "authentic" and personal experience so that they can be strong advocates for behavioral change in others to restore our local environments. We will continue to advocate for change in our behavior through imagery, film, stories, and sharing of experiences but those who can share this knowledge from a personal experience have proven to be some of the most effective advocates of change in others. It is a human connection, and an authenticity that is hard to convey in a world where people do not know whether they can really trust images alone. This human connection is important to help build a contingent of advocates for ongoing protection of the Monument, and to affect changes in how we relate to our local environments. Any small adverse impact incurred as a result of these ambassadors gaining this personal connection is worth it as long as they return from this experience and share what they learned. When this sharing is made a requirement of participation, and individuals chosen for this experience are predisposed to mentor or share with others already, as educators generally are, it is worth the minimal impact.

e. Explain how the duration of the activity is no longer than necessary to achieve its stated purpose.

The duration of this expedition allows the participants to experience several of the primary habitat types found within the Monument, and to not stay much longer. If the expedition was any shorter it would not allow transit to the first atoll environment in the Monument and thus participants would not get a good idea of one of the primary habitats that makes the area unique in the Hawaiian Archipelago.

f. Provide information demonstrating that you are qualified to conduct and complete the activity and mitigate any potential impacts resulting from its conduct.

I have conducted similar expeditions during three previous trips to the Monument, and I have worked for the Monument during the last six years and have been engaged in developing many of the protocols designed to limit impact. I have also partnered with other groups to help conduct safety training for participants to help evaluate their comfort level in the water and physical ability.

g. Provide information demonstrating that you have adequate financial resources available to conduct and complete the activity and mitigate any potential impacts resulting from its conduct. This is a NOAA activity and conducted under the Federal government.

h. Explain how your methods and procedures are appropriate to achieve the proposed activity's goals in relation to their impacts to Monument cultural, natural and historic resources, qualities, and ecological integrity.

Previous performance of similar expeditions should be adequate to demonstrate that I am capable and responsible.

i. Has your vessel has been outfitted with a mobile transceiver unit approved by OLE and complies with the requirements of Presidential Proclamation 8031?

Yes.

j. Demonstrate that there are no other factors that would make the issuance of a permit for the activity inappropriate.

Previous performance of similar expeditions should be adequate to demonstrate that I am capable.

#### **8. Procedures/Methods:**

Participants would meet on O'ahu for three days prior to departure for training in safety, how to have a minimal impact while visiting the Monument, and natural and cultural history of Papahānaumokuākea. This training would be conducted by Monument co-trustees as well as expedition partners such as Waikiki Aquarium, Hanauama Bay, OHA, the Monument research community and others. Participants would also meet with previous members of education expeditions to Papahānaumokuākea and be introduced to the "Alaka'i" or Ambassador to the Monumnet community of educators who will share their experience and welcome this new group into the growing community of educators with kuleana of stewardship for this special ocean region. The Alaka'i program was born out of the Midway Education Program Visioning session held in January of 2008, and is a program that envisions a hui of education and community

leaders who have taken on the personal goal of spreading awareness of the NWHI while utilizing the lessons these "kupuna" islands have to teach us to enhance stewardship in our local communities.

While in the Monument activities conducted will include swimming and snorkeling at Nihoa, Mokumanamana and at French Frigate Shoals, possible shore access at Tern Island and Nihoa, learning from researchers with expertise in the NWHI, and learning from each other about marine and terrestrial conservation issues in the participant's respective regions. Participants would be expected to write daily blogs of their experience, conduct interviews, communicate with media, collect imagery, and where possible interact with students and communities in their local areas. Tools for communication as well as training in use of these tools will be provided to participants.

**NOTE: If land or marine archeological activities are involved, contact the Monument Permit Coordinator at the address on the general application form before proceeding, as a customized application will be needed. For more information, contact the Monument office on the first page of this application.**

**9a. Collection of specimens - collecting activities (would apply to any activity): organisms or objects (List of species, if applicable, attach additional sheets if necessary):**  
N/A - no organisms will be collected.

Common name:

Scientific name:

# & size of specimens:

Collection location:

Whole Organism  Partial Organism

**9b. What will be done with the specimens after the project has ended?**

N/A

**9c. Will the organisms be kept alive after collection?**  Yes  No

N/A

• Specific site/location:

N/A

• Is it an open or closed system?  Open  Closed

N/A

- Is there an outfall?  Yes  No

N/A

- Will these organisms be housed with other organisms? If so, what are the other organisms?

N/A

- Will organisms be released?

N/A

**10. If applicable, how will the collected samples be transported out of the Monument?**

N/A

**11. Is your proposed activity based on a State Department of Education Standards Based Curriculum? If so, describe:**

Activities in the Teacher's Guide to Navigating Change will be used during this expedition and they are aligned to the State of Hawaii DOE Performance and Content standards.

**12. If applicable, describe how you are collaborating with others in any way to reduce duplicative activities in the Monument or elsewhere?**

Activities conducted during this expedition are not duplicative of any other activities.

**13. What materials, products or deliverables will be developed as a result of your proposed activity? Provide a time line for write-up and publication of information or production of educational materials:**

Blogs and other communications will be posted from the ship during the expedition. These will be posted to [www.hawaiianatolls.org](http://www.hawaiianatolls.org) among other sites.

Educators will be creating lesson plans and activities while onboard.

Images and video will be collected while onboard.

More details on products to be created will be provided at a later date since we will be having participants from other countries and the materials that are most useful in their teaching environments are as yet unclear and I do not want to have them develop materials that will not be useful to them, but they will be required to produce appropriate products and conduct at least 3 presentations.

**14. List all specialized gear and materials to be used in this activity:**

Laptops

Digital microscopes

Underwater camera and video equipment

MP3 recorders

Videoconferencing equipment

**15. List all Hazardous Materials you propose to take to and use within the Monument:**

N/A

**16. Describe any fixed installations and instrumentation proposed to be set in the Monument:**

N/A

**17. List all Applicants' publications/references directly related to the proposed project:**

Primary publications can be found on:

[www.hawaiianatolls.org](http://www.hawaiianatolls.org), and in the Teacher's Guide to Navigating Change

With knowledge of the penalties for false or incomplete statements, as provided by 18 U.S.C. 1001, and for perjury, as provided by 18 U.S.C. 1621, I hereby certify to the best of my abilities under penalty of perjury of that the information I have provided on this application form is true and correct. I agree that the Co-Trustees may post this application in its entirety on the Internet. I understand that the Co-Trustees will consider deleting all information that I have identified as "confidential" prior to posting the application.

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Signature

Date

**SEND ONE SIGNED APPLICATION VIA MAIL TO THE MONUMENT OFFICE  
BELOW:**

Papahānaumokuākea Marine National Monument Permit Coordinator  
6600 Kalaniana'ole Hwy. # 300  
Honolulu, HI 96825  
FAX: (808) 397-2662

**DID YOU INCLUDE THESE?**

- Applicant CV/Resume/Biography
- Intended field Principal Investigator CV/Resume/Biography
- Electronic and Hard Copy of Application with Signature
- Statement of information you wish to be kept confidential
- Material Safety Data Sheets for Hazardous Materials

## **Papahānaumokuākea Marine National Monument Compliance Information Sheet**

**1. Updated list of personnel to be covered by permit. List all personnel names and their roles here (e.g. John Doe, Diver; Jane Doe, Field Technician, Jerry Doe, Medical Assistant):**

Vincent Collins, Principal Investigator and Chief Scientist  
T. 'Aulani Wilhelm, Writer and Media Correspondent  
Moani Pai, Mission XO  
Naia Watson, Education and Outreach Coordinator  
Danielle Carter, State of Hawaii Representative/Web Writer  
David Zabriskie, Tern Island Refuge Manager (USFWS)  
Anan Raymond, Archaeologist (USFWS)  
USFWS TBN Staff  
Scott Kekuewa Kikiloi, Archaeologist and Native Hawaiian Cultural Practitioner (University of Hawaii)  
Dr. Jeffrey Drazen, Researcher (University of Hawaii)  
John Yeh, Researcher (University of Hawaii)  
Wayne "Palala" Harada, Native Hawaiian Cultural Practitioner  
Legario "Hank" Eharis, Native Hawaiian Cultural Practitioner  
Mervin Dudoit, Native Hawaiian Cultural Practitioner  
Tirae Tabea, Educator (Kiribati)  
Deyna Marsh, Educator (Cook Islands)  
Craig McGrogan, Educator (Great Barrier Reef Marine Park Authority, Australia)  
Yalap P. Yalap, Educator (Palau)  
Tara Y. Tara, Educator (Kosrae)  
Margaret Tabunakawai Educator (Fiji)  
TBN (Educator, alternate for Fiji)  
Fatima Sauafea-Leau, Educator (Samoa)  
Stephanie Gordon, Videographer  
Ratu Pio Radikedike, Community Trainer  
Donald Hess, Educator (Marshall Islands)

NOTE: An absolute maximum of 2 groups of 10 individuals will access Nihoa Island (upon successful completion of the Section 106 National Historic Preservation Act consultation process). Those individuals will be chosen from the above list.

**2. Specific Site Location(s): (Attach copies of specific collection locations):**

Nihoa Island (Land and Ocean based), Mokumanamana (Ocean based), and French Frigate Shoals (Land and Ocean based)

**3. Other permits (list and attach documentation of all other related Federal or State permits):** None – no additional permits are required.

**3a. For each of the permits listed, identify any permit violations or any permit that was suspended, amended, modified or revoked for cause. Explain the circumstances surrounding the violation or permit suspension, amendment, modification or revocation. Not Applicable**

**4. Funding sources (Attach copies of your budget, specific to proposed activities under this permit and include funding sources. See instructions for more information):**

All activities are funded in whole by the Department of Commerce, NOAA/National Ocean Service, Office of National Marine Sanctuaries,

**5. Time frame:**

Activity start: July 13, 2008

Activity completion: July 25, 2008

Dates actively inside the Monument:

From: July 13, 2008

To: July 25, 2008

Describe any limiting factors in declaring specific dates of the proposed activity at the time of application:

Personnel schedule in the Monument:

**6. Indicate (with attached documentation) what insurance policies, bonding coverage, and/or financial resources are in place to pay for or reimburse the Monument trustees for the necessary search and rescue, evacuation, and/or removal of any or all persons covered by the permit from the Monument:**

The federal government is self-insured.

**7. Check the appropriate box to indicate how personnel will enter the Monument:**

Vessel

Aircraft

Provide Vessel and Aircraft information: Participants will travel to the Monument aboard NOAA Ship HI'IALAKAI

**8. The certifications/inspections (below) must be completed prior to departure for vessels (and associated tenders) entering the Monument. Fill in scheduled date (attach documentation):**

- Rodent free, Date:
- Tender vessel, Date:
- Ballast water, Date:
- Gear/equipment, Date:
- Hull inspection, Date:

**9. Vessel information (NOTE: if you are traveling aboard a National Oceanic and Atmospheric Administration vessel, skip this question):**

Vessel name:

Vessel owner:

Captain's name:

IMO#:

Vessel ID#:

Flag:

Vessel type:

Call sign:

Embarkation port:

Last port vessel will have been at prior to this embarkation:

Length:

Gross tonnage:

Total ballast water capacity volume (m3):

Total number of ballast water tanks on ship:

Total fuel capacity:

Total number of fuel tanks on ship:

Marine Sanitation Device:

Type:

Explain in detail how you will comply with the regulations regarding discharge in the Monument. Describe in detail. If applicable, attach schematics of the vessel's discharge and treatment systems:

Other fuel/hazardous materials to be carried on board and amounts:

Provide proof of a National Oceanic and Atmospheric Administration (NOAA) Office of Law Enforcement-approved Vessel Monitoring System (VMS). Provide the name and contact information of the contractor responsible for installing the VMS system. Also describe VMS unit name and type:

VMS Email:

Inmarsat ID#:

**10. Tender information:**

On what workboats (tenders) will personnel, gear and materials be transported within the Monument? List the number of tenders/skiffs aboard and specific types of motors:

**Additional Information for Land Based Operations**

**11. Proposed movement of personnel, gear, materials, and, if applicable, samples:**  
Participants will all activities proposed on Nihoa Island will be conducted under the supervision of Monument (FWS) staff.

**12. Room and board requirements on island:**

**13. Work space needs:**

**DID YOU INCLUDE THESE?**

- Map(s) or GPS point(s) of Project Location(s), if applicable
- Funding Proposal(s)
- Funding and Award Documentation, if already received
- Documentation of Insurance, if already received
- Documentation of Inspections
- Documentation of all required Federal and State Permits or applications for permits