



Abstract Native Hawaiian Library Services Ka Waihona 'Ike (The Place Where Knowledge is Held) Project

On July 1, 2014, the resident population for the State of Hawaii was 1,420,257 according to the 2015 census.¹ Of this, 21% are Native Hawaiian with an 8.5% unemployment rate and 10.8% living in poverty.² “It is now well accepted that the chief cause of the achievement gap between socio-economic groups is a language gap.” (Hirsch, 2003) “The literacy achievement gap begins as early as age three.”

The Keiki O Ka Aina (KOKA) **Ka Waihona 'Ike** will help to close the literacy achievement gap through a series of direct services and parent workshops in the **Education Programming Project**. It will focus on the BIG 5 of the effective reading instruction techniques identified through research conducted by the National Reading Panel ((Phonemic Awareness; Phonics; Fluency; Vocabulary Instruction; Comprehension strategies). The **purpose** of the project is to increase literacy skills in the Native Hawaiian community by serving children birth to eight (8) and: 1) engaging parents and children together over shared activities centered around books. 2) providing parent training to support literacy development and 3) ensuring access to library quality books, specifically Hawaiian Literature available in dual language books (Hawaiian and English). **Ka Waihona 'Ike will begin on September 1 2019 and end on August 31, 2021.**

The **Ka Waihona 'Ike** will target 1,500 children and 1,290 parents on three islands. Children will range from birth to eight (8) years and will access books through newly developed libraries at our ten (10) family interaction preschools, three (3) center-based preschools including an infant and toddler center, and through our MIECHV home visiting program for high risk children. In addition, our family interaction preschools include Native Hawaiian children with disabilities. Therefore the project will serve children with Down Syndrome, Autism, speech and hearing delays as well as the medically fragile.

Project Goals include:

- Goal 1. Providing parent workshops;
- Goal 2. Removing barriers; and
- Goal 3. Providing home-libraries

Expected Results: At the end of our two-year project, we anticipate: 1) 90% of targeted families will have increased their home libraries with children's books. 2) 85% of targeted families are engaging their children in activities around a book through use of dialogic reading or FLIP kits 3)) There will be a 75% increase in the number of families with household incomes 100% below the poverty line finding value in books and reading to close the literacy gap 3) There will be a 70% increase in the number of Hawaiian families who have library cards and visit their public library in order to maintain the benefits of having books available in their homes

¹ <http://quickfacts.census.gov/qfd/states/15000.html>

² <http://ohadatabook.com/DB2013.html>



I. Statement of Need: Our Community- On July 1, 2014, the resident population for the State of Hawaii was 1,420,257 according to the 2015 census.¹ Of this, 21% are Native Hawaiian with an 8.5% unemployment rate and 10.8% living in poverty.² “It is now well accepted that the chief cause of the achievement gap between socio-economic groups is a language gap.” (Hirsch, 2003) “The literacy achievement gap begins as early as age three.”³ As a Native Hawaiian organization, it is the *kuleana* (responsibility) of Keiki O Ka Aina Preschool, Inc., doing business as Keiki o ka 'Aina Family Learning Centers, (KOKA), a Non-Profit 501(c)(3), to help close this gap for our people. KOKA develops new programs and implements evidence-based, nationally acclaimed programs that serve primarily Native Hawaiian parents and preschool age children, prenatal to five years old preparing them for kindergarten readiness. We also conduct cultural workshops for families with older children. The agency serves more than 8,000 children and parents at over 40 different sites statewide, the majority of whom suffer from poverty.

Children living in poverty have very little access to books either at home or in their communities, with less access to good public libraries and bookstores.⁴ In 2015-16 school year, the Hawaii Department of Education found that 64% of Native Hawaiian children were NOT proficient in Language Arts/Literacy.⁵ We must improve school success for our children, particularly in terms of literacy, which is the key to so much other learning. According to the Annie E. Casey Foundation in their "Early Warning! Why Reading by the End of Third Grade Matters" report, a child who is not at least a modestly skilled reader by the end of third grade is unlikely to graduate from high school.⁶ Native Hawaiians have the lowest timely graduation rates of all major ethnic groups in Hawai'i public schools.⁷ Our parents want their children to be successful, but they struggle to support literacy due to hunger, housing insecurity and family mobility. Many seldom read, and have few books in their home. Therefore, KOKA proposes Ka Waihona 'Ike (The Place Where Knowledge is Held) Project under the project category of Educational Programming.

Current Role of the Library and of KOKA: State Librarian Stacey Aldrich says, “Hawaii’s public libraries strengthen our communities by providing opportunities for learning 21st Century skills and literacies, connecting people to the world of information and ideas, and creating spaces for culture and community engagement.” This is aligned with KOKA’s mission, which is: *To educate children, strengthen families, enrich communities, and perpetuate culture.* There are 50 library branches statewide. For more than 23 years, KOKA has provided early childhood and family strengthening programs in a cultural context to over 40 sites statewide including programs under the Federal Native Hawaiian Education Program. Ka Waihona 'Ike Project will help close the literacy gap between Native Hawaiian children and their more affluent peers by: 1) providing

¹ <http://quickfacts.census.gov/qfd/states/15000.html>

² <http://ohadatabook.com/DB2013.html>

³ Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore: Paul H. Brookes Publishing.

⁴ Neuman, S.B. & Celano, D. (2001). Access to print in low- and middle-income communities: An ecological study of 4 neighborhoods. *Reading Research Quarterly*,

⁵ <http://arch.kas.he.us/school/strivehi/strivehi.html>

⁶ http://www.aecf.org/m/resourcedoc/AECF-Early-Warning_Full_Report-2010.pdf

⁷ Hawai'i Department of Education 2001 to 2007



library services and literacy skills to those we serve under the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program statewide, and 2) broadening our reach from 0-5 year olds to 0-8 year olds by including the older siblings of those we serve in our 0-5-year-old programs, and 3. Creating an app to facilitate communication with all stakeholders.

Purpose and Target Audience: KOKA was selected by the State of Hawaii to implement the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program statewide. MIECHV is a Federal Home Visiting Program that provides pregnant women and families, particularly those considered at-risk, with the necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn. Federal data from FY 2014 indicates that most families served by state grantees were economically poor (79 percent below federal poverty guidelines), young parents (55 percent under 25 years old), single (69 percent), unemployed (66 percent), and educated with a high school diploma or General Education Development (GED) certificate (35 percent) or less than a high school diploma level (34 percent).⁸ Ka Waihona 'Ike Project will target 1,500 children and 1,290 parents on three islands. Children will range from birth to eight (8) years and will access books through newly developed libraries at our ten (10) family interaction preschools, three (3) center-based preschools including an infant and toddler center, and through our MIECHV home visiting program for high-risk children. In addition, our family interaction preschools include Native Hawaiian children with disabilities. Therefore, the project will serve children with Down Syndrome, Autism, speech and hearing delays as well as the medically fragile.

Ka Waihona 'Ike Project will focus on the BIG 5 of the effective reading instruction techniques identified through research conducted by the National Reading Panel ((Phonemic Awareness; Phonics; Fluency; Vocabulary Instruction; Comprehension strategies). Activities follow the recommendation suggested in the 2010 book, *Public Library Services for the Poor: Doing All We Can* published by the American Library Association: *Cooperating with other agencies in order to form partnerships and collaborations that enrich library service to the poor and homeless*, and the Ka Waihona 'Ike Project addresses two goals of the Museum and Library Services Act: 1) supporting engaging experiences in libraries and museums that prepare people to be full participants in their local communities and our global society, and 2) promoting museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality. The **purpose** of the project is to increase literacy skills in the Native Hawaiian community by targeting children birth to eight (8) and: 1) engaging parents and children together over shared activities centered on books. 2) Providing parent training to support literacy development and 3) ensuring access to library quality books, specifically Hawaiian Literature available in dual language books (Hawaiian and English).

Type of Assessment: KOKA has identified a serious lack of books in the homes of the Hawaiian families we serve in our MIECHV home visiting programs through both our Parent Survey as well as through direct observation and mentoring with those we serve. The American Library Association (ALA) Policy B.8.10 specifically suggests seeking advice from both poor people and antipoverty advocates, as well as sensitizing staff to issues affecting poor people regarding barriers that hinder use of libraries. ALA Policy 61 advocates "equity in funding adequate library

⁸ Health Resources and Services Administration: Maternal and Child Health <https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview>



services for poor people in terms of materials, facilities, and equipment.” This, we did. Our approach is the best solution because it brings books to those who will not or cannot go to the library, and because over time, barriers will be removed, easing their path to library usage.

II. Project Design: Year 1-Parents/caregivers will receive basic training on Dialogic Reading through MIECHV home visits or at preschool sites, depending on the program in which they are enrolled. Family engagement is an integral part of the project. The dialogic reading model draws upon naturally occurring parent-child interactions. It teaches easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language. Through Ka Waihona 'Ike Project, parents will be taught successfully to implement language interventions with young children with disabilities and children who are developing normally. This style of reading will be implemented through staff refresher training, parent workshops and collaborations with children's librarians. Project workshops will serve a total of 1,500 children and 1,290 parents by the end of the project. These workshops will include information on how to obtain a library card, check out books, care for and store library books, and use e-books with young children. Parents will be asked to agree to the expectations of the project including at least 15 minutes of DEAR time (drop everything and read) in the home with their child. Physical books will be distributed to enrolled children and families through both the MIECHV programs and at our thirteen preschool libraries. Participants are exposed to a range of books, including Hawaiian/English books and books about their culture and traditions, as well as books that stimulate and satisfy their personal interests. The workshops will also serve at least 40 children with disabilities and 30 parents of children with disabilities over the two-year project period. This will include quarterly workshops regarding special needs literacy reading for parents. When possible, the workshops will be held at public libraries and the public will be invited to attend.

Year 2-Book distribution and parent training in Dialogic Reading will continue, new workshops will be added including the Family Literacy Involvement Program (FLIP), a one-of-a-kind multilingual interactive learning program designed for early learners, ages 0-8. FLIP kits are activity packages that include at least one book-based public library resource, a reading guide for parents and multiple fun items that are used as part of the suggested activities. Activities focus on literacy development and incorporate elements in the areas of math, science and creative arts, among others. Co-developed by a team of child developmental psychologists and early literacy experts, the FLIP program rolled out nationally in Spring 2011, expanding into additional U.S. cities.

For shared leadership and peer mentoring at all sites and programs, the project will sponsor select parent leadership at one Hawai'i literacy event during year two. The participants will help to coordinate the Book Fair. Before the end of Year 2, a substantial Book Fair will be offered at a large, local mall. It will provide families an opportunity to reinforce their home libraries with children's and cultural titles. The number of books offered will depend on several factors of reported reading frequency, program attendance with an option for recycled title exchange. Workshops will expand in content through family stories and book-making classes, puppetry and movement, and making FLIP packets. Literacy will be further supported through specifically collaborated library activities, presentations or make & takes based in storybooks, for families with young children at designated libraries, locations and community facilities.



Ka Waihona ‘Ike Project will begin September 1, 2019, end on August 31, 2021, and adhere to the following **timeline for activities**:

<u>YEAR ONE ACTIVITIES</u>	PERSON RESPONSIBLE	TIMELINE IN MONTHS
Begin pre-project data collection	Project Director	Month 1
Establish system reporting and analysis	Executive Director	Month 1
Establish project requisition and authorization procedures	Executive Director	Month 1
Develop workshop dates and agendas	Project Director	Months 1-2
Develop coordination with public libraries	Project Director	Months 1-2
Set bi-monthly workshop schedule	Project Director	Months 1-2
Training new staff on Dialogic Reading	ECE Director	Months 2-3
Equip home visitors with materials to train parents on Dialogic Reading and to establish home libraries	ECE Director	Months 2-12
Purchase books, backpacks, and book bins	Project Director	Months 2-3
Initiate enrollment of parents/families/adult caregivers	ECE Director	Months 2-3
Engage and orient KOKA families to the program	Parent Educator	Months 2-3
Establish libraries at all designated sites	ECE Director	Months 2-6
Implement bi-monthly workshops	Parent Educator	Months 2-12
Initiate at-home libraries and distribution of books	Parent Educator	Months 5-12

<u>YEAR TWO ACTIVITIES</u>	PERSON RESPONSIBLE	TIMELINE IN MONTHS
Renew and expand coordination with public libraries	Project Director	Month 13
Establish the calendar of activities	ECE Director	Month 13
Expand multi-cultural titles at designated library sites.	ECE Director	Months 13-21
Implement monthly workshops	Parent Educators	Months 13-24
Sponsorship of parent leadership at HI Literacy Event	ECE Director	Months 13-24
Initiate Book Exchange at sites and at libraries	ECE Director	Months 13-24
Book Fair with art exhibit	Project Director	Months 21-24
Final project data collection	Project Director	Months 23-24

Workshops will include:

Workshop I: Growing Readers

Objectives: To provide a basic overview of children’s language and literacy development, help participants expand their understanding of literacy activities, and encourage parents and children to commit to increasing their literacy activities at home.

Critical Areas Addressed: *Phonemics*- First stages of phonemic awareness in infants and toddlers; recognition of speech sounds and patterns. *Phonics*- The next building block; strategies on the pathway to reading skills. *Fluency*-The bridge connecting sound, word recognition, and comprehension. *Vocabulary*- Vocabulary skills are enhanced by reading to and with the child.

Workshop II: Linking Language and Reading

Objectives: To demonstrate how reading and conversation are linked, practice ways to use conversation to support literacy, and share ways to play with words through song and rhyme.

Critical Areas Addressed: *Phonemics and Phonics*- The role of oral language as a foundation for reading will be presented along with phonemic songs and finger play. *Fluency*-



Conversations about books between children and family members will develop the oral language skills that support fluency. **Vocabulary**-Vocabulary skills will be further developed through focused parent-child conversations about books and stories. **Comprehension**- A solid grounding in phonemics, phonics, fluency and vocabulary, particularly when supported by parent-child literacy interactions, will develop strong cognitive foundations for comprehension skills. Parent will develop and learn to use FLIP interactive kits, which will then be used in their homes and checked out of our preschool libraries. **Workshop III: Choosing Good Books for Children**

Objectives: To give parents the tools to choose age-appropriate books for their children, help them explore children's literature, and raise awareness of literacy resources other than books.

Critical Areas Addressed: **Fluency**- Helping parents choose books that feed their child's curiosity and interests will facilitate the development of fluency skills. **Vocabulary**- Parents will learn how a child's engagement with a book supports their learning about new things and expands his or her awareness and vocabulary. **Comprehension**- Parents will learn how carefully selected short picture books with good illustrations and high frequency words can strongly support the development of reading comprehension. **Workshop IV: Reading Aloud**

Objectives: To provide strategies for effective and age-appropriate reading, discuss the reasons behind the value of reading aloud with children, and overcome barriers to setting aside time for frequent family reading sessions. **Critical Areas Addressed:** **Phonemics and Phonics**- Parents will learn that the single most important thing that families can do to help their children grow up to be successful readers is to read aloud, and provide an environment that is language-rich with speech sounds. **Fluency**- Parents will see that modeling fluent reading is a key way to support fluency skills. **Vocabulary**- We will show parents that a child's engagement with books supports learning about new things and expands his or her awareness and vocabulary. **Comprehension**-

Parents will be shown that interactive techniques such as dialogic reading enhance the read-aloud experience and lay the groundwork for comprehension skills. **Workshop V: Supporting Children's Learning Objectives:** To help families understand their influence on their children's development. To provide tools to support children's learning at home. To enhance teacher and parent collaboration in an effort to maximize children's learning. **Critical Areas Addressed:** **Fluency**- Parents will learn that young children will mimic things that parents and caregivers do, and modeling fluent reading is an effective tool for learning. **Vocabulary**- We will help parent see that having literacy resources in every room of the house is important and supports vocabulary development. Cereal boxes, catalogs, newspapers, etc. can all serve this objective. **Comprehension**- Parents will learn that current data shows that children with richer home literacy environments demonstrate higher levels of comprehension than do children of the same age, with fewer literacy resources in the home. We will demonstrate the use of audio books.

Workshop VI: Traditional Native Hawaiian Storytelling as a Pathway to Literacy

Objectives: To practicing verbal expression and listening skills. To elicit family storytelling in a safe and relaxed atmosphere. To introduce new vocabulary words in a storytelling context. **Critical Areas Addressed:** Storytelling allows different learning styles to be used: auditory, visual & kinesthetic. Hearing stories helps build **comprehension** by fostering mental mapping of the story's main events. Storytelling exposes us to traditional tales and increases understanding of our world's diverse cultures. It develops mental imaging skills, encourages problem-solving behavior and offers solutions to moral dilemmas. We will help parents develop their storytelling skills.

Required Resources to fully implement the project, needed resources include high quality children books, book labels, book bins, shelving, workshop supplies, FLIP kits, 15 I pads,



eBooks, and book fair supplies. These resources will be used to establish libraries at KOKA sites, establish home libraries, support parent workshops, and support a public KOKA Book Fair.

Project Goals:

Goal 1. Providing parent workshops that initiate and integrate educational value, and engage parents and children together around books **Goal 2. Removing barriers** and increasing the number of families using their Public Libraries. **Goal 3. Providing home-libraries** to 1,500 children 0-8 including individuals with disabilities, individuals with limited functional literacy or information skills, and families with incomes below the poverty line, as defined by the Office of Management and Budget in underserved urban and rural communities. These project goals were chosen because: **1) Parent workshops:** Parent involvement in early literacy is directly connected to academic achievement. Recent research has proved that reading, as a stand-alone activity will not help children with pre-literacy skills (Phillips et al., 2008). The latest research on parent involvement in early literacy has stressed that children need to be given more specific skills while being read to in order to be successful with early literacy skills (Roberts, Jurgens, & Burchinal, M., 2005).⁹ **2) Removing Identified Barriers:** 1. Transportation; 2. Fear of lost books or fines; and 3. Discomfort with what they may consider to be restrictive rules and atmosphere. The project addresses all three barriers by locating libraries in homes (for MIECHV families) or in easily accessible sites (our family interaction preschools attended by parents and children together as well as our center-based sites) and supporting access to public libraries by familiarizing parents through workshops and exploration to encourage, value and increase reading and library visits. **3) Home Libraries:** New research from the World Inequality Study finds a positive correlation between academic achievement and home libraries.¹⁰ However, the gains are not equal across the entire cultural hierarchy. *They are larger for low-income children.* Additional books have a greater impact on the performance of someone who only has a small home library than it does on someone from a home filled with books. The second book and the third book have much greater impacts than the 102nd or 103rd. Therefore, greater impact on families in poverty.

Expected Results: At the end of our two-year project, we anticipate: 1) 90% of targeted families will have increased their home libraries with children's books. 2) 85% of targeted families are engaging their children in activities around a book through use of dialogic reading or FLIP kits 3) There will be a 75% increase in the number of families with household incomes 100% below the poverty line finding value in books and reading to close the literacy gap 3) There will be a 70% increase in the number of Hawaiian families who have library cards and visit their public library in order to maintain the benefits of having books available in their homes

III. Impact: For maximum impact, the project design relies upon a set of four baseline developmentally appropriate principles: 1) **Interactive Reading:** Reading out-loud and interacting with an engaged adult will increase a child's achievement toward reading at grade level or beyond, and set a foundation for educational parity. KOKA will also provide staff with refresher training on the techniques of *Dialogic Reading* so they can then train and mentor parents. Dialogic reading is essentially a reading practice using picture books to enhance and

⁹ George Lucas Educational Foundation-Edutopia: *Parent Involvement in Early Literacy*
<https://www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton>

¹⁰ <http://Project.of.oxfordjournals.org/content/c/2/4/1573.fall>



improve literacy and language skills including vocabulary. Children who have been read to dialogically are found to be substantially ahead of children who have been read to traditionally on tests of language development.¹¹ Children can make literacy gains by several months in just a few weeks of dialogic reading.¹² **2) Bilingualism:** Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages. Bilingual children are better able to focus their attention on relevant information and ignore distractions¹³ and bilingual individuals have been shown to be more creative and better at planning and solving complex problems than monolinguals.¹⁴ **3) Limited Screen Time:** The NAEYC Statement on digital media has recommended that passive, non-interactive technology and screen media not be used in early childhood programs and that there be no screen time for infants and toddlers. Non-interactive media can lead to passive viewing and overexposure to screen time for very young children and are not substitutes for interactive and engaging uses of digital media or for interactions with adults.¹⁵ Negative outcomes include a *negative impact on socialization and language development.* **4) Support for understanding digital media and young children:** KOKA will host a workshop and distribute information regarding effective uses of technology for children 0-8. When used appropriately, technology and media can enhance children's cognitive and social abilities. We would like to have 15 iPads that will allow us to introduce parents to interactive children's touch e-books. These will stay with the sites, or be taken into and from the homes during home visits. We think they will be an additional incentive for parents to participate. **Performance Goals:** The project will improve Native Hawaiian parents' ability to promote literacy in their children aged birth to eight. This will be done through instruction on dialogic reading, family literacy involvement and use of FLIP kits, familiarization with libraries, and increasing access to both library quality books and books written by Native Hawaiian authors. KOKA will employ a regional evaluator to develop a formative and summative evaluation of the project. The following indicators will measure success: a) Provide literacy services to 1,500 children on three Hawaiian Islands b) Provide refresher training to Project staff c) Provide training to 1,290 parents. At the end of our project, success will be achieved if the following measures are met:

1. 90% of targeted families have increased their home libraries with physical children's books and read to their children. **Measures:** Distribution Lists indicate parent's/caregiver's acceptance of book(s). Programs/workshops sign-ins indicate program attendance and engagement. Staff observation of parent's/caregiver's use of dialogic model strategies. 2. 75% increase in the number of families with household incomes 100% below the poverty line finding value in books and reading. **Measures:** Project Survey reports value of education, reading out-loud and time spent in reading to child. Staff observation of parents/caregiver's handling, use and storage of

¹¹ <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>

¹² *ibid*

¹³ Poulin-Dubois, D., Blaye, A., Coutya, J & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology*. 108 (3), 567-579

¹⁴ Center for Applied Linguistics. Benefits of being bilingual. Available online:

<http://www.cal.org/earlylang/benefits/marcos.html>

¹⁵ NAEYC Jan.2012 Position Statement Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. [http://www.naeyc.org/files/naeyc/file/positions/PS technology WEB2 pdf](http://www.naeyc.org/files/naeyc/file/positions/PS%20technology%20WEB2.pdf)



book(s). 3. 70% increase in the number of Hawaiian families who have library cards and visit their public library in order to maintain the benefits of having books available in their homes. **Measures:** Project Survey reports # of library cards in family, # of visits to public library, # of times checked out books, and parent/caregiver observation of child’s development in language, interest and participation in reading out-loud. Programs/workshops sign-ins indicates program attendance indicates participant attendance at fieldtrips to public libraries. **Tangible products** include the development of on-site libraries as well as home libraries in targeted homes of low-income Native Hawaiians who lack access to KOKA sites. **4. Communication Plan: Audience-** 1,500 children 0-8, and 1,290 parents on three islands including at least 40 with special needs. Children and families are affiliated with either the KOKA MIECHV home-visiting program, or the KOKA preschool programs. Geographic locations include: 1) Oahu Island: All KOKA Programs including preschools in Palolo, Wai’anae, Waimanalo, He’eia, Honolulu and ‘Ewa. 2) Maui Island: All KOKA Programs 3) Hawaii Island: Kona & Hilo-All Programs. We will develop an app for all stakeholders with push note promoting our program, our successes, and information about library and KOKA literacy events. KOKA staff will engage parents in the program. Parents will officially and voluntarily agree to participate in Ka Waihona ‘Ike Project and acknowledge an understanding of the goals and expectations of the project. Parent engagement will be measured through workshop attendance, home visiting records, library visits, literacy activities, and surveys. KOKA staff responsibilities:

FTE	POSITION	NAME	PROJECT COMMUNICATION ROLE
.10	Executive Director	Momi Akana Native Hawaiian M.Ed.	She will assure integration of Ka Waihona ‘Ike Project in KOKA and promote community awareness statewide in an on-going fashion including PSAs.
1	Project Director	Nalani Mattox-Primacio MA. Native Hawaiian	She will oversee the entire project and assure that outreach activities are completed to support project participation, promote the project within KOKA and the Hawaiian community, and disseminate information to all key stakeholders.
.25	ECE Director	Melodie Vega M.A.Ed. Native Hawaiian	She will support all early education staff in the completion of project goals, and include project information in preschool communications.
.5	Parent and staff trainer	Vicki Draeger, Ph.D. Native Hawaiian	She will train all relevant KOKA staff, teachers, and home visitors on dialogic reading and other early literacy practices. She will be responsible for dissemination of information in workshops.

The Project Director will oversee all Technical Documentation in order to disseminate project results and best practices to interested parties on the federal, state, and community level. Reports will be available on the KOKA website and also distributed at conferences and workshops.

5. Sustainability: All KOKA programs allow for sharing of program management, staff, and some services. In addition, KOKA receives funding from local foundations each year to use as base funding for our primary programs. We are seeking IMLS funding to support and enhance our current literacy efforts with children birth to eight and their parents by addressing the need to access high quality books as well as support the ability of parents to act as first teachers. After IMLS funding ends, we will maintain the project through use of purchased resources and program supports, shared staff, and additional funding from federal, state, and private sources.



DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

All applications must include a Digital Product Form.

- Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A. 3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?