



PACIFIC  
HISTORIC PARKS  
*\* Remember \* Honor \* Understand \**

A Feasibility Study for an  
Education Institute at  
World War II Valor in the  
Pacific National Monument

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# Executive Summary

In 2011-2012 Pacific Historic Parks (PHP) and the National Park Service (NPS) at World War II Valor in the Pacific National Monument commissioned a feasibility study by the Potrero Group to examine the potential for incorporating an education institute into the programs and activities offered at the National Monument.

## The goals of the feasibility study were to:

- Describe the broad context for NPS-based education institutes
- Evaluate current NPS-partnered education institutes
- Assess current education programs offered at the national monument by PHP and the NPS
- Identify potential partnerships
- Recommend several possible models for developing an education institute at World War II Valor in the Pacific National Monument

## Key Findings of the Study

- Most NPS-related institutes are differentiated based on five criteria:
  1. Age of target audience – Is the audience primarily youth or adults?
  2. Duration of visit – Is the bulk of programming multi-day or less than eight hours?
  3. Program scope – Is the focus on history, environmental topics, leadership, or natural history?
  4. Intended geographic draw of the audience – Is the target audience regional, national, or international?
  5. Management structure – Are key functions performed by the NPS, an associated friends group, or a separate nonprofit formed primarily for running the institute?
- The majority of national park related institutes operate with annual revenues in the range of \$500,000–\$3 million.
- The NPS is very supportive of institutes at sites like World War II Valor in the Pacific; few history-based national park sites have institutes.
- The Potrero Group determined that developing an education institute at World War II Valor in the Pacific National Monument is a viable opportunity and presented four preliminary structures for consideration.

## Potential Models

- **Field Institute:** Short programs for adults focused on military history, Hawaiian experiences of the war, and remembrance. *Audience:* regional
- **Learning Center:** Single day programs for school-age students focused on U.S. history, War in the Pacific, and Hawaiian culture. *Audience:* regional
- **Traditional NPS Institute:** 4-5 day programs for school-age students, teachers, and researchers focusing on history, conflict, international studies, and Hawaiian history. *Audience:* national/regional
- **Leadership Institute:** Programming focused on conflict studies, war studies, peace, and under-represented perspectives in the history of war. Technology would form a core of the program delivery method. *Audience:* international/national



# Introduction

In 2011 Pacific Historic Parks (PHP) and the National Park Service (NPS) at World War II Valor in the Pacific National Monument commissioned a feasibility study to examine the potential for incorporating an education institute into the programs and activities offered at the National Monument. This document is a response to that request.

PHP is widely regarded as one of the most successful NPS support organizations in the country. The NPS maintains many high-quality, internationally significant sites throughout the area affected by the War in the Pacific theatre. PHP supports four of these sites, including the World War II Valor in the Pacific National Monument (Pearl Harbor), Kalaupapa (Molokai), American Memorial Park (Saipan), and the War in the Pacific Historic Park (Guam). PHP raises money to support the NPS, and provides additional functions that include offering education programs and managing a museum-quality bookstore.

The focus of the feasibility study was primarily on the World War II Valor in the Pacific National Monument, but consideration was given to other sites supported by PHP. Valor in the Pacific served as the focal point because of its accessibility, proximity to an urban center, and the breadth of its resources. An institute developed at this site could serve as the gateway for other NPS sites in the region. The study was contracted by and paid for with funds from PHP, but full participation from all levels of the key staff, board, and management from the primary partners was instrumental to the success of the study.

The goals of the feasibility study were to:

- Describe the broad context for NPS-based education institutes
- Evaluate current NPS-partnered education institutes
- Assess current education programs offered at Valor in the Pacific by PHP and NPS

- Identify potential partnerships
- Recommend several possible models for developing an education institute at Valor in the Pacific

PHP hired the Potrero Group, LLC in October 2011 to conduct the feasibility study. From October 2011 through April 2012, the Potrero Group conducted interviews with PHP and NPS staff, board, and senior leadership. The Potrero Group also conducted interviews with park-based institute leaders, potential partners, funders, and nonprofit and NPS leaders. In addition, the Potrero Group examined the business models of several comparable organizations.

This feasibility study began with a look at institute models across the nation. It then moved into a detailed analysis of the current setting and resources at Valor in the Pacific for an education institute, including external perspectives on the opportunity. The study recommends four potential institute options that emerged from the research. This report concludes with an examination of funding, financial, and programming considerations for an education institute at World War II Valor in the Pacific National Monument.

### Notes on Terminology

The authors of this report recognize that a rich partnership exists between the NPS and PHP. Because the development of an institute would involve close coordination between both entities, throughout this document we have chosen to use the term Partnership to signify the combined efforts of the NPS at the national and local levels and the PHP management, staff, and board. For the purposes of this feasibility study, we don't delineate the specific roles of each entity because most of the work will be jointly conceived and funded, and roles will need to be delineated at a later time in the process of developing an institute.

The NPS maintains many sites throughout the War in the Pacific Theater and PHP primarily supports



four of these sites, including the World War II Valor in the Pacific National Monument (Pearl Harbor), Kalaupapa (Molokai), American Memorial Park (Saipan), and the War in the Pacific Historic Park (Guam). For the sake of readability, this report uses Valor in the Pacific to represent the NPS and related sites surrounding the Pearl Harbor area that are collectively referred to as World War II Valor in the Pacific National Monument.

The term “institute” has become a catchall word to describe any number of types of organizations. While the term serves to define a concept (an organization founded for a specific education or research-based purpose), the application of that concept is broad. The use of the word institute does not clearly indicate an organization’s structure or guiding principles. The term can lend cachet to an organization’s brand but is by no means an assurance of quality or scope. There are many park-based education organizations that don’t use the term institute in their name. This report demonstrates that many possible structures and concepts can be contained under the rubric of institute. In general, the term is used here in the broadest sense to indicate a clearly defined set of educational activities that take place under a formalized structure and leadership within the national park context.



# Institutes in Context

In the absence of a strict naming convention, the terminology for park-based education programs has become confusing. Historically within the NPS, the term institute is reserved for immersive residential programs focused on youth education. Over the past two decades many organizations have been developed in association with the NPS that utilize the word institute in their name. While one cannot rely on widely accepted terminology for what the term institute represents, there exist five primary elements that differentiate park-based education institutes. These are as follows:

- Age of target audience
- Duration of audience visit
- Program scope
- Geographic draw of the audience
- Management structure

Each of these elements is described with examples in this report, and they are incorporated into four different models for education programming that might be appropriate for Valor in the Pacific.

## Why Create an Education Institute?

Fundamentally, an education institute can create an opportunity to increase the breadth and depth of park-related education programs without increasing taxpayer expense for park operations. Most education institutes work very closely with the NPS, but the NPS is rarely the sole responsible party for these programs.

The presence of education institutes has been a fixture of the national park system for more than 40 years. Institutes create opportunities to bring many new audiences into a park and magnify the impact of a particular park by offering a range of experiences that are often much more in-depth than NPS ranger-led hikes or educational experiences. It is not uncommon for an institute to serve 20,000 or more visitors per year with high-quality, deeply immersive, and innovative educational experiences that would otherwise be unavailable in the financially constrained environment of the

## NatureBridge

One of the largest and most successful NPS partner-driven education institutes, NatureBridge was founded as Yosemite Institute in 1971. Incorporated as a nonprofit education corporation, the organization was created as a partnership between a teacher wanting to bring his students to Yosemite, the NPS, and the concessionaire. More than 40 years later, NatureBridge operates in five national park locations. Serving more than 30,000 individuals a year, NatureBridge has reached more than 1 million participants. NatureBridge's primary target market is schools. The vast majority of participants are in grades 5-9, and the students typically stay at NatureBridge's facilities for 2-5 days. NatureBridge also offers in-depth teacher workshops, nature-based summer camps, and field seminars. The organization works closely with the NPS and many partners but is not directly affiliated with an NPS friends group or association. NatureBridge has developed a strong fee-for-service revenue model (more than 61% of revenue comes from participant fees) that has allowed it to grow and prosper over its 41-year history. Much of this success can be attributed to the high-quality education delivered, its stunning locations, and the fact that all locations are within a four-hour drive of a major population center, thus ensuring a large potential market for its education offerings.



NPS budget. For example, Yosemite offers residential education opportunities for school children through NatureBridge, Joshua Tree offers seminars for adults through the Desert Institute, and Acadia offers research activities through the Schoodic Education and Research Center (SERC).

## Institute Categories

The majority of NPS-affiliated institutes are found at parks with an emphasis on natural resource interpretation rather than parks known for cultural or historic resources. Although they may not formally be called institutes (even though they serve the same educational function), close to 100 such entities exist through the national park system. As the Partnership considers the development of an institute, there is much to learn from the institute models that exist around the United States.

Within the context of NPS-associated endeavors there exist three broad categories of education institutes (see the Appendix for a list of exemplar institutes and their locations).

### 1. Institutes primarily focused on youth education run by educationally focused nonprofit organizations

This category includes the largest number of programs. Typically each institute is located in

a national park setting and is run by a separate nonprofit education organization or cooperating association. Many institutes in this category have lodging facilities that can accommodate 50-250 students and teachers, and typically students spend two or more days in residence at the park participating in institute programming. Many institutes also offer teacher workshops, seminars, and summer camps. Among the leaders in this category are North Cascades Institute, Teton Science School, and NatureBridge (which operates campuses at Channel Islands, Golden Gate, Olympic, Santa Monica Mountains, and Yosemite).

*Funding:* Typically this is a mix of philanthropic, fee-for-service/participant fees, and revenue sharing from other organizational activities (like bookstores or interpretative tours).

### 2. Learning centers and research/education partnerships

Learning centers (centers) have been developed to facilitate research efforts and provide education opportunities. Usually the educational experiences at learning centers are of shorter duration and are less immersive than those at an institute. They are places where science, history, and education come together to preserve and protect areas of national significance. Centers have been designed as public-private partnerships that involve a wide range of



people and organizations including researchers, universities, educators, and community groups.

One of the primary goals of the centers is to attract non-NPS scientists to conduct research in national parks. These scholars then assist managers by conducting research on prioritized park projects. In turn, research results help park managers in making science-based decisions.

Across the nation, 19 federally managed research centers exist, including the Jamaica Bay Institute, Pacific Coast Science and Learning Center, Schoodic Education and Research Center (SERC), and the Appalachian Highlands Science Learning Center. These centers typically receive a high proportion of their funding from federal sources.

*Funding:* Typically these institutions are financed through federal funding or a combination of federal/private grants and philanthropy.

### **3. Institutes focusing on broad environmental or park management issues**

This broad category of institutes includes organizations primarily dedicated to educating and training park professionals and/or organizations focusing on the intersection of national parks with broader environmental issues. The Conservation Study Institute

(CSI) is the most established of these organizations and focuses on leadership development of park and conservation professionals. CSI is led by an NPS professional, and financing primarily comes from federal funds. The National Parks Institute (NPI), located at the University of California, Merced, is a collaborative program focused on bringing together international and domestic park leaders for a two-week intensive learning environment at Golden Gate National Recreation Area and Yosemite National Park.

The Center for Park Management (CPM) and the Institute at the Golden Gate both focus on supporting innovative program development within the NPS. The CPM is part of the National Parks Conservation Association, and is focused on providing consulting and leadership services to parks and other natural resource agencies. The Institute at the Golden Gate is a program of the Golden Gate National Parks Conservancy, and focuses on “connecting, collaborating, inspiring, and creating action” by leaders gathered at their location in the Golden Gate National Recreation Area. The Institute at the Golden Gate has helped incubate several high-profile cross-sector initiatives such as Food for the Parks and Park Prescriptions.

*Funding:* CSI is financed with NPS funds. NPI is co-managed between the NPS and the University of



California, Merced and is primarily funded through federal and philanthropic funds. Both CPM and Institute at the Golden Gate receive a mix of philanthropic, fee-for-service/participant fees and revenue sharing from other organizational activities such as bookstores or interpretative tours.

### Other Categories

While stretching the idea of a park-based institute, the following three categories of programs are within the boundaries of the concept and are listed to inform PHP's decision process on forming an institute:

#### 1. Federally managed training and research centers

The federal government manages numerous learning centers that bring together leaders to solve sector specific problems. The most relevant of these models to PHP is the National Conservation Training Center (NCTC). The NCTC is managed by the U.S. Fish and Wildlife Service. At its West Virginia campus, the NCTC has overnight and dining facilities for hundreds of people nightly, a museum, and a library. It also houses archival films, photos, and documents chronicling the history of wildlife conservation. In addition to its convening resources, the NCTC hosts learning seminars, webinars, a video library, an image library, and satellite broadcasting. The archival collection, library, satellite broadcasting, and convening functions might be worth emulating in a Valor in the Pacific-based institute.

*Funding:* The NCTC is primarily financed from congressional appropriations and participant fees.

#### 2. Educational experiences led by concessionaires and/or cooperating associations

Numerous concessionaires and cooperating associations run high-quality education programs augmenting the NPS's own education programs. Among the most prominent are the programs run by the Desert Institute at Joshua Tree, the education programs at Yosemite National Park provided by the Delaware North Company, and the Alcatraz audio tour provided by the Golden Gate National Parks Conservancy. The Partnership already contains some of these elements in its programming

*An education institute at Valor in the Pacific has the potential to remake the image of the National Monument and give it a bigger presence in the state of Hawaii.*

**Geoffrey White**  
*Pacific Historic Parks Board Member and Professor of Anthropology, University of Hawaii*

and this section is included to show the context for this work.

*Funding:* The cost of these programs may be underwritten by the concessionaire/partner, but for several of the programs the revenues far exceed the cost and thus allow other park-based education opportunities to be underwritten by these activities.

#### 3. Policy and thought-leadership institutes not affiliated with the NPS

One of the largest and most successful of these institutes is the Aspen Institute with locations in Washington, DC; Wye River, Maryland; and Aspen, Colorado. The Aspen Institute has earned an international reputation for its policy programs, seminars, and public conferences and events. These activities serve as nonpartisan forums for analysis, problem-solving, and leadership development for a broad range of societal issues.

*Funding:* The Aspen Institute and other institutes of its type are typically funded by a mixture of philanthropic sources and participant fees.

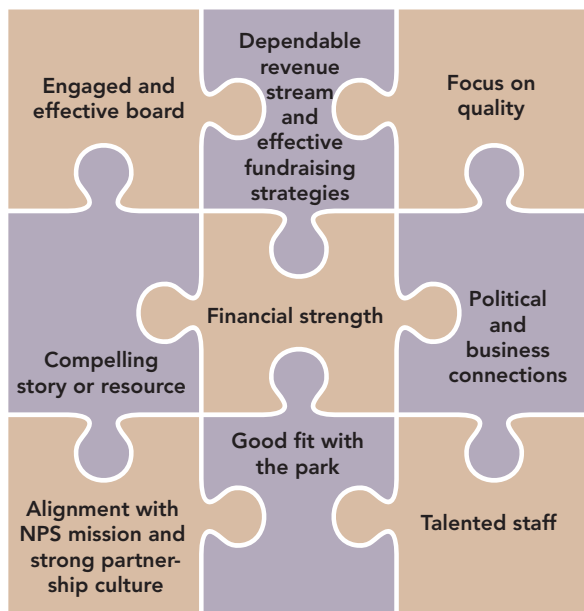
## Essential Elements for a Successful Institute

While no clear formula for success exists, our research has identified nine drivers for success. These are illustrated on page 8.

Examination of the Partnership showed that many of these traits are already present. To incubate a

## Excellence in Institutes

Successful institutes have the following attributes:



successful institute, many of the current strengths will need to be maintained and strengthened. The strong and effective board presence will be a guiding force throughout this project. The stories that Valor in the Pacific has to tell are incredibly compelling. Creating a reliable revenue stream is surely the greatest challenge the Partnership will face.

## Challenges Institutes Face

In speaking with institute directors across the country, the following six challenges were identified:

- Capital-intensive – Start-up and early funding costs more than anticipated
- Difficult to scale – High ratio of labor costs and low-margin nature of the business
- Staffing – Talent pool is small and the positions often do not pay enough to attract top talent
- Governance – Board members may vary in their commitment to the many aspects of an education mission

- Partnership – Complexity of jointly managing education operations
- Financial self-sufficiency – Challenging unless revenue-sharing opportunities exist or strong fee-for-service opportunities can be developed

## Management Structures of Existing Institutes

There are several options for an institute's organizational structure. There is no one best option — the composition of an institute is a reflection of its context, constraints, and opportunities combined with the vision of the personnel behind its creation. The one constant is that the NPS and the cooperating association work together to support the institute's mission. While the partnership relationship is consistent in most institutes, the responsibilities of institute leadership span a continuum.

Most NPS-related institutes fall within one of three models:

- 1. The institute is managed by an NPS-related but separate nonprofit organization that is specifically incorporated to offer institute activities.**

### Examples

Teton Science School, North Cascades Institute, NatureBridge, SERC

### Strengths

- High-quality programs because the organization exists for a single purpose
- Flexibility in organizational structure
- Ability to attract a high-quality staff and board because the organizational purpose is very clear
- Ability to move quickly as a private entity

### Weaknesses

- The financial risk at start-up is high because the organization is unknown and/or untested
- Potential for challenges with the NPS because the partner organization may not always be closely aligned with the NPS on key activities

## 2. The institute is managed by an NPS cooperating association, friends group, or concessionaire.

### Examples

Crissy Field Center, Desert Institute, Institute at the Golden Gate, Cuyahoga Valley Environmental Education Center, Delaware North Company's education activities at Yosemite National Park

### Strengths

- Ability to build upon the reputation of the cooperating association/friends group
- Less risk at start-up if friends group/cooperating association is financially stable
- Ability of the friends group/cooperating association to cross-subsidize activities of the institute

### Weaknesses

- Potential for dilution of the core purpose of the friends group/cooperating association
- Potential for the institute to be constrained by the activities of the friends group/cooperating association

## 3. The institute is run by the NPS or other governmental agency.

### Examples

National Conservation Training Center, Jamaica Bay Institute, Pacific Coast Science and Learning Center, Independence Institute, Tsongas Industrial History Center

### Strengths

- Close alignment with the NPS
- Strong brand opportunity for the NPS
- With secure federal funding, may be very financially stable

### Weaknesses

- Less flexible because of governmental or bureaucratic constraints
- May be difficult to develop philanthropic capital if the institute is run by the government





# Analysis of Valor in the Pacific's Opportunity to Create an Institute

PHP's recent track record certainly confirms its reputation as one of the most successful cooperating associations in the country. The completion of a new state-of-the-art visitor center funded by a highly successful \$56 million capital campaign and the recent expansion of its base of operations have created significant momentum for the organization. The completion of the Pearl Harbor Visitor Center raised the bar for Valor in the Pacific's operations and PHP's demonstration of effectiveness. The Partnership is well poised to take on the next challenge, and developing robust education programming provides a compelling opportunity.

## The State of Current Education Programs

Until recently, there was a lack of well-developed institutional support for education programs at Valor in the Pacific. This has changed over the last several

years, first with PHP and then with the NPS providing support and resources for education program development. The current programs offer a breadth of activities jointly managed by PHP and NPS staff. Currently, the education programs and staff are supported by a committee that includes board members with academic affiliations. The current education programs range across all age groups and include on-site activities as well as distance learning. While each program has successful elements, the current grouping may lack a comprehensive structure and focus.

- Daily on-site school group visits
  - This is the highest volume component of the education programs, with upwards of 20,000 school-age children visiting the park annually.
  - A broad range of staff members (both PHP and NPS) is utilized to meet the visiting groups.
  - Material and curriculum have been didactic in nature but are in the process of being

## Institutes at Historic Sites



There are not many examples of education institutes at NPS historical sites, but the Tsongas Industrial History Center serves as a significant exception to this trend. The Industrial History Center is the formalized education program that takes place at Lowell National Historic Park. The joint venture between the NPS and the University of Massachusetts at Lowell has been in operation for 20 years. Each entity provides a portion of funding for staff and operations of the center. The center offers teacher workshops funded by the

National Endowment for the Humanities as well as a hands-on center where students learn about the American Industrial Revolution. The stated mission of the Center is:

- To encourage K-12 teachers, students, and youth groups to study the social, economic, and environmental causes and consequences of industrial development, decline, and renewal
- To assist the university and schools to strengthen public education in the region
- To assist national parks to expand their education partnerships and programs

updated based on NPS standards. The new curriculum will emphasize inquiry-based learning and facilitation methods.

- The 10th-grade program is in development and will include pre-visit activities, a 45-minute inquiry-based program, debriefing following the tour of the facilities, and post-visit activities.
- The programs will be expanded to include 5th-graders.
- While the targeted audience is large, the impact of these programs is dependent on successful outreach activities.
- Annual teacher workshops
  - The workshops include site visits, presentations, and hands-on curriculum-based discussions over a five-day period.
  - The programs began in 2004.
  - Two one-week programs are offered per summer for high school teachers.
- Most programs have been funded with National Endowment for the Humanities grants.
- The average total of participants per week has been 40 American and five Japanese teachers.
- The focus for 2012 is on teachers based in Hawaii.
- Video conferencing
  - The programs are offered to local, national, and international schools.
  - Witness to History is a one-hour video conference program that includes interviews and storytelling with Pearl Harbor survivors.
  - The average total of programs offered per year is 64.
- After Dark in the Park lecture series
  - The events are developed to support community outreach.
  - The lectures are given by NPS staff and PHP board members.

## Analysis of Current Educational Programs

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Stability and predictability</li> <li>• Scale of operations</li> <li>• Low cost</li> <li>• Compelling stories</li> </ul>	<ul style="list-style-type: none"> <li>• Limited scope and scale</li> <li>• Understaffed</li> <li>• Lacks impact metrics and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Engage local populations</li> <li>• Develop partnerships</li> <li>• Harness technology to scale impact</li> </ul>	<ul style="list-style-type: none"> <li>• Legacy is waning</li> <li>• Other providers could develop programs</li> <li>• Organizational challenges</li> </ul>

## Distance Learning Trends

The National WWII Museum in New Orleans has developed widely acclaimed education programming such as virtual field trips, focused curriculum modules, and study resources for students. Last year the museum received a Pinnacle Award for its video programming. Over the last five years, these programs have brought museum educators into hundreds of classrooms. Currently nine programs have been developed, including one each on the War in the Pacific and Pearl Harbor. The one-hour programs are fast paced and interactive and marketed through an education video conferencing clearinghouse.

Despite the success of this type of distance learning program, the platform is expensive and has limited reach. Currently, the National WWII Museum is shifting its focus to the development of webinars. While not as interactive as video conferencing, webinars can potentially reach a larger audience. Up to 10,000 students participated in recent web-based education programs.

- Five programs have been offered in the last year.
- The average attendance is 100.

While individual components of the current education programs are successful as stand-alone programs, the aggregate of the programs lacks a cohesive and unifying focus. This is a result of programs being developed one at a time over the last several years, and certainly it should not be viewed as a failure of any individual or either organization. One of the compelling reasons to develop an institute is to provide a structure and overarching framework for developing focused and complementary education programming.

Further development of the education programs will require the institutional support of a leader who will pursue a clearly defined agenda. This agenda should be developed around a focused vision with defined goals and performance metrics. There is a small but talented cadre of institute leaders around the nation who can serve as a valuable resource for crafting programs, strategies, and agendas.

## Support for an Education Institute at Valor in the Pacific

The Potrero Group interviewed many of the staff and board members of the Partnership. There is a broad range of perspectives on the idea, from skeptical to passionate and visionary. Most of the interviewees indicated that the idea of an institute

at Valor in the Pacific is new to them, and most were not familiar with institutes at other NPS sites. Certain individuals see the idea of an education institute primarily as the vision of the NPS staff and are happy to follow their lead. Other individuals see the development of an institute as an opportunity to increase the depth and breadth of education programs associated with the park. They are excited about the opportunities that this will create.

Staff and board members view the concept of an institute through the lens of PHP's current education programs. The shape of the trajectory from the present to the future is unclear to many people, but interviewees expressed excitement about developing more robust and comprehensive education programming. Individuals have multiple ideas for the institute's focus; these range from offering engaging and meaningful experiences to school-age children to becoming a nationally recognized repository for the study of the War in the Pacific. There is also a consistent thread of interest in actively engaging the local Kama'aina population more deeply. It will require effort and focused leadership to create a shared vision among the stakeholders.

## Resource-Rich Environment

There is a breadth of intangible and concrete resources related to the War in the Pacific and World War II Valor in the Pacific National Monument that could be woven into an education institute's programs. The site is attractive and is the most

visited tourist site on Oahu. In 2011, almost 1.7 million people visited Valor in the Pacific.

Valor in the Pacific's sister sites provide an opportunity to increase the depth and the scope of an institute's programs both through geographic expansion and broader themes. Guam and Saipan have steady growth in their international attendance and have recently developed cutting-edge education programming. While Kalaupapa currently has substantial access barriers, its compelling story has significant themes that overlap with the War in the Pacific. In parallel with the story of the Japanese internment, Kalaupapa offers an opportunity to weave strong themes of isolation and confinement into the content of the institute's programming.

### Tangible Park-based Resources

- Chief Petty Officer bungalows
  - Possible site for institute
- Ford Island
  - Rich site for developing experiential education opportunities
- Pearl Harbor Visitor Center
  - Opportunity to engage residents
- Arizona Memorial
  - Currently an important focal point of Valor in the Pacific's programming
- Joint ventures
  - USS Bowfin
  - USS Missouri
  - Pacific Aviation Museum
- Artifacts, photos, and documents
  - Access is currently limited

### Partnership and Education Resources

- Universities
  - University of Hawaii
  - University of Hawaii, Western Oahu
  - University of Guam
  - University of California
  - Hawaii Pacific University
  - Brigham Young University, Hawaii
  - Kapi'olani Community College

- Museums
  - National WWII Museum
  - Bishop Museum
- Sister sites across the world
  - Hiroshima Peace Memorial Museum
  - Atomic Bomb Museum
- Kama'aina/local resources
  - Opportunity to make off-limits places accessible and relevant
  - Opportunity to increase volunteer presence
  - Connection of Hawaiian heritage with recent historical events
- NPS resources
  - War in the Pacific Historic Park (Guam)
  - American Memorial Park (Saipan)
  - Manzanar National Historic Site
  - NPS sites on Bainbridge Island
  - Vast archives of cultural/historical artifacts and documents

## The Power of Academic Partnerships

**"University partnerships are essential to the success of park-based education institutes."**

*Patricia Jones, Chief of Interpretation, Independence National Historic Park*

Regardless of the structure of an education institute, there is often a beneficial synergy that can be developed between the institute and a local university. The Desert Institute at Joshua Tree National Park is run under the auspices of the park's cooperating association and its primary focus is adult education. Through its partnership with the University of California, Riverside, the Desert Institute offers a number of college credit classes. The Tsongas Industrial History Center is a nationally recognized learning center based on a strong partnership between the University of Massachusetts Graduate School of Education and the NPS. Partnerships can enhance visibility and credibility for both parties. Opportunities such as learning labs, field experience, intern placements, and real-time curriculum development provide unique and valuable resources for both the university and the park.

## Program Scope

The story of the War in the Pacific is rich and compelling, and an institute could take many potential directions. This historical event provides a storyboard to engage a broad spectrum of interested participants. Education is at the core of PHP's mission, and the development of an institute at Valor in the Pacific provides an opportunity to develop the capacity of education programming. The strength of the institute will primarily rest upon its clarity of purpose and its focus.

Deciding on a focus for the institute's programs will be critical. Given the breadth and scale of the story of the War in the Pacific, it will be necessary to emphasize a few select themes. One position is that of honoring and remembering. At its simplest, this can be thought of as looking backward to embrace the historical moment. The legacy of loss and heroic efforts can be conveyed by highlighting individuals and events surrounding the War in the Pacific. Another option would be to look forward and to use the War in the Pacific as a departure point for exploring broad topics that have universal relevance. While the two themes are not mutually exclusive, it will be



**Pacific Historic Park's support of Kalaupapa presents an opportunity to weave the unique and compelling story of this place into the broader themes addressed by Valor in the Pacific. In the short and medium term, an education institute can provide structure for visitors to contemplate and reflect on Kalaupapa from a distance. The themes of heroism, segregation, isolation, and compassion all have profound relevance to the stories of the War in the Pacific. By broadening the scope of the institute's programming, the story of Kalaupapa would engage the local as well as international audience more deeply. The long-term opportunities at the park are compelling and should be explored in more detail as the planning for an institute continues.**

important for the institute to operate from a consistent place on the continuum. With many themes to choose from, the challenge for developing the mission and vision of an institute will certainly be more about deciding what *not* to include.

Below are numerous themes that emerged in interviews that could be used to develop curriculum modules or programmatic foci:

- Witness to history
  - Honoring and remembering
  - Perpetuating a waning living legacy
  - Accurately recounting the lead-up to the war
  - Accurately telling the history of the battles in the Pacific
  - Post-war story
- Sacrifice
  - Making the story relevant and meaningful to future generations
- Peace
  - Learning from a broad tapestry of stories to prevent history repeating itself in the Pacific region
  - Offering historical perspectives on conflict resolution
  - Highlighting Japanese/American relations as a transition from bitter enemies to strong allies
- Internment
  - Showing the themes of injustice and segregation
- Conflict, destruction, and resolution
  - Partnering with Hiroshima Peace Memorial or other iconic sites
- International relevance
  - Focusing on an iconic place for Americans but increasing Asian attendance
- Alternative perspectives
  - Highlighting the history of women who served as Air Force Service Pilots
  - Focusing on the involvement of African American pilot squads
- Kalaupapa
  - Meaningful stories of isolation and injustice





# External Perspectives on Developing an Education Institute at Valor in the Pacific

As part of this feasibility study, the Potrero Group discussed various options for the development of an institute with representatives of different organizations. This afforded valuable outside perspectives on the options under consideration by the Partnership.

Below is a summary of the key findings from the external conversations and review of related data.

## Comparable Organizations' Perspectives

- Forming a collaborative culture with the NPS has been important to their success.
- The start-up phase of launching an institute is challenging.

- The idea of an education institute at Valor in the Pacific sounds exciting, important, and relevant.
- A diverse revenue stream (mixture of funding sources including fee-for-service, philanthropy, and government funding) is key to success in this field.
- Engaging local populations draws significant philanthropic resources that can offset other costs.
- Several comparable organizations expressed excitement about their successes in extending their work beyond their physical presence through the use of technology.

## Funders' Perspectives

Given PHP's remarkable success in fundraising for current infrastructure and programs, it appears that

current funders would have interest in future PHP projects. The Potrero Group interviewed numerous funders within the environmental arena that are not currently funders of PHP. Below are the significant trends that emerged from conversations with these organizations:

- Because of the challenges of the current economy, most funders expressed that they are taking on few new grantees. Most are focusing on helping current grantees and organizations through the present difficult economic conditions.
- Several institutions mentioned that PHP seems particularly well suited to corporate and individual funding sources.
- Several individuals remarked that the Holocaust Museum is an excellent model to emulate; the Museum portrays a difficult subject in a moving yet tactful way.
- Several funders emphasized the importance of park programs reaching local and underserved audiences.

## NPS Perspective

The Potrero Group spoke with several current and former NPS leaders outside of Valor in the Pacific. The following themes emerged:

- The leadership of the NPS continues to embrace education partnerships as an effective model for extending the reach of the NPS.
- NPS Director Jon Jarvis's *Call to Action* document clearly highlights the role of education and the importance of reaching underserved audiences.
- The NPS recognizes that it has numerous successful institutes devoted to sites focused on natural resources. They would like to see more

*The National Park Service is moving away from the classic interpretative model and is becoming the facilitator of discussions about "big issues" and how people can tell their own stories.*

**Julia Washburn**  
*Associate Director for Interpretation and Education,  
National Park Service*

high-caliber institutes associated with NPS historic sites. Institutes at historic/cultural sites are rare within the NPS, and an institute at Valor in the Pacific could define the gold standard in institutes located at sites with a primary emphasis on historical and cultural resources.

- The NPS is changing the nature of how interpretation and education are delivered in national parks. Historically, interpretation focused on the telling of facts and the conveyance of information. Increasingly, the NPS is focused on telling America's stories through inquiry-based learning. The NPS is also interested in having visitors see and experience their own stories through interaction with the park resource.
- The NPS is recognizing that the park system is critical for teaching science and historical literacy to Americans. The NPS may contain the largest network of informal learning centers in the nation, and perhaps the world. Given this resource, the NPS has an obligation to remain on the cutting edge of learning and education.



# Recommendations

## Overview

The combination of historical context, powerful resources, and easy access to a substantial urban population base makes a compelling case for forming an institute at Valor in the Pacific. The proximity to several universities further bolsters the potential for creating robust curriculum and partnerships.

As the Partnership considers the development of an institute, we recommend that the following factors be carefully considered:

### 1. Age of target audience

- Should the primary focus be on school-age children, adults, or multi-generational programs?

### 2. Duration of audience visit

- Should the primary focus be on day programs, multi-day programs, or overnight programs?

### 3. Program scope

- Of the many possible themes enumerated

above, which are the most compelling to the Partnership and to target audiences?

### 4. Intended geographic draw of the audience

- Will the primary audience be regional, national, or international?

### 5. Management structure

- Will a separate nonprofit be created to house the activities of the institute, or will it become part of the operations of PHP or the NPS?
- If the institute becomes part of the PHP organizational structure, what mechanisms can be put into place to ensure that it gets the resources it needs and doesn't detract from the core exemplary support operations of PHP?

### 6. Financial considerations and business plan development

- It will be critical for a robust business plan to be developed for the model(s) selected by the partnership. A section on finances below details a general range of likely costs associated with sample models.

## 7. Fundraising considerations

- Any institute model will need significant fundraising support. We recommend that a fundraising study be commissioned once the business plan is complete.

## 8. Branding considerations

- Branding of the new structure will be important. The Partnership will need to decide on a brand identity. Below are a list of potential names that inform this conversation:
  - Pearl Harbor Learning Center
  - Valor in the Pacific Learning Center
  - Ford Island Institute
  - Institute for Conflict Studies at Valor in the Pacific
  - World War II in the Pacific Institute
  - War in the Pacific Institute
  - Pearl Harbor Institute
  - Pacific Historic Parks Institute

Based on the conceptual framework and structural parameters, we present four possible models for developing an institute associated with Valor in the Pacific. There are many possible variations, but this document presents them as discrete models for ease of comparison. In reality, the Partnership will likely borrow from each of these models to create a model that leadership embraces for its education goals and its achievability, both financially and logistically.

While overnight accommodations are not essential, many successful NPS-related institutes provide multi-day immersive experiences in their respective parks. These immersive experiences have become the backbone of many institutes and they typically provide a significant source of fee-for-service revenue. Given the significant real estate assets on nearby Ford Island and surrounding areas, the current lack of overnight accommodations could initially be overcome through partnership arrangements with other organizations.

In the following pages we detail the four models. Below is a summary:

**Field Institute:** Half-day to full-day programs for adults focused on military history, Hawaiian experiences of the war, and remembrance.

*Audience: regional*

**Learning Center:** One-day programs for school-age students focused on U.S. history, War in the Pacific, and Hawaiian culture.

*Audience: regional*

**Traditional NPS Institute:** Three-five day programs for school-age students, teachers, and researchers focusing on history, conflict, international studies, and Hawaiian history.

*Audience: regional/national/international*

**Leadership Institute:** High-level adult programming focused on conflict studies, war studies, peace, and under-represented perspectives in the history of war. The program would reach an international audience, and technology would form a core of the program delivery method.

*Audience: regional/national/international*

## Model 1: Field Institute

### Concept

This type of program would be managed by PHP and emphasize adult education and community engagement. The Desert Institute at Joshua Tree National Park is a viable model for this type of structure. This model would allow PHP to build upon its resources and reputation and to scale its current programs.

### Duration

Short programs lasting three to eight hours

### Audience

This model would focus on regional and adult education and would create the possibility of tailoring programs to tour groups and high-end travel operators.

### Programs

- Focus areas would include military history, honoring, remembering, and Hawaiian experiences of the war.

- After Dark in the Park could be expanded and include off-site programming.
- A mix of programming could be developed to engage both residents and tourists.
- Service learning programs could be developed.
- Volunteer docent programs could be developed.
- Partnerships with tour companies could be leveraged to support off-site lecture series and tours.
- A partnership with the University of Hawaii could be developed to provide credited classes on topics ranging from archiving to oral history to the study of the War in the Pacific.

### Structure

The learning center would be managed by PHP. This type of program is separate from but associated with the NPS, and the NPS approves program development.

### Finances

- \$500,000–\$1 million in start-up costs
- \$500,000–\$800,000 in annual operating costs, much of which could be recouped by participant fees

## Model 2: Learning Center

### Concept

This model would be focused on school-based education programs. A partnership with the University of Hawaii's education program would support and benefit the institute by providing intern opportunities as well as real-time applications of curriculum development. This model would provide a strong brand opportunity for the NPS. The Tsongas Industrial History Center at Lowell National Historic Park is an exemplary model for this type of structure.

### Duration

This programming would focus on one- to two-day events but would not include immersive overnight experiences.

### Audience

The curriculum would be tailored toward regional school-age children.

### Programs

- The learning structure would be inquiry-based.
- Teacher training workshops could be developed.
- Site visits and outreach to school groups of all ages would be incorporated.
- The focal points for curriculum development would be 5th and 10th grades.
- Distance learning programs could be developed with the support of content created by PHP.
- A mobile unit could bring the resource into the community.

### Structure

PHP would facilitate the funding of the center's programs but the NPS would be responsible for their execution. NPS staff would be responsible for programming, likely in partnership with a local university. This would be a less flexible structure given the constraints of the governmental leadership configuration.

### Finances

- \$400,000–\$1 million in start-up costs
- \$500,000–\$800,000 in annual operating costs, much of which could be recouped with participant fees and fundraising

## Model 3: Traditional NPS Institute

### Concept

The programming would be experiential and immersive. Overnight accommodations would need to be developed, with the Chief Petty Officer bungalows serving as a potential site for operations. NatureBridge and the North Cascades Institute are exemplars of this model. Summer service learning programs could also be developed. This type of programming is increasingly popular, as parents seek more authentic and substantial summer learning experiences for their teens who are preparing for the competitive college admissions process.

### Duration

Three- to five-day immersive residential programs



## Model 4: Leadership Institute

### Concept

This concept would be the most innovative of the four models presented. The structure would be a hybrid of the institutes focused on leadership or broader environmental issues, such as the Aspen Institute, NCTC, and the Institute at the Golden Gate. It would utilize the many leadership lessons of the War in the Pacific and serve as a catalyst and facilitator to a broad audience. It would also use the many archival resources of the NPS and make these widely available to the public through the use of innovative technology. The institute would be a source of leadership, training, and education for leaders, academics, and students. This type of institute has the potential to develop influential and dynamic partnerships with universities, governments, and nongovernmental organizations around the world.

### Duration

Programming would span half-day to five-day programs with the possibility of longer-term residencies.

### Audience

The targeted participants would be demographically broad and international.

### Programs

- The use of technology would scale the impact of the institute.
- Multiple delivery techniques would reach multiple audiences.
- Topics would include conflict studies, war studies, peace, and under-represented perspectives in the history of war and conflict.
- A website would be developed with comprehensive content.
- A rich document and artifact library would be available for participants.
- Seminars and symposiums would be offered.
- Joint programs with other institutes could be developed.
- A scholar-in-residence program could be offered.

### Audience

This type of institute would have a broad reach including off-island, mainland, and international students.

### Programs

- Programs would emphasize history, American studies, social science, Hawaiian studies, and military history.
- Intensive multi-day teacher training workshops would emphasize the above topics.
- Field seminars would bring together researchers, locals, and retired history enthusiasts for immersive experiences at the sites.
- Development of virtual programming could bring more of the parks' resources into classrooms through the use of electronic media. The curriculum extends the reach and impact of the Institute at Valor in the Pacific into classrooms throughout the nation.

### Structure

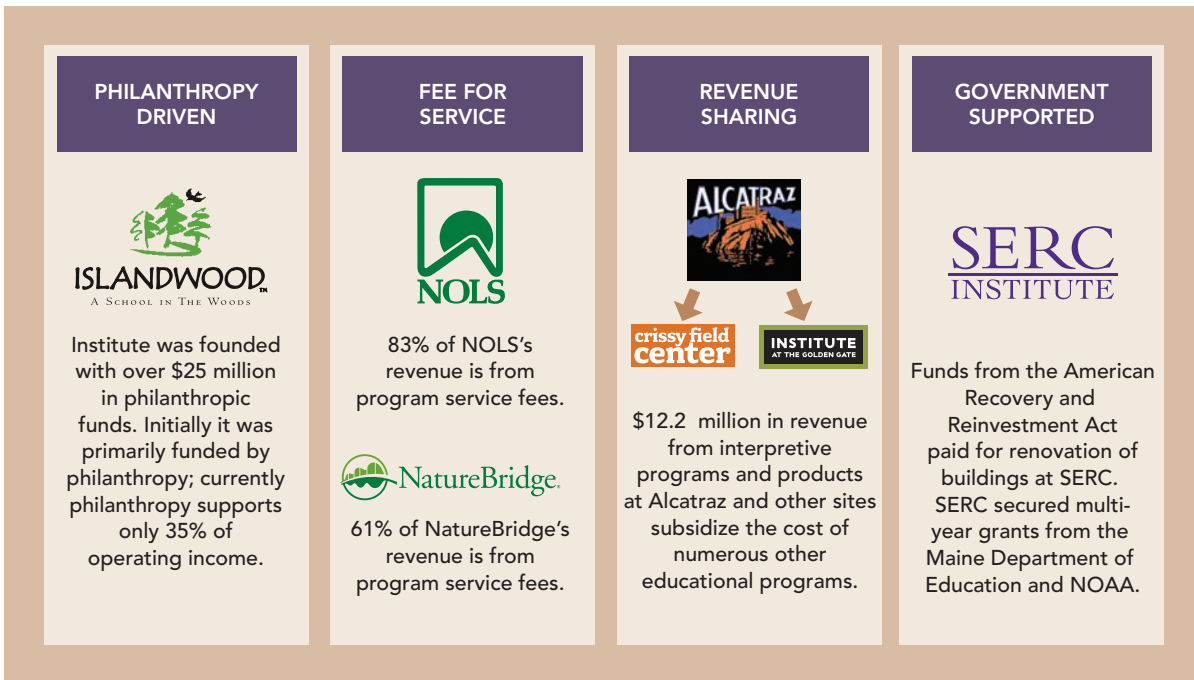
- An educational nonprofit organization would be specifically incorporated to offer institute activities. NPS staff would be integrated into the program offerings. PHP would serve as the founding organization, assist with fundraising and financial support, and retain seats on the board.

### Finances

- \$2–\$10 million in start-up costs
- \$500,000–\$2 million in annual operating costs, much of which could be recouped by participant fees and fundraising

## Primary Funding Models for Institutes

Most institutes are funded by a combination of the following approaches. The examples below are more heavily weighted toward one approach.



- A partnership could be created with local universities to provide credited classes on topics ranging from peace studies to oral history to the study of the War in the Pacific.

### Structure

Although this structure includes affiliation with the NPS and PHP, it would be run by a nonprofit corporation established solely for leading the institute. This type of structure has the potential to have a diminished association with the NPS. The capacity-building phase in this kind of organization can be very challenging.

### Finances

- \$1–\$2 million in start-up costs
- \$1–\$3 million operating costs
- Potential for significant earned revenue from seminars and symposia
- Would require significant seed money because reputation-building phase can be protracted

## Financial Considerations

An important next step will be to develop a detailed business model for whichever concept is chosen. Most NPS-related institutes are funded by a combination of philanthropy, fee-for-service activities, revenue sharing, and direct government funding.

The schematic above shows how some leading education programs across the nation are funded (this includes some institutes not affiliated with the NPS).

Each organization's funding mix reflects the particular environment in which it operates. There appears to be little correlation between an institute's success and its funding strategy. If the Partnership were to start an institute, likely it would develop its own unique mix of the funding sources listed above. All institute leaders with whom we spoke emphasized the critical importance of start-up capital. Most institutes struggled in their early years with capital unless they raised substantial up-front funds for the

work. Depending upon the ambitions of a particular institute, start-up capital requirements range from \$3–\$15 million are common.

While a detailed business plan would need to be completed prior to commencing on a path at Valor in the Pacific, the organization would at minimum need to plan for the following key expenditures. These estimates span the full range of potential models and are based on other NPS institutes.

- \$500,000–\$15 million in start-up and infrastructure costs
- \$100–\$300,000 in planning costs
- \$1–\$3 million in annual operating costs (approximately 30-60% of which can likely be offset by participant fees)

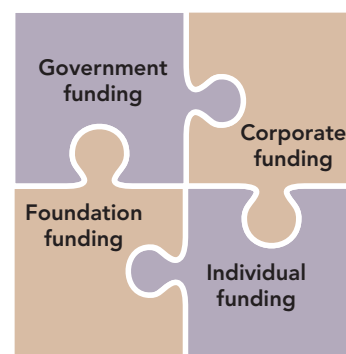
Given the organization’s strong background in developing fee-for-service products and services, it may be reasonable to assume that a significant portion of the institute’s annual operating costs could be offset through additional revenue generating activities.

Below is a selected list of financial indicators from comparable organizations.

## Fundraising Considerations

PHP has a successful development track record. Given the recent success in raising capital monies to support the new visitor facilities at Valor in the Pacific, it is likely that many current PHP funders will be inclined to support an institute at Valor in the Pacific. Programmatic fundraising has very different dynamics from capital fundraising, and it will be important to undertake a comprehensive fundraising study. This study will hopefully demonstrate the likely fundraising opportunities and challenges that fundraising for an institute will present.

Many of the interviewees for this feasibility study mentioned that sustained operating and educational programming funding has been much harder to secure than capital or start-up funds. This would suggest that it might be worth considering forming an endowment. Several highly successful institutes are funded by spin-off revenue from other organizational activities. It may



## Financial Indicators from Comparable Organizations

	SERC INSTITUTE	NORTH CASCADES INSTITUTE	GLACIER INSTITUTE	CANYONLANDS FIELD INSTITUTE	TETON SCIENCE SCHOOL	NATUREBRIDGE
Contributions/ Grants	\$ 1,704,760	\$ 1,616,818	\$ 133,382	\$ 95,776	\$ 1,991,095	\$ 5,470,119
Program Service Revenue	220,005	1,419,505	231,557	182,654	7,139,420	10,311,797
Other Revenue	18,218	187,664	22,129	3,572	566,444	398,263
Total Revenue	1,942,983	3,223,987	387,068	282,002	9,696,959	16,180,179
Salaries	469,444	1,454,198	160,778	137,474	5,782,858	6,999,554
Total Expenses	1,535,789	2,930,406	296,079	338,452	11,418,602	12,899,614
Revenue Less Expenses	407,194	293,581	90,989	-56,450	-1,721,643	3,280,565
Total Assets	\$ 629,657	\$ 4,850,174	\$ 275,130	\$ 109,787	\$40,632,138	\$ 20,325,338



be important to develop a fundraising strategy that considers this possibility.

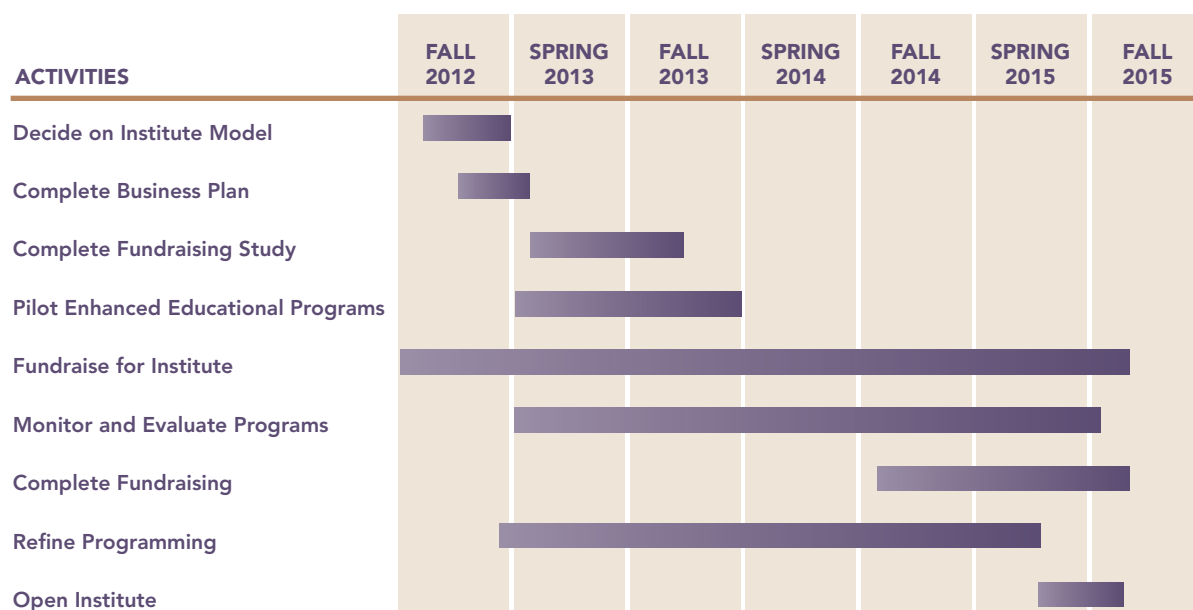
Below is a partial list of potential funders mentioned by interviewees:

- S. D. Bechtel, Jr. Foundation
- Kaiser Permanente
- Hawaii Community Foundation
- Office of Hawaiian Affairs
- Weinberg Family Foundation
- Grindstone Foundation

- Ford Foundation
- Rockefeller Foundation
- Rockefeller Brothers Fund
- Haas Family Foundations
- Ford Foundation
- Kresge Foundation

## Implementation Timeline

Below is a basic approximate timeline for the development of an education institute at Valor in the Pacific.





## Conclusion

*Parks are transcendent.  
... they speak a common  
language of values.*

**Steve Shackelton**  
Associate Director for Visitor and  
Resource Protection, National Park Service

The presence of education institutes within the National Park System has created a significant if not unsurpassed body of public education programming. Institutes create opportunities to deepen and expand the impact that a particular park may have and offer innovative and immersive experiences beyond traditional interpretive programs. This excerpt from Park Service Director Jon Jarvis's *Call to Action* speaks to the importance of focusing on high-quality education programs.

**STRENGTHEN** the Service as an education institution and parks as places of learning that develop American values, civic engagement, and citizen stewardship.

**USE** leading-edge technologies and social media to effectively communicate with and capture the interest of the public.

**COLLABORATE** with partners and education institutions to expand NPS education programs and the use of parks as places of learning.

In light of this, it is timely that PHP and World War II Valor in the Pacific National Monument are exploring avenues to enhance Valor in the Pacific's education programming.

There are several compelling reasons to develop an education institute associated with the World War II Valor in the Pacific National Monument. These include, and are not limited to, the following:



*An education institute at Valor in the Pacific has the potential to represent all sides of the complicated story of the War in the Pacific.*

**Warren Nishimoto**  
*Pacific Historic Parks Board Member and Director,  
 Center for Oral History, University of Hawaii*

- The rich and complex story of the War in the Pacific
- The opportunity to address the paucity of gold standard education programming at historic parks
- A strong and effective cooperating association
- A wealth of tangible and intangible resources

This report has delineated the broad categories and a range of structural models that serve as the foundation for park-based institutes. While there are many variations on the institute theme, there are several components that are consistent and fundamental. The Partnership clearly has either many of the essential elements in place or the capacity to develop any components that are lacking.

There are many factors that are aligned in support of the development of an education institute at World War II Valor in the Pacific National Monument. Transforming the opportunity into reality will require a continued shared vision as well as passionate and visionary leadership.

Based on this positive assessment of creating an education institute associated with Valor in the Pacific, the next steps will be as follows:

- Deciding on what form the institute should take
- Undertaking a detailed business plan
- Completing a fundraising plan
- Initiating fundraising before committing to significant additional expenses

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## **External Interviewees and Advisors:**

Barbara Alberti, Superintendent, War in the Pacific National Historic Park  
Nancy Caplan, Education Specialist, Golden Gate National Recreation Area, NPS  
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Milton Chen, Chair, Education Committee, NPS Advisory Board  
Beverly Cherner, Northern California Grants Officer, NatureBridge  
Therese Cluck, Consultant, Business Planning Initiative, NPS  
David Cortright, Director of Policy Studies, Kroc Institute for International Peace Studies  
Patty Debenham, Consultant, environmental markets and strategy  
Kenneth Hoffman, Director of Education, National World War II Museum  
Patricia Jones, Chief of Interpretation, Independence National Historic Park  
Ben Klasky, President and CEO, Islandwood  
Steve Lockhart, Chair, NatureBridge Board of Directors and member of the NPS Second Century Commission  
Dee Jay Mailer, CEO, Kamehameha Schools  
Ariadne Papagapitos, Program Officer, Rockefeller Brothers Foundation  
Steve Prokop, Superintendent, Kalaupapa National Historic Park  
Vladimir P. Sambaiew, President and CEO, Stanley Foundation  
Steve Shackelton, Associate Director for Visitor and Resource Protection, NPS  
Jennifer Sokolov, Program Officer, Compton Foundation  
Mike Soukup, CEO, Schoodic Education and Research Center, Acadia National Park  
Julia Washburn, Associate Director for Interpretation and Education, NPS  
Saul Weisberg, Executive Director and Co-Founder, North Cascades Institute  
Wilford Welch, Board Chair, Golden Gate campus of NatureBridge  
Becky Warren, Assistant Director, Tsongas Industrial History Center  
Deb Yandala, CEO, Conservancy for Cuyahoga Valley National Park  
Joe Zarki, Chief of Interpretation, Joshua Tree National Park  
Craig Zeilzer, Associate Director, Conflict Resolution Program at Georgetown University

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Alby Saunders  
Neil Sheehan, Board Chair  
George Sullivan  
James Sylva  
Aileen Utterdyke  
Geoffrey White  
Kwai-Sun Young

# Appendix

## Institutes Referenced in This Report

Alaska Natural History Institutes, Denali National Park and Preserve  
Appalachian Highlands Service Learning Center, Great Smoky Mountains National Park  
Aspen Institute, Washington, DC, Wye River, MD, and Aspen, CO  
Canyonlands Field Institute, Arches National Park and Canyonlands National Park  
Center for Park Management, National Parks Conservation Association  
Conservation Study Institute, Marsh-Billings-Rockefeller National Historical Park  
Crissy Field Center, Golden Gate National Recreation Area  
Cuyahoga Valley Environmental Education Center, Cuyahoga National Park  
Delaware North Company, Yosemite National Park  
Desert Institute at Joshua Tree National Park, Joshua Tree National Park  
The Glacier Institute, Glacier National Park  
Golden Gate National Parks Conservancy, Golden Gate National Recreation Area  
Grand Canyon Field Institute, Grand Canyon National Park  
Grand Circle Field School, Glen Canyon National Recreation Area  
Great Smoky Mountains Institute at Tremont, Great Smoky Mountains National Park  
Independence Park Institute, Independence National Historical Park  
Institute at the Golden Gate, Golden Gate National Recreation Area  
IslandWood, Bainbridge Island, WA  
Jamaica Bay Institute, Gateway National Recreation Area  
The Marine Mammal Center, Golden Gate National Recreation Area  
National Conservation Training Center, Shepardstown, WV  
National Outdoor Leadership School, Lander, WY  
National Parks Institute, Merced, CA  
NatureBridge (Channel Islands National Park, Golden Gate National Recreation Area, Olympic National Park, Santa Monica National Recreation Area and Yosemite National Park)  
North Cascades Institute, North Cascades National Park  
Pacific Coast Science and Learning Center, Point Reyes National Seashore  
Point Reyes Field Seminars, Point Reyes National Seashore  
Schoodic Education and Research Center, Acadia National Park  
Sequoia Field Institute, Sequoia and Kings Canyon National Parks  
Sierra Nevada Research Institute, Merced, CA  
Smithsonian Environmental Research Center, Chesapeake Bay  
Statue of Liberty Cruises, Statue of Liberty National Monument  
Teton Science School, Jackson Hole, WY  
Tsongas Industrial History Center, Lowell, MA  
Yellowstone Association Institute, Yellowstone National Park  
Yosemite Conservancy, Yosemite National Park  
Zion Canyon Field Institute, Cedar Breaks National Monument, Pipe Spring National Monument and Zion National Park

# About Us



## World War II Valor in the Pacific National Monument

World War II Valor in the Pacific National Monument preserves and interprets the stories of the Pacific War, including the events at Pearl Harbor, the internment of Japanese Americans, the battles in the Aleutians, and the occupation of Japan.

The National Park Service has operated the USS *Arizona* Memorial since 1980, maintained the USS *Oklahoma* Memorial since 2007, and maintained the USS *Utah* Memorial since 2008, when all three memorials were incorporated into the World War II Valor in the Pacific National Monument. In addition to the three memorials, World War II Valor in the Pacific National Monument in Pearl Harbor includes six mooring quays along Battleship Row, six historic Chief Petty Officer bungalows on Ford Island, and the Pearl Harbor Visitor Center. The National Monument is located on and adjacent to Joint Base Pearl Harbor-Hickam.



Pacific Historic Parks supports and funds educational materials, museum exhibits, and interpretive programs for four national parks throughout the Pacific: World War II Valor in the Pacific National Monument at Pearl Harbor, Kalaupapa National Historical Park on the island of Molokai, American Memorial Park in Saipan, and War in the Pacific National Historical Park in Guam. Formed as a nonprofit cooperating association with the National Park Service in 1979 as the Arizona Memorial Museum Association, Pacific Historic Parks changed its name in June 2010 to better reflect its increased scope of support.



The Potrero Group, LLC is a management consulting firm specializing in business planning for social sector clients. We work closely with organizational leaders who want to develop successful ventures through disciplined business planning. Much of our team has worked closely with national park units, regional governmental agencies, and hospitals. We have partnered with a wide range of organizations including: Sequoia and Kings Canyon National Parks, Yosemite National Park, NatureBridge, the National Outdoor Leadership School, the Institute at the Golden Gate, and Kaiser Permanente. More information: [www.potrerogroup.com](http://www.potrerogroup.com).

This report was authored by Nicholas Ferlatte and Cleveland Justis, principals of the Potrero Group.



PACIFIC  
HISTORIC PARKS  
*Remember • Honor • Understand*