

## Abstract

Papahana Kuaola (PK) is a 501(c)(3) nonprofit mālama ‘āina education organization that is located on 63-acres of land in Waipao, He‘eia, Ko‘olaupoko, on O‘ahu. PK operates a Cultural Learning Center to provide hands-on, standards-based learning instruction, including library programming, for students, teachers, and the general public. PK services extend to the islands of Maui and Moloka‘i where we have staff, and community partnerships.

Ma Ka Hana Ka ‘Ike (Knowledge is Gained by Doing) will begin September 1, 2019 and end August 31, 2020. The purpose of this project is to support the perpetuation, preservation, and practice of Hawaiian culture by providing opportunities for the Hawaiian community to learn from cultural practitioners through culture-based community education programs that inspire and enable 800 community members, on the islands of O‘ahu, Moloka‘i and Maui, to engage in cultural traditions and practices to preserve and perpetuate Hawaiian culture, language and knowledge.

This project will address the need for knowledge and understanding of traditional Hawaiian lifestyle traditions and practices through the provision of community workshops conducted by cultural practitioners that focus on the cultural history of our community, and emphasize experience-based learning that reflects the traditional learning style of Hawaiian people. Community survey responses reinforce this need and request opportunities to learn how to make an imu and other cooking methods, ‘ulu maika (making and playing), ‘ukēkē or musical bow (making and playing) pōhaku ku‘i ‘ai, papa ku‘i ‘ai, papa hōlua, cordage, medicine and dyes from native plants, weaving (lau hala and ‘ie‘ie), uhau humu pōhaku (traditional wall building), and lei making.

Project activities will focus around the Hawaiian material culture identified in *Arts and Crafts of of Hawai‘i*, by Te Rangi Hīroa and connected to natural resources of Hawai‘i. This publication guides the reader through every major element of Hawaiian life, providing descriptions of traditional objects, methods of construction, and traditional use. Most descriptions are specific enough to allow cultural practitioners to recreate these works today. PK staff will seek cultural practitioners from their respective islands to participate in the project. Project activities will include 12 workshops (O‘ahu 9, Moloka‘i 2, Maui 1); 3 events (O‘ahu 2, Moloka‘i 1), and provides services to 800 participants. O‘ahu 512, Moloka‘i 240 and Maui 48 community members including kupuna, adults, and children of all ages will be served. No less than 8 cultural practitioners will conduct introductory sessions to train individuals in traditional arts and cultural practices. Participants will be encouraged to attend workshops and events as a family. PK staff and volunteers will lead age appropriate activities for children of various ages that may include sharing mo‘olelo, stream explorations, scavenger hunts and games, and art activities.

The project outcomes are 1) participants will demonstrate cultural knowledge of Hawaiian traditions and practices, and 2) Participants will contribute to the perpetuation of Hawaiian traditions and practices. Project success will be achieved if the following project measures are met:

- 75% of participants will increase their understanding and knowledge of Hawaiian cultural traditions and practices as determined by participant survey and cultural practitioner interview.
- 75% of participants will increase their participation in a cultural practice as determined by participant survey, and cultural practitioner interview.
- 75% of participants will increase their knowledge of the ‘āina of their region as determined by participant survey.
- 75% of participants will indicate a desire to learn more about Hawaiian traditions and practices as determined by survey.

This project aligns with IMLS category Educational Programming. IMLS performance measures are:

- 75% of participants will strongly agree or agree that their understanding of Hawaiian cultural traditions and practices has increased as a result of programming.
- 75% of participants will strongly agree or agree that their interest in Hawaiian cultural traditions and practices has increased as a result of programming.
- 75% of participants will strongly agree or agree that they are confident they can apply what they learned in this program.

## PART 5. Narrative

## Ma Ka Hana Ka 'Ike (Knowledge is Gained by Doing)

**1. Statement of Need**

Papahana Kuaola (PK) is a 501(c)(3) nonprofit mālama 'āina education organization that is located in Waipao, He'eia, Ko'olaupoko, on O'ahu. The property covers an area of 63-acres reaching from the right side of Ha'ikū valley floor, up the north side of the valley wall and extending into the next valley of 'Ioleka'a. The site includes office spaces, library, indoor and outdoor programming areas, a perpetually flowing stream, natural springs, numerous lo'i kalo (taro patches), a wetland area, and 50-acres of māla (upland gardens) and hiking trails filled with native Hawaiian and Polynesian plants. This 'āina is a cherished, storied place that is rich in history and lore.

PK outreach services extend to the islands of Maui and Moloka'i (Moloka'i staff also service Lāna'i) where we have staff, and community partnerships. Services on these islands are similar to those on O'ahu. Services at our Waipao site on O'ahu and on these islands are provided to public, private, and homeschools; Hawaiian Immersion and English language schools, and Hawaiian organizations. We work closely with many partners and with learners of all ages including children and students, parents, and kupuna. With educators on three islands, strong partnerships, and an extensive community network, over the past year, approximately 20,000 learners have participated in our educational programs, 210 teachers from 60 schools received professional development and training, and 80 workdays and cultural programs for the community were held.

The goal of the Ko'olaupoko community is to restore He'eia ahupua'a as a cultural preserve while providing educational programs and perpetuating the Hawaiian culture. PK along with our partners utilize He'eia and its many natural resources for culture-based community education programs. The Kamehameha Schools preschool at Ha'ikū, Friends of Paepae o He'eia Fishpond, Ke Kula 'O Samuel M. Kamakau public charter immersion school, Lili'uokalani Trust (formerly Queen Lili'uokalani Children's Center), Ko'olaupoko Hawaiian Civic Club, Kāko'o 'Ōiwi and Hui Kū Maoli Ola Native Plant Nursery are all located in He'eia ahupua'a, and are working together to improve educational outcomes for Native Hawaiians. Papahana Kuaola successfully coordinates services and program activities with these organizations to achieve the goal identified by the Hawaiian community.

Since its inception, PK has offered workdays and cultural programs for the community at our Waipao site and in other regions on O'ahu, as well as on neighbor islands. Our community workdays provide opportunities for the Hawaiian community and general public to reconnect with the 'āina while engaging in mālama 'āina activities. The primary focus is on the physical maintenance and revitalization of the lo'i, stream, and forest. Teacher, student, parent, keiki and community participant survey responses reflect continued need for culture-based learning and library services. Survey results and comments support the ongoing need/desire to expand programming and services to include the making of material cultural items for their family and home to allow them to continue lessons learned. Requests included sessions on how to make an imu and other cooking methods, 'ulu maika (making and playing), 'ūkeke or musical bow (making and playing) pōhaku ku'i 'ai, papa ku'i 'ai, papa hōlua (making and sliding), cordage, medicine and dyes from native plants, weaving (both lau hala and 'ie'ie), uhau humu pōhaku (traditional wall building), and lei making.

**Comments:**

*"I am Hawaiian and have lived in Hawai'i all my life. Today was the first time I have been in a lo'i. After today I understand the hard work it takes to grow kalo and get why poi costs so much at the store. I'm so happy we were given a plant to take home to grow. But like me most people don't have a*

*poi pounder or poi board to make poi. I think this is important. I think you should teach how to make these things. We should all have these things in our home along with the plant. Mahalo for the plant.” Faith Uyeda, Waipao workday participant*

*“I learned so much today about the important role of native plants in preventing erosion and keeping the health of the ahupua‘a from the stream at Waipao to the ocean and fishpond at Paepae. This is the first time I have seen so many native plants in one place. I was amazed at their uses. I didn’t know you could make beautiful lei from some of these plants. Everyone should know this. Lei is an absolute part of Hawaiian life from ceremony to celebration. Today we buy lei from Walmart, Longs, or Target and pay big bucks for flowers introduced from all over the world. We need to learn how our ancestors used the resources they had to make lei. We need to learn to make lei for our ohana and stop spending money on something that is our birthright.” A.K. Kalama, Waipao workday participant*

The Lelekamanu Library at PK provides hands-on, standards-based learning experiences and instruction for students, teachers, and the general public. It was established as a cultural and educational resource for staff and program participants in 2008. The library is comprised of a small but valuable collection that consists of approximately 5,000 books, photographs, pamphlets and posters, cultural objects, and a special collection of curriculum materials that focus on cultural and environmental education. Technological services include an on-site wireless network, ten electronic tablets, and a printer for public use. Internet access is available throughout the 63-acre site and electronic tablets are loaned to patrons for use on hiking trails, in gardens, etc. Materials are loaned to educators at public, private, charter, and home schools on O‘ahu and the neighbor islands. Resources are used on-site by staff, researchers, cultural practitioners, educators, students, interns, volunteers, and program participants. Library programming includes after school and during winter, spring, and summer school breaks; and community programs on various evenings and weekends. Library services are available to the community Monday through Friday from 8AM. to 3PM. To better serve our community, PK has installed three “little libraries” at the O‘ahu site that serve as an extension of the Lelekamanu Lending Library. This allows families and weekend visitors additional access to library materials. These little libraries are routinely stocked with generously donated children and adult mo‘olelo books, and mo‘olelo booklets produced by Lelekamanu. Additionally, in 2018 we developed and implemented Project Ho‘opoeko, a Hawaiian language workplace project that utilizes the Ka ‘Ālelo Matua method of language learning, developed from Caleb Gattegno’s *The Silent Way*. This hands-on approach to teaching Hawaiian language lessons is focused around creating opportunities for increased frequency of use of Hawaiian in the workplace. Students in classes are the employees of six partnering organizations, and lessons are tailored to their specific work environment and responsibilities.

The purpose of Ma Ka Hana Ka 'Ike (Knowledge is Gained by Doing) is to support the perpetuation, preservation, and practice of Hawaiian culture by providing opportunities for the Hawaiian community to learn from cultural practitioner’s Hawaiian lifestyle traditions and practices. PK seeks to utilize its natural, cultural, and educational resources in community programs for this purpose. A multi-sensory approach will be employed in the project as Hawaiians learn best in this way; they utilize all five senses for learning. Hawaiian scholar, Manu Meyer’s *Reflections of Hawaiian Epistemology* (2001) states:

*“If we wish to understand what is unique and special about who we are as a cultural people [Hawaiians], we will see that our building blocks of understanding, our epistemology, and thus our empirical relationship to experience is fundamentally different. We simply see, hear, feel, taste, and smell differently. The fact that ‘ike means “to see” and also “to know” shows how vision educates, how looking teaches, how watching informs.”*

This project will address the critical need for knowledge and understanding of traditional Hawaiian lifestyle traditions and practices through the provision of community workshops conducted by cultural practitioners that focus on the cultural history of our community, and emphasize experience-based learning that reflects the traditional learning style of Hawaiian people.

A total of 800 will be served. On Oahu 512, Molokai 240 and Maui 48 community members including kupuna, adults, and children of all ages will be served. The project will target these island communities that are economically disadvantaged to provide services to underserved families.

## 2. Project Design

This project addresses the IMLS Agency Level Goal 1 - Promote Lifelong Learning: Support learning and literacy for people of all ages through museums and libraries. Specifically, the Educational Programming category: programs for library patrons and community-based users related to a specific topic or content area through development, implementation, and evaluation of classes, events, tools, resources, and/or other services.

Emphasis is placed on the needs of learners, appropriate teaching and facilitation approaches and curriculum development. This is consistent with PK's mission to cultivate 'āina and kānaka to inspire learning and lifestyles that enable all Hawai'i to thrive. Through our mission and vision PK strives to reconnect our people with 'āina through the place-based experiential learning of Hawaiian cultural skills, knowledge, and perspectives. This practice has provided a successful framework for learning year after year. We have witnessed tremendous gains in participants, including the understanding and application of cultural practices and content, and a deepened emotional connection to the Hawaiian culture and the ancestral land that sustains us. Ma Ka Hana Ka 'Ike will support individuals' needs for education and lifelong learning.

To achieve the project purpose, address community needs, and advance the PK mission, Ma Ka Hana Ka 'Ike will focus on the following objective, outcomes and activities.

Objective: By the end of 12 months, develop and implement culture-based community education programs that inspire and enable 800 community members, on the islands of O'ahu, Moloka'i and Maui, to engage in cultural traditions and practices to preserve and perpetuate Hawaiian culture, language and knowledge.

The project will focus around the Hawaiian material culture identified in the work of Te Rangi Hīroa and connected to natural resources of Hawai'i. *Arts and Crafts of Hawai'i* is written and illustrated by former Bishop Museum Director Te Rangi Hīroa (Sir Peter H. Buck). Published originally in 1957, this series is organized into 13 major groupings: food, houses, plaiting, twined baskets, clothing, fishing, games and recreation, musical instruments, war and weapons, religion, ornaments and personal adornments, and death and burial that guides the reader through major elements of Hawaiian life, providing descriptions of traditional objects, methods of construction, and traditional use. Today the series is published as one book and thanks to Te Rangi Hīroa's scholarship and attention to detail, most descriptions are specific enough to allow cultural practitioners to recreate these works today.

PK staff will seek cultural practitioners from their respective island to participate in the project. Project activities will include 12 workshops (O'ahu 9, Moloka'i 2, Maui 1); 3 events (O'ahu 2, Moloka'i 1), and provide services to no less than 800 participants. No less than eight cultural practitioners will conduct introductory sessions to train individuals in traditional arts and cultural practices. Participants will be encouraged to attend workshops and events as a family. PK staff and volunteers will lead age appropriate activities for children of various ages that may include stream explorations, scavenger hunts, games, and art activities.

O'ahu: A total of 9 community workshops will be conducted by cultural practitioners at Waipao to teach, inspire, and engage community members in cultural activities and practices related to creating the tools required for the holistic practice and perpetuation of cultural traditions and practices namely 1) lau hala and niu weaving, 2) 'ie'ie weaving and cordage making 3) pōhaku ku'i 'ai construction (2 times), 4) papa ku'i 'ai (board) construction, 5) 'ulu maikai (2 times), 6) uhau humu pōhaku. Each 4-6-hour session will be held on Saturday or Sunday at Waipao and include lunch prepared by PK staff and volunteers using food raised and gathered from Waipao. 240 participants will be served. This is based on an estimate of 30 participants at each session.

A total of 2 community events will be held to bring Ma Ka Hana Ka 'Ike participants, 'ohana, and community partners together to learn under the tutelage of cultural practitioners.

Event 1: Participants will learn about the ancient art of hōlua sled making. Only 3 sleds are in the Bishop Museum for learning and a small number constructed by cultural practitioners are in private collections. Hōlua sleds will be displayed in completed form and at various stages of development. Participants will learn how Hawaiians build sleds and where they practiced this sport. Hands-on experiences will include lashing a sled and riding down a slight slope. Wili and other styles of lei-making will be the second option at this community event. Participants will learn various methods of stringing, weaving, and braiding flowers, leaves, and other plant parts to wear or to give, and lei protocols.

Event 2: Participants will learn about native birds and their significance to Hawaiian culture, how to make feather lei and other traditional feather adornments, and related protocols. Events will include a walking tour and sharing mo'olelo of Waipao and Ko'olaupoko, activities for children including 'ulu maika and other Hawaiian games, music and dance performances, etc. 200 participants will be served. This is based on 100 participants attending each session. In addition to these sessions, PK staff will invite the community (via the PK website) to participate in learning traditional imu building, cooking, and food preparation each month during the project performance period. 72 participants will be served.

Moloka'i: A total of two community workshops will be conducted by cultural practitioners to teach, inspire, and engage community members in the practice of 1) lei making, including various styles of lei, how to make lei, and lei protocols, and 2) dyes from native plants, including how to grow the plants and prepare the dye. Each is a 2-day or 2-part workshop. Day 1 is to find and gather materials and day 2 will focus on using the materials to make lei. 40 participants will be served. This is based on an estimate of 20 participants at each session.

The program site will be the ALU LIKE Native Hawaiian Library or the Moloka'i Public Library.

1 community event, the 2020 Earth Day celebration will be coordinated and conducted on Moloka'i. The only Earth Day celebration on the island, with more than 38 community organization partners, draws approximately 1,000 participants each year. The PK portion of this event will focus on hana kapa (Hawaiian bark cloth-making). This will include a display, demonstration, and opportunity to pound wauke, and design kapa. Participants will learn the mo'olelo of Ka'imikalua Heiau and its connection to kapa making on Moloka'i. 200 participants will be served at this all-day event. This event takes place at the Mitchell Pau'ole Center.

Maui: One community workshop will be conducted by cultural practitioners that will focus on in-depth knowledge of Hawaiian plants, their many uses by our ancestors as well as people today, and the mo'olelo related to plants. The session will include where to find native plants on Maui; how to make lei, cordage, and identify hula implements made from native plants; mo'olelo associated with these practices; and plants as la'au lapa'au. 48 participants will be served at this 6-hour session. The program site will be at Liliu'okalani Trust at Wailuku or at Kepaniwai Park and Heritage Garden.

The following cultural practitioners and their haumāna will lead training at workshops and events: Kumula'au and Haunani Sing, 'Umiāliloalahānauikalākaua Kai, Mahina and Cheryl Pukahī, Duffy Chang, Ke'ahi Tomas, Kunāne Wooton, Kuahiwi Moniz, and Billy Fields. The following PK staff will conduct cultural training sessions at workshops and events: Mahi La Pierre, Penny Martin, Moke Ka'apana, Keoua Nelson, Dr. Ku'uileilani Reyes, and Kapona Barboza.

Ma Ka Hana Ka 'Ike will begin September 1, 2019 and end August 31, 2020. The project will proceed with the following three phases.

Phase 1. Planning and Coordination – September 2019 to November 2019. *Mahi La Pierre, Project Coordinator, is responsible for overall planning and coordination.* The Project Director (PD) will meet with all staff to clarify roles, responsibilities, and timelines. A monthly meeting will be scheduled to discuss, track, and adjust programming as needed. The PD will work with the Fiscal Manager to review financial reporting and payment drawdown process. An electronic project calendar and a shared project folder will be created. The PD and Project Coordinator (PC) will contact, meet with and contract cultural practitioners. PK staff will develop a schedule of all workshops and events. The Program Assistant (PA) will add meetings, workshops and events scheduled to the project calendar. A schedule will be sent to practitioners and partners. The PA will schedule site use with neighbor island partners; promote activities on the PK website; develop flyers, banners, and other promotional items to notify the public and partners of activities; order program supplies; develop sign-in sheets; and electronic registration forms. Project staff will develop and produce a suggested reading list and support materials for distribution and posting on the PK website. They will develop and test and electronic participant survey; and questions and format for interviews with cultural practitioners.

Phase 2. Implementation – November 2019 to August 2020. *David Akeo, Educator is responsible for O'ahu programming. Penny Martin, Educator is responsible for Moloka'i programming, and Mary Anna Grimes, Educator is responsible for Maui programming.* Project Educators will coordinate session dates with cultural practitioner(s); prepare site(s) for each workshop and event; gather and prepare resource materials as needed for sessions; schedule sites and host activities. Each workshop will be photo-documented, and evaluation data will be collected from participants and compiled by PK staff.

Phase 3. Evaluation and Finalization - July 2020 to August 2020. *Māhealani Merryman, Project Director is responsible for evaluation and finalization.* Data compiled throughout the project will be synthesized and analyzed. Data will include number of participants, number of cultural practitioners, number of organizations, number of partnerships; and the extent to which participants increased their knowledge and met the project measures identified. Based on findings, components of the project will be modified as needed. Performance and financial reports will be prepared for submittal to IMLS. A PowerPoint presentation will be prepared for reporting at the IMLS annual grantee meeting.

This project does not develop digital products. This project is focused on the production of traditional Hawaiian objects constructed with traditional materials and utilizing traditional methodologies. All items made become the property of the participant.

### **3. Impact**

Ma Ka Hana Ka 'Ike will link the past to the present to strengthen Hawaiian identity. As a result of this project there will be an increase in 1) understanding and knowledge of Hawaiian cultural traditions and practices; 2) appreciation of the skills and knowledge of our ancestors; 3) opportunities for the Hawaiian community to learn and implement Hawaiian cultural traditions and practices; 4) participation in cultural activities and interaction with the 'āina for cultural, spiritual, and subsistence; 5) understanding of the role of

libraries, library resources, and library services in lifelong learning; 6) number of Hawaiian materials and objects will be present in Hawaiian homes and used by Hawaiian families; and 7) desire to pass on Hawaiian cultural traditions and practices to family members and the next generation of native Hawaiians, thus strengthening our lāhui. Outcome-based evaluation methods will be used, and achievements measured or evidenced by the successful completion of tasks. The project outcomes are 1) Participants will demonstrate cultural knowledge of Hawaiian traditions and practices, and 2) Participants will contribute to the perpetuation of Hawaiian traditions and practices.

Project success will be achieved if the following measures are met:

*IMLS Agency-Level Goal 1: Promote Lifelong Learning performance measures*

- 75% of participants will strongly agree or agree that their understanding of Hawaiian cultural traditions and practices has increased as a result of programming.
- 75% of participants will strongly agree or agree that their interest in Hawaiian cultural traditions and practices has increased as a result of programming.
- 75% of participants will strongly agree or agree that they are confident they can apply what they learned in this program to their lives.

*Project performance measures*

- 75% of participants will increase their understanding and knowledge of Hawaiian cultural traditions and practices as determined by participant survey and cultural practitioner interview.
- 75% of participants will increase their participation in a cultural practice as determined by participant survey, and cultural practitioner interview.
- 75% of participants will increase their knowledge of the 'āina of their region as determined by participant survey.
- 75% of participants will indicate a desire to learn more about Hawaiian traditions and practices as determined by survey.

*The success of this project will also be measured by the following impact indicators.*

- 800 project participants.
- 8 cultural practitioners provide training.
- 9 hands-on workshops conducted at Waipao.
- 2 hands-on workshops conducted on Moloka'i.
- 1 hands-on workshop conducted on Maui.
- 2 community events conducted on O'ahu.
- 1 community event conducted on Moloka'i.

#### **4. Communication Plan**

This project will provide services to students, teachers, families, and general community members. The majority of participants will come from underserved communities, particularly those on the islands of Moloka'i and Maui. All programs will be posted on the PK website, Instagram, and Facebook. Flyers and online registration forms will be sent to all current and previous program participants, and print flyers will be sent to all public libraries on O'ahu, Moloka'i, and Maui. Workshop and event flyers will be emailed to PK's 4,500 newsletter subscribers. Families will also be reached through Lili'uokalani Trust, community service organizations, and PK partners on O'ahu, Moloka'i, and Maui. Community partners will be invited to all workshops and events.

PK works in collaboration with community organizations in the ahupuaa of He'eia including Kamehameha Schools preschool at Ha'ikū, Friends of Paepae o He'eia, Ke Kula 'o Samuel M. Kamakau public charter immersion school, Lili'uokalani Trust, Ko'olaupoko Hawaiian Civic Club, and Kāko'o 'Ōiwi to realize the shared goal of restoring the ahupua'a of He'eia as a cultural preserve to provide educational programs and perpetuate the Hawaiian culture. These organizations, along with Windward Community College, provide

services to Native Hawaiians ranging in age from toddlers to kupuna and form a tight network to disseminate information about Hawaiian cultural events and learning opportunities. All of these organizations and their program participants will be invited to attend the Kamaha'o Nā Hulu Ko'o event. Additionally, Papahana Kuaola serves as a site for cultural practitioners from Nā Kāne 'Awalani, Hale Mua, Hālau Mele, Hui Ho'oniho, Ka Pā O Lonopuha, Hui Maui Ola, Hālau Ho'ola Wai 'Ōlena o Waipao, and other hālau. Beyond our immediate boundaries, Facebook, Instagram, and other social media sites will be employed.

Prior to the program, participants are asked to sign a photo release form allowing PK to use their photo(s) in its non-profit work. They have the option to decline use of their photo(s), and they will then not be photographed.

Photographs of community events will be shared with the public on social media and the PK website.

Program results will also be shared with the general community. PK will obtain adult audience and stakeholder feedback via an online survey. Project activities and accomplishments will be presented at the annual IMLS grantee meeting in 2020.

Jessica Von Hauki, Program Assistant is responsible for community outreach, promotion, and dissemination on all islands. She is trained in Public Relations and Marketing by Neenz Faleafine in Website, Instagram, Facebook, Twitter, and Email Marketing.

## **5. Sustainability**

Upon completion, continued project implementation will be covered by general operating costs, allowing incorporation of this project in teaching opportunities provided to schools and communities in the years ahead. Each year as funds become available, PK will expand library services to other islands and communities on O'ahu that we do not currently serve. This would involve partnering with other Hawaiian organizations, schools, libraries, and museums to deliver services, hiring new staff to service another island, or sending experienced O'ahu and/or Moloka'i staff to service another island. All of these options will be taken into consideration by the organization.

The active role that PK and other Hawaiian organizations has played in developing culture based education programs and services like the project proposed in this proposal has contributed to the establishment of the Office of Hawaiian Education (OHE), Nā Hawai'i 'Imi Loa (NHIL), and a statewide collaboration between the University of Hawai'i-Mānoa Library and Information Science (LIS) Program, Hawai'i State Library System (HSPLS), and the Native Hawaiian Library (NHL).

OHE was established under the Office of the Superintendent of the Hawai'i State Department of Education in 2015. Nā Hopena A'o (HĀ) is a Department-wide framework to develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i. PK staff, Penny Martin, Moloka'i Educator serves on the Moloka'i HĀ team.

LIS has been awarded an IMLS, Laura Bush 21st Century Librarian Program to create a library and information science professional development and continuing education program for the purpose of cultural learning and growth amongst the LIS community. Māhealani Merryman serves on the advisory board for this initiative. She is the Founding Director of the Native Hawaiian Library and current Director of the Lelekamanu Library at Papahana Kuaola.

NHIL is a professional organization that continues to advance Hawaiian knowledge and library practices. One of the NHIL objectives is to improve library and information services for the Native Hawaiian community. Māhealani Merryman serves in a leadership position as a council member.

## Papahana Kuaola

Ma Ka Hana Ka 'Ike (Knowledge is Gained by Doing)

Schedule of Completion      September 2019 - August 2020

<b>Planning and Preparation</b>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Review project plan and timeline.	_____											
Meet with all staff to clarify roles, responsibilities, and time schedules.	_____	_____										
Meet with O'ahu, Moloka'i and Maui staff.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
<b>Development of Discovery Boxes</b>												
Develop an online project calendar and shared folder.	_____	_____	_____									
Meet with and contract cultural practitioners.		_____	_____									
Develop a schedule of all workshops and events.		_____	_____	_____								
Schedule site use with neighbor island partners.			_____	_____	_____	_____						
Develop fliers, banners, reading list, and support materials for promotion.			_____	_____								
Order program supplies.		_____	_____	_____	_____	_____						
Develop sign-in sheets and registration forms.		_____	_____									
Develop participant evaluation forms and surveys.		_____	_____									
<b>Field-Testing</b>												
Coordinate sessions dates with cultural practitioners.		_____	_____									
Prepare sites for each workshop and event on O'ahu, Moloka'i, and Maui.			_____	_____	_____	_____	_____	_____	_____			
Gather and prepare resource materials for sessions.			_____	_____	_____	_____	_____	_____	_____			
Host sessions on O'ahu, Moloka'i and Maui.				_____	_____	_____	_____	_____	_____	_____	_____	
Photo document the project.	_____	_____	_____	_____	_____	_____	_____	_____	_____			
<b>Evaluation and Project Close Out</b>												
Compile/analyze all evaluation data collected.			_____	_____	_____	_____	_____	_____	_____	_____	_____	
Modify and finalize components of the project if needed.										_____	_____	_____
Prepare final performance and financial reports for submission to IMLS.												_____



## 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?