Hoʻīlina - **H**onoring **O**ur Indigenous **L**egacies **I**nspiring **N**ative **A**bilities **PAPAHANA  KUAOLA**

**Project Justification**
Papahana Kuaola (PK) is a 501(c)(3) nonprofit mālama ʻāina (caring for the land) education organization that is located in Waipao, on Oʻahu. The property covers an area in Heʻeia, Koʻolaupoko of 63 acres reaching from the right side of Haʻikū valley into the next valley of ʻIolekaʻa. The site includes office spaces, a library, indoor and outdoor programming areas, a perpetually flowing stream, natural springs, numerous loʻi kalo (taro patches), a small wetland, and 50 acres of māla (upland gardens) filled with native Hawaiian and Polynesian plants. Outdoor programming areas include a traditional imu, outdoor kitchen, and kahua. Papahana Kuaola operates a Cultural Learning Center which provides hands-on, standards-based learning experiences and instruction for students, teachers, and the general public.

Established in 2008, the Lelekamanu Lending Library is a cultural and educational resource utilized by thousands of our community members either by loan or on-site. It maintains a small but valuable collection of approximately 7,000 books, photographs, pamphlets and posters, cultural objects It also includes a special collection of curriculum materials that focus on cultural and environmental education. Materials are loaned to educators from public, private, charter, and home schools on Oʻahu as well as our neighbor islands. Library resources and collections are also used on-site by researchers, cultural practitioners, educators, students, interns, volunteers, program participants and our staff. Library programming includes: intersessions during fall, winter and spring school breaks; summer and after-school programs; and evening cultural literacy activities for the community. PK facility and program areas are ADA accessible. We maintain offices and staff on the islands of Oʻahu, Molokaʻi and Maui.

Statewide assessments of standardized tests in public schools indicate that Native Hawaiian (NH) students score lower than all other ethnic groups (*Native HI Educational Assessment, 2005; Kanaʻiaupuni and Ishibashi, 2003*). NH public school students also have the highest rate of absenteeism, which is a contributing factor to both the high NH dropout rate and low academic performance levels. Obstacles within the school as well as problems at home may compound already existing negative impacts on NH students, and result in loss of interest in maintaining education and the pursuit of future training.

Recently, Hawaiʻi has made progress increasing access to high-quality experiences that support literacy. And yet, we still need to do more. Of the NH learners enrolled in Hawaiʻi public schools: 54% of our keiki (children) enter school ready for kindergarten; 36% are reading at grade level or higher by 3rd grade; 24% are academically prepared by 8th; 27% graduate from high school on time and prepared for continued education; and only 22% complete postsecondary education/training (*Kamehameha Schools SP2020, Updated March 2019)*.

Bringing culturally and linguistically relevant books and resources into the classroom helps bridge the gap between knowing and understanding the language, practices, cultures, and identities of our students. These texts help students draw upon their base of knowledge while cultivating comprehension skills and nurturing an interest in literature. Currently, there are a number of wonderful free library resources available for children and adults of all ages. However, the resource content is frequently English-language focused and does not include Hawaiian culture-based subject matter. Participation in accurate culture-based education programs and activities can result in positive impacts to students' socio-emotional well-being as well as math and reading test scores, particularly for those with low socio-emotional development. (*Kanaʻiaupuni, S., B. Ledward, and U. Jensen. Culture-Based Education and Its Relationship to Student Outcomes*).

Hoʻīlina - **H**onoring **O**ur **I**ndigenous **L**egacies **I**nspiring **N**ative **A**bilities will address the need to increase access to high-quality experiences that support literacy, and illuminate the minds of our keiki with culture, history and legacies of the Hawaiian people through: books, reenacted moʻolelo (stories), virtual or in person "talk story" sessions and presentations. These enrichments will strengthen foundations already steeped in

culture and build upon them by way of perceptivity, realization and curiosity. Keiki will be immersed in the indigenous culture of Hawai'i through various learning opportunities that combine authentic Hawaiian culture-based instruction and activities with innovative concepts rooted in the history and mo'olelo of this 'āina. We will explore the lives of our ali'i (chiefs, monarchs) and heed their words of instruction and inspiration.

Ho'īlina is aligned with the Native Hawaiian Library Services Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users. Specifically, Objective 2.2: Support the development and implementation of classes, events, teaching tools, resources, and other educational services. It is consistent with Papahana Kuaola's mission to cultivate 'āina and kānaka (people) to nurture learning, relationships, and lifestyles that enable all of Hawai'i to thrive for the purpose of preserving and perpetuating the Hawaiian culture and lifestyle.

In partnership with 13 schools (4 on Moloka'i, 4 on Maui, and 5 on O'ahu), the majority of participants will come from underserved communities, particularly those on the islands of Moloka'i and Maui. 1,364 participants will be directly served on the islands of O'ahu, Maui, and Moloka'i. Our intended audience is 1,040 students (Preschool - 6th grade), 49 teachers and 275 families that reside in rural communities and those on neighbor islands where resources and educational opportunities are often limited.

The beneficiaries of this project are the present and future leaders of Hawai'i. The next generation will preserve and perpetuate the teachings of our ancestors through the continued practice of sharing culture, history and legacies of all those who came before us. They will be equipped with a firm foundation in the knowledge and wisdom of our ali'i. This next generation will be stewards of the 'āina and the mo'olelo held within it.

**Project Work Plan**
The project goal is to preserve, practice and perpetuate Hawaiian culture, language and knowledge through increased understanding and appreciation of traditional Hawaiian literature. Our kūpuna have thrived and survived generations of challenges and triumphs. They crossed vast oceans using only the stars as their guides. They built structures hundreds of feet tall and wide using only stones that were passed from hand to hand for miles. They developed fisheries and massive irrigation systems that produced food for an entire ahupua'a (land division). The ali'i (chiefs, monarchs) united entire kingdoms and circumnavigated the world. This is their legacy. Ho'īlina reflects on the inspiration of our kūpuna and looks to the wisdom of the past to understand the present in order to determine our future. What will our legacy be?

**Objective 1: Develop a culture-based literacy program based on traditional Hawaiian mo'olelo and the knowledge, wisdom and legacies of our ali'i.** Learning materials developed by this project will support teachers in their delivery of in-class and on-line instruction, as well as family/community learning at home.

Ho'īlina is designed to preserve, practice and perpetuate Hawaiian culture, language and knowledge through increased appreciation of traditional Hawaiian literature and understanding of legacies left by our ali'i. Four ali'i: King Kamehameha, King Kalākaua, Queen Lili'uokalani, and Princess Ka'iulani will be featured in this ali'i series and the following materials developed for each ali'i.

*Ho'īlina Web Page* (1), will be created to host project learning materials. Through this digital platform, we will provide relevant cultural resources to engage educators, students, and families. By developing and providing these resources for DOE teachers, it allows them to integrate HCBE (Hawaiian Culture Based Education) in their teaching. Participants will have access to ali'i videos, mo'olelo, matching game, and audio recordings of out-of-print ali'i books. Pre and post evaluation tools will be developed and accessible on the project webpage.

*Video Presentations of Ali'i* (4), approximately 5 to 8 minutes will be produced. 1 video presentation for each

aliʻi. They will highlight biographical information, regal symbols, sites significant to their lives both in Hawaiʻi and abroad, contributions to the kingdom, and legacies bequeathed Native Hawaiians for each aliʻi. The video presentations will be stored on our website where educators will be able to access this resource prior to an in-person presentation and talk-story session.

*Moʻolelo Video Productions* (4), traditional or modern moʻolelo depicting the culture, values, language, history or traditions of Hawaiʻi, will be produced and posted on the project webpage. Moʻolelo will promote literacy within the home and encourage ʻohana to read and learn together. Through this virtual platform, "storytime" will be revitalized and bring our moʻolelo to life. The moʻolelo video presentations will be shared with participants, students and teachers. They will be available as a resource for both in-school learning and at-home extended learning with ʻohana.

*Audio Recordings* (10), book titles related to aliʻi will be read by staff, guest readers, and authors. Recordings will be hosted on the project webpage. Depending on the original language of print, recordings may be in English, Hawaiian or both to better serve our DOE Hawaiian Immersion Schools. Book selection will also be inclusive of a range of readers; from early-learners and age-appropriate titles for students in grades 4, 5 and 6 to multi-chapter books. Selections will be chosen from our Lelekamanu Lending Library collection, featuring books that are no longer in print and not readily available at public libraries or schools. Teachers and haumana will have early access to the recordings, allowing for preparation and pre-screening prior to online or in-person presentations shared by our educators.

*Virtual Presentation of Iolani Place* (1), the royal residence of the rulers of the Kingdom of Hawaiʻi, will be produced. In collaboration with the palace this custom tour will be designed to support Hoʻīlina project moʻolelo and learning.

*Aliʻi Bus Tour*s (2), 1 for the island of Molokaʻi and 1 for the island of Maui, will be developed for students and teachers. Each 4-hour tour will bring students to sites on the island where they reside that are significant in the lives of the aliʻi. Visual aids (11" x 17") will be identified, obtained and produced to enhance and focus learning. Students will explore sites on the island that they have learned about in their classroom presentations and readings.

*Classroom Learning Materials* will be created. 1) Aliʻi identification and information cards that will be used to enrich classroom learning. 2) Online quizlets will be developed as an extension of lessons. 3) Journals will be developed as a learning tool and documentation of learning.

**Objective 2: Conduct literacy program activities for 1,089 teachers, students and their families, and communities on the islands of Oʻahu, Molokaʻi, and Maui**.
The educational materials identified in Objective 1, along with a selection of purchased books will be used by PK staff to provide public services to participating schools and community: class presentations, outdoor learning experiences, summer and spring intersession enrichment programming, and community events.

*Class Presentations*. Conduct a 60-minute classroom presentation including focus questions and discussion, followed by student engagement in a hands-on activity (30 minutes) that supports the lesson.

*Outdoor Learning Experiences*. Conduct a 4-hour aliʻi bus tour to support classroom learning. Each multi-stop tour will provide students, teachers, and parents the opportunity to visit and learn about the personal and/historical connection between aliʻi and each site.
*Summer and Intersession* enrichment programming where students will learn and grow with lessons from the ʻāina. Haumāna will have the opportunity to build pilina (relationships) with the ʻāina, wahi pana, and kānaka.

We will go on a huakaʻi where we will walk in the footsteps of our ancestors and visit historical sites that carry the moʻolelo of our aliʻi.

*Community Event, Oʻahu* - Hoʻokaʻao, a daylong community event will be held at Waipao during the summer of 2023. This free community event will encourage family and community participation through experiences that expand knowledge and understanding of Hawaiian culture, and its significance to the land, people, and customs - through moʻolelo and mele. Moʻolelo will incorporate history and traditions; and be shared in the forms of oration, mele, and performing arts. The ʻāina will be transformed into a living museum where artifacts and photographs will be displayed as participants take walks through time and envision what life was like in the time of our kūpuna. The legacies of our ancestors and aliʻi will be perpetuated through many moʻolelo and hands-on activities throughout the day.

*2023 Earth Day, Molokaʻi* -  PK staff will participate in the annual 2023 Earth Day Celebration for no less than 200 students, teachers, and the general community. Staff will share Molokaʻi moʻolelo and the audience will participate in an interactive aliʻi matching game activity, where they will be asked to match photos of aliʻi with their related items such as places, symbols, or objects (e.g. Kalākaua and Iolani Palace). If they do not find a match, cards will be flipped back over, and the next participant will go. Participants must use their memory to remember where the different cards are to find them when their turn comes up again. Playing this game will allow participants to reinforce their knowledge base on the aliʻi or learn something new. All fourth grade students on the island participate in this annual community event (69 students, from the 4 public elementary schools on the island). Books related to the aliʻi will be displayed and made available for participants to read during the event.

Combined sessions will serve **1,364** participants: Oʻahu (458), Molokaʻi (579,) Maui (327).

Resources required for Hoʻīlina are: staff time, 4,160 total hours; books, printing services, programming supplies, postage, subscriptions, equipment rental, stipends, bus rental, and travel costs. Travel costs include: mileage for staff travel to communities; and travel to the annual grantee meeting.

Leadership and direction for PK is guided by a four-person Board of Directors, and two co-Directors experienced and educated in Hawaiian culture and natural resources. PK staff are passionate about their work and enthusiastic about sharing what they know with others. They have expertise in the areas of Hawaiian culture, Hawaiian language, science education, curriculum development, book publishing, library and museum studies, information technology, natural resource management, administration, and accounting.

Key project staff/positions are: Mahealani Merryman, Project Director (PD); Tiare Agpaoa, Project Manager/Educator (PM); Lily Utai, Oahu Educator (OE); Penny Martin, Molokaʻi Educator (MoE); Mary Anna Grimes, Maui Educator (MaE); Jessica Von Hauki, Program Assistant (PA), Donna Tuisamata Fiscal Manager (FM). (See, Resumes of Key Personnel: resumes.pdf).

Hoʻīlina will begin on **September 1, 2022 and end on August 31, 2023**. The project will proceed with the following three phases.

Phase 1. **Planning and Coordination**  – September 2022 to October 2022. *The Project Manager is responsible for overall planning and coordination.* The Project Director (PD) will meet with all staff to clarify roles, responsibilities, and timelines. A weekly meeting, including neighbor island staff via zoom 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. Project staff will identify and select Hawaiian aliʻi facts, moʻolelo, mele, and books that will

serve as the focus of project activities. Partnering schools will be notified of the grant award, and educators will coordinate session dates for class presentations and huakaʻi (field trips) with their teachers. The Program Assistant (PA) will add meetings, class presentations, huakaʻi, and community events scheduled to the project calendar. The PA will promote the project on the PK website and develop electronic registration forms for participants. Project staff will develop assessment and evaluation tools for the program.

Phase 2. **Development and Implementation** – September 2022 to July 2023. *The Oʻahu Educator is responsible for Oʻahu programming. Molokai Educator is responsible for Molokaʻi programming, and Maui Educator is responsible for Maui programming.* Oʻahu project staff will develop 4 video presentations (5-8 minutes long) each on a different Hawaiian aliʻi. Maui, Molokaʻi and Oʻahu educators will contribute relevant location content by creating a multi-stop huakaʻi of places connected to each aliʻi. Oʻahu project staff will also produce 4 moʻolelo video productions for the program. Audio recordings will be completed by project staff and invited guests both in English and Hawaiian language. PA will redesign the PK website to accommodate a newly developed Hawaiian aliʻi webpage. OE will create and print visual-aids and hands-on activity supplies. The PM and all Educators will conduct class presentations, huakaʻi, and community events. Participant surveys will be administered and evaluation data will be collected by Educators.

Phase 3. **Evaluation, Reporting, and Financial Close Out**- July 2023 to August 2023. *The Project Director is responsible for evaluation and finalization.* Data compiled throughout the project will be synthesized and analyzed. Data will include the number of participants; 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 submission to IMLS. A PowerPoint presentation will be prepared for reporting at the IMLS annual grantee meeting.

Natural Resource Data Solutions (NRDS), a multiplatform location-based software that combines project management, GIS, data collection, reporting and analysis will be used to track project progress. A series of evaluation instruments will be used including data collection and analysis, setting benchmarks/ objectives, and conducting surveys and assessments. Much of the data such as library material use, program participation, etc. will be collected daily or per engagement. Surveys completed by participants will be used for gathering feedback as well as assessing the impact of the project. Community comments and teacher surveys will be reviewed and discussed as received to monitor project performance and outcomes. Feedback received will be used to adjust the project as needed. Pre- and post- assessments will be used to determine the extent of each student's learning and understanding of the topic. Teacher evaluations will be administered via SurveyMonkey at the end of the program. E-mail addresses will be obtained from registration, sign-in sheets and registration forms. (See, Performance Measurement Plan:performancemeasurement.pdf)

Project activities and results will be shared at the Molokaʻi Earth Day Celebration 2023, the annual IMLS grantee meeting and the annual Native Hawaiian Education Association Convention. Project activities and learning opportunities 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 Oʻahu, Molokaʻi, and Maui. Workshop and event flyers will be emailed to PK's 4,500 newsletter subscribers. Additional families will be notified via the Liliʻuokalani Trust, community service organizations, and PK partners on Oʻahu, Molokaʻi, and Maui.
Digital content and products resulting from this project are: virtual games and activities; video and audio recordings; and photo images. Social media will be utilized to promote the project, disseminate information, and engage the community. (See, Digital Work Plan: digitalproduct.pdf).

PK will continue to support and encourage Covid precautions by following state mandates and individual school protocols. On-site we will continue to have hand-sanitizer readily available and any food items will be

individual servings. A potential project risk is that new variants of the Covid-19 virus spread to Hawaiʻi and we find our current vaccine ineffective. In this event, schools would close and/or teaching schedules and methodologies modified as Hawaiʻi would move to Tier 1 threat level. If this should happen, PK will revert to all virtual programming and all outdoor and in-person activity would be canceled. PK would work with partnering schools to support teachers and families as recommended. Under the best conditions there is always the potential project risk of unexpected inclement weather during outdoor learning experiences. PK is experienced with making adjustments to activities dependent on the weather by substituting appropriate indoor activities for outdoor activities. If weather conditions improve, outdoor sessions will be resumed. In the event that weather conditions are extreme or dangerous, outdoor sessions will be rescheduled.

**Project Results**
Results of this project will demonstrate that project participants have gained an increased interest in reading; and an increase in understanding and appreciation of the history and moʻolelo of their aliʻi. There will be 1) an increase in learning Hawaiian literature, culture, and language; 2) an increase in learning about aliʻi and their legacies; and 3) an increase in teaching resources that support HCBE in the classroom.

Project success will be achieved if the following measures are met:
*Native Hawaiian Library Services Grant Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users.*
- 75% of participants will strongly agree or agree that their understanding of specific aliʻi and their key legacies has increased as a result of programming.
- 75% of participants will strongly agree or agree that their interest in specific aliʻi and their key legacies has increased as a result of programming.

*Project performance measures*
75% of participants increase their understanding and knowledge of the history and moʻolelo of their aliʻi; pre- and post-assessment.
Evidence of Progress
- Correctly reproduce session content. Examples: identify aliʻi, pronunciation of aliʻi names; identify symbols and key legacy of aliʻi
- Student expression and/or connection of learned values and behaviors in the classroom and everyday life.
- Teacher and parent observation of increased student knowledge of aliʻi.
75% of participants increase their interest in Hawaiian literature, per participant survey.
Evidence of Progress
- Completion of reading log
- Ability to read and retell a moʻolelo
- Self-reporting interest in reading and learning moʻoleo
- Participation in reading activities

75% of participants increase their interest in Hawaiian culture and language; per participant survey.
Evidence of Progress
- Self-reporting interest in Hawaiian culture and language
- Ability to share cultural and language knowledge learned
- Teacher and parent observation of increased student interest
- 80% of teachers rate newly developed educational materials at 8+ (on a scale of 1-10). By the end of the year 80% of teachers will report the project has met their expectations.
Evidence of Progress
- Teacher survey

70% of teachers report an increase in their capacity to support HCBE in their class; per teacher survey.
Evidence of Progress
- Integration of HCBE into their classroom teaching. Utilize resources provided to connect Hawaiian culture to academic subjects.
- Expand knowledge and skills in searching and acquiring cultural resources using Hawaiian electronic databases.

Completion of activities within the timeframe specified, will lead to successful completion of objectives, and show project success. This includes:
- Completion of project webpage that will serve as a venue for disseminating project information and resources to neighbor islands and rural community participants.
- Completion of 230 literacy sessions (in person and virtual) for a total of 1,364 students in grades 2 to 6.
- Completion of 23 outdoor learning sessions for a total of 575 students in grades 4 and 6.
- Completion of 11 out of school learning sessions 222 students in grades 2 to 6.
- Completion of the following tangible products:
  - Visual Aides - 4 sets of 24 images (11"x17"); Total = 96 images
  - Aliʻi Matching Game cards - 4 sets of 20 images (3"x5"); Total = 80 cards
  - Aliʻi Information Cards: 200 sets of 4 images (5" x 7"); Total =  800 cards
  - Field trip activity sheets - 3 locations, 200 each; Total = 300
- Completion of 4 moʻoleo productions.
- Completion of 10 audio recordings.
- Completion of a virtual presentation of Iolani Place.

Tangible products resulting from this project are: Visual Aides - 4 sets of 24 images (11"x17") per set: 96 images. Aliʻi Matching Game cards - 4 sets of 20 images (3"x5") per set: 80 cards. Aliʻi Cards: 200 sets of 4 images (5" x 7") per set: 800 cards. Field trip activity sheets - 3 locations, 200 copies per location. All products produced by this project will be available to participants.

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. We will expand the alii moʻolelo series each year, featuring more aliʻi.  PK will expand library services to other islands and communities on Oʻahu 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 Oʻahu and/or Molokaʻi staff to service another island. All of these options will be taken into consideration by the organization.

| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Planning and Preparation** | | | | | | | | | | | | |
| Meet with staff to review project plan, timeline; roles and responsibilities; and schedule development meetings | ----- | | | | | | | | | | | |
| Review financial reporting and payment drawdown process | ----- | | | | | | | | | | | |
| Research Hawaiian aliʻi, moʻolelo, mele, and books that will serve as the focus of project activities | ----- | ----- | | | | | | | | | | |
| Notify schools of the grant award and confirm participation | ----- | | | | | | | | | | | |
| Create schedule of class presentations and huakaʻi (field trip) with schools, and community events | | ----- | | | | | | | | | | |
| Promote school and community activities on PK website | | ----- | | | | | | | | | | |
| Order project supplies; send supplies to Molokaʻi and Maui | | ----- | | | | | | | | | | |
| Create electronic registrations for participants. | | ----- | | | | | | | | | | |
| Develop assessment and evaluation tools | ----- | ----- | | | | | | | | | | |
| **Project Development and Implmentation** | | | | | | | | | | | | |
| Produce 4 video presentations (5-8 minutes long) | | ----- | ----- | ----- | | | | | | | | |
| Develop in-person huakaʻi for Maui & Molokaʻi | ----- | ----- | ----- | | | | | | | | | |
| Produce 4 Moʻolelo Video Productions | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | | | | |
| Produce audio recordings of books | | ----- | ----- | ----- | ----- | ----- | | | | | | |
| Produce a custom video tour of Iolani Palace | | | ----- | ----- | ----- | ----- | | | | | | |
| Create /maintain project web page | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | |
| Create and print visual aids & hands-on activities | | ----- | ----- | | | | | | | | | |
| Promote/advertise new Moʻolelo Video Productions and video presentations | | | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | |
| Conduct online/in-person class presentations and huakaʻi, and community events | | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | |
| Evaluate sessions and adjust as needed | | | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | |
| Administer participant surveys; obtain written comments | | | | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | |
| **Evaluation, Reporting, and Financial Close Out** | | | | | | | | | | | | |
| Compile and analyze evaluation data | | | | | | | | | | | ----- | ----- |
| Performance and financial reports will be prepared | | | | | | | | | | | | ----- |
| Present project accomplishments at IMLS grantee meeting | | | | | | | | | | | | ----- |
| Prepare, submit performance and financial reports to IMLS | | | | | | | | | | | ----- | ----- |

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**Digital Products Plan**

## Type

Applicant: Papahana Kuaola webpage content resulting from this project will be photo images, video and/or audio recordings, games, and activity.

Digital content used will be in the following formats:
- 32 images of Aliʻi and related photos as
- Web page - develop Aliʻi project webpage with 4 aliʻi pages
- Audio readings of Aliʻi books and moʻolelo video presentations
- Survey
- Google Form Pre & Post Test
- Quizlets Flashcards

Permissions will be obtained and secured for the use of any work from including but not limited to program sessions, artists, informants, museums, archives, and libraries. Obtaining permission for organization/education use is an organization policy. Papahana Kuaola has a copyright permission form.

## Availability

Web Page content and access will be openly available on-line to anyone through Papahana Kuaola's website. We will share with our followers our newly added content on social media (FB and Instagram). Website will be maintained, monitored, and updated by the technicians. Website products, access, and data collection.

The digital platforms are as follows:
- Papahana Kuaola website: https://papahanakuaola.com/
- Papahana Kuaola Facebook page: https://www.facebook.com/papahanakuaola
- Papahana Kuaola Instagram: https://www.instagram.com/papahanakuaola/

## Access

Papahana Kuaola will own all property and copyrights, and will allow access to the public for use on our website. Permissions will be obtained and secured for the use of any work from including but not limited to program sessions, artists, informants, museums, archives, and libraries. Obtaining permission for organization/education use is an organization policy. Papahana Kuaola has a copyright permission form.

## Sustainability

Web technicians will be assigned to monitor functionality of the website, products, access, and data collection. Data will be monitored semi-annually to ensure that there are no security breaches in the internal storage. Digital products will be curated for the life of the web page. Digital activity worksheets and activities will be curated for the life of the webpage or until the modifications and/or revisions changes are made to replace them. Revision changes will be curated for the life of the webpage.

The hardware and software platforms for storage systems include but not limited to:

- Migration: preserve integrity of digital objects, secure multiple storage locations, provide formatting for multiple platforms.
- Apps: Quizlets.com flashcards
- Storage:
  - Original photos stored on Drive and backed up to SharePoint.
  - Videos stored on Drive and uploaded to Vimeo for use on website.
  - Audios stored on Drive and uploaded to WordPress for use on website.
  - Surveys & Evaluations stored data collection on Drive and backed up to SharePoint.