

Organization Profile

Papahana Kuaola is a 501(c)(3) non-profit organization dedicated to cultivating 'āina and kānaka to nurture learning, relationships, and lifestyles that enable all Hawai'i to thrive for the purpose of preserving and perpetuating the Hawaiian culture and lifestyle. In 2006, Papahana Kuaola incorporated under the laws of the State of Hawai'i. In 2008 it received its IRS 501(c)(3) tax-exempt status. The organization is managed by a four-member board of directors, of which all four are of Hawaiian ancestry.

Papahana Kuaola is located on 63 acres within the ahupua'a of He'eia, in the 'ili of Waipao. The organization provides hands-on, standards-based learning experiences and instruction for students, teachers, and the general public. Activities include clearing land to open up lo'i kalo and planting areas, reforestation, native plant propagation/planting, protocols, oli, and mālama 'āina principles. Papahana Kuaola also has an office and staff on the islands of Moloka'i and Maui to provide services on these islands.

A 3,000-square foot building, Walehale, is our programming facility, and Papahana Kuaola offices and library. This building also includes a kitchen and storage area for program and other supplies that are used frequently and require easy access. Three small buildings store equipment, tools, and other site maintenance items that need to be safely secured. Computers, printers, desks, chairs, and other standard office equipment are located in two large offices. Internet service is available in the offices, indoor and outdoor programming areas including the gardens, stream, and lo'i areas. Outdoor resources include tents, mats, water jugs, coolers, and cooking equipment and utensils and a newly constructed outdoor kitchen for out project use.

Papahana Kuaola in collaboration with cultural practitioners provide the Ko'olaupoko community a landbase and facilities to practice and perpetuate Hawaiian culture. We are one of few organizations with a kahua (traditional stone platform used for cultural ceremony), the natural resources of a mesic and rainforest ecosystem, native plant and aquatic species, freshwater springs, and the landbase to provide the space for utilization by the community for Hawaiian cultural practices, Hawaiian cultural and environmental education programming, and community gatherings.

Approximately 35,000 visitors from schools and community groups from the island of O'ahu, neighbor islands, the continental U.S., and Polynesia have participated in our programs and services in the past year.

The following statement is taken from the By-Laws of Papahana Kuaola, adopted by the Board of Directors on February 13, 2007.

The purposes for which the Organization is organized are as follows:

- a) To restore relevant aspects of the kauhale system of human and natural resource management to a particular location and use this model in the development of curriculum and the implementation of educational programs;
- b) To produce and implement educational programs and curriculum that emphasizes modern issues and problem-solving skills through Hawaiian models of learning;
- c) To provide a model of innovative economic development that is environmentally sustainable and culturally responsible; and
- d) To take the lessons of Papahana Kuaola to the wider community, with emphasis on restoration projects that improve ecological, cultural, and physical health, and well-being.

1. PROJECT JUSTIFICATION

The Mo‘omo‘o project supports the IMLS agency level goals of championing lifelong learning, strengthening community engagement, and advancing collections stewardship and access. It addresses 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. Objective 2.2: Support the development and implementation of classes, events, teaching tools, resources, and other educational services. This is consistent with the Papahana Kuaola (PK) mission to cultivate ‘āina and kānaka 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. This project responds to the communities identified and the recommendations of the *Hawai‘i Digital Literacy & Readiness Study*.

Mo‘omo‘o, piecing together family histories is the name given to this project. Mo‘omo‘o are strips of wauke (paper mulberry) beaten together from which kapa (bark cloth) sheets are to be made. For generations, Native Hawaiians have struggled to get their voices heard and validated as natives of these lands. In the 1970’s there was a resurgence and revival of Hawaiian language and cultural practices which became deemed as the “Hawaiian Renaissance.” Our people were searching for anyone and anything that could connect them to who they are and where they came from. Little was known about family genealogies. People made connections through what they had been told by previous generations or a story that they may have heard. With the loss of language, it was difficult for families to translate old documents because they were all written in Hawaiian, or there was no documentation because our culture stems from oral history. Who we are and where we come from all of a sudden became an array of puzzle pieces that we are still trying to put together. The lives of our people were like a mo‘omo‘o, many pieces of beaten bast left to dry but able to be reconstituted and beaten together to make a large, beautiful kilohana (top layer, decorated sheet of kapa) that tells the story of our family histories.

There are various applications and processes that mandate Native Hawaiians to prove their Native Hawaiian Ancestry. A few examples of these processes are listed below.

Native Hawaiians are required by both the Federal and State government to document their genealogy for services and benefits. These services and benefits include Native Hawaiian placement on lands set aside for Native Hawaiians under the Hawaiian Homes Commission Act of 1920. Native Hawaiians must prove 50% or more blood quantum to obtain position on the waiting list for housing placement and those who are claiming any interest into an existing lease as an heir, must provide a separate application proving their blood quantum at 25%.

- House Bill No. 1335 of the Hawaii State Legislature requires Native Hawaiians who would like a Tuition Status Exemption to attend the University of Hawai‘i to apply and provide proof of Native Hawaiian ancestry. Kua‘ana Student Services of the University of Hawai‘i is the agency receiving applications from Native Hawaiians interested in receiving a Tuition Status Exemption.
- The Office of Hawaiian Affairs (OHA) is the advocating agency for Native Hawaiians established in 1978 by amendment to the State of Hawaii Constitution, Article XII, section 5, and implemented by chapter 10, HRS, in 1979. Native Hawaiians are eligible to apply for a Registration card where OHA verifies submitted ancestry documentation by applicants proving their Hawaiian ancestry. After verification, OHA issues a “Proof of Native Hawaiian” ancestry identification card.
- Kamehameha Schools is a K through 12th grade private education institution mandating all applicants to provide proof of Native Hawaiians ancestry. The institution’s Ho‘oulu verification center processes Native Hawaiian applicants which includes the genealogy records that applicants provide.

There are many other scholarship-based programs that help to fund Native Hawaiians to attend schooling, such as the Hawaiian Civic clubs and the Native Hawaiian Royal Society organizations. All these various applications and processes mandate Native Hawaiians to prove their Native Hawaiian Ancestry, which provides many examples of why this project is needed.

In 2010 the State of Hawai‘i published the *Hawai‘i Digital Literacy & Readiness Study* that reports that increasing Native Hawaiian (NH) digital readiness by preparing Native Hawaiians in digital literacy will better prepare them in accessing needed resources found exclusively in archives, libraries, and museum collections. These resources help to document genealogy as mandated by the government for employment, housing, and scholarship towards varying educational pathways. These archival, library, and museum records are available through online environments and with no or limited tutorial or digital training linking NH learners to these repositories and resources. The report stresses that digital literacy

outreach specifically to certain NH age groups including those with either a high school diploma or less are important targeted demographics that will need extra assistance. This report states that 61% NH find it very difficult to identify the difference between factual information and mis-information.

In 2023, in preparation for this proposal, 30 NH families (60+ adults) were surveyed to assess their knowledge of digital literacy in accessing and retrieving archival, libraries, and museum resources. Results indicated that 95% of these families had no experience/knowledge of “How to” or they did not have the necessary tools/skills needed to gain access points to these online repositories. They were unaware that these resources are available digitally to the public. All families identified specific needs for government benefits and services for NH. An example: the majority of these families were already identifying genealogy and related issues to accessing required documents to verify ancestry but did not have the digital knowledge and skills to meet the required mandates.

There is a **need** in the Hawaiian community for increased critical thinking and digital literacy skills to access resources from various digital repositories to document ethnicity, blood quantum and lineages to receive these services and benefits identified. This project will address this need by providing adult learners with both cultural knowledge needed to understand Hawaiian lexicology and how to access and retrieve information from online environments. A critical and urgent need is to assist our NH families affected by the Lahaina Fires and devastation which fires destroyed all records and documents belonging to these families. The families will need to retrieve these vital records/documents in order to receive services provided by both government agencies and NH serving organizations.

The **target group** is 100 individual participants from Native Hawaiian communities with focus on participants impacted by the Lahaina, Maui fire.

The **beneficiaries** of Mo‘omo‘o 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. Long term beneficiaries are families including children, parents, and elders seeking employment, housing, and health services that will sustain them long term in their culture and healthier way of life. Engaging in language and language materials will allow for both our people and our language to survive and live for future generations to come.

2. PROJECT WORK PLAN

The project goal is to increase knowledge of digital and information literacy for the purpose of preserving, practicing and perpetuating the traditional practice of āewa (possessing of family lineage) and presenting one’s genealogy. Traditional genealogies were recited and passed to family members through chant. Today Native Hawaiians are required to present documentation of their ancestral lineage to receive certain benefits. Participants will learn to successfully access repositories, documents, records and related resources that support verification of Native Hawaiian lineage. Mo‘omo‘o will build capacity in the Hawaiian community by employing a culture-based approach to digital literacy and information services.

The project objective is to increase the digital literacy skills of 100 participants to enable them to research and document their lineage for verification of NH ethnicity from resources housed in digital repositories. Native Hawaiians are fortunate to host the largest single indigenous-language written archive in the world. The 19th century educational movement boasted a 91-95% literacy rate of the Hawaiian kingdom, prior to the illegal overthrow of its monarchy in 1893, and the subsequent English Only Law of 1896. NH participated in an era of Hawaiian education that embedded and nurtured traditional sources of knowledge production, which yielded a multi-generation of kanaka with the skills to negotiate western law; a generation who worked to sustain a reality aligned to a Hawaiian ontological framework. High literacy rates among Native Hawaiians in the nineteenth century and publication of more than 100 Hawaiian-language newspapers from 1834 to 1948 produced the largest archive of indigenous writing in the Western Hemisphere. Approximately 125,000 pages were published, equating to roughly 1.5 million pages of ‘ike “knowledge” transferred to A4 typescript. With only about 2% of this cache available in English translations, Hawaiian publications are one of the largest repositories of indigenous language material. Lahaina, Maui boasted the first formal educational institution. Lahainaluna with the first printing press west of the Rockies which supported the literary movement of the 19th century Kingdom of Hawai‘i. We will draw on these digitized resources as the foundation of knowledge for this project; which is essentially the wisdom left to us by our ancestors.

The Project will hold virtual sessions using the Zoom platform to increase understanding of existing Hawaiian resources (culturally-relevant materials) and to access these resources from selected repositories. All participants will receive an Unrulu app account that serves as dedicated space to document their learning experience, by exchanging photos, stories, and reflections that are aligned with project COGS (Concepts, Outcomes, Goals, and Skills). The Project will include the following activities.

Access and Retrieval of Hawaiian Digital Resources

Monthly session folders will be developed that include digital literacy handouts showcasing each month's references, repositories visited, and language and cultural materials that include assignments/exercises that increase their recall and memory to support the building of their information literacy skills. Synchronous virtual sessions will provide a survey and cursory review of online repositories while leading, guiding, teaching, and showcasing the following repositories: 1) Ava Konohiki, 2) Digital Archives of Hawaii, 3) Hawaii State Archives, 4) Hawaiian Ethnobotany Online Database, 5) Hawaiian Mission Houses Digital Collection, 6) Bishop Museum Archives & Library, 7) Family Search, 8) Hawaii State Judiciary, 9) Hawaii Sugar Plantation Archives, 10) Department of Accounting & General Services, 11) Hawaii State Archives Genealogy Research Guide, 12) Ulukau: Hawaiian Electronic Library, and 13) Papakilo Database.

During these sessions, participants will actively engage alongside their instructor by conducting searches using their own computers to increase and acquire the 5-basic information literacy concepts and skills, particularly (1) Identifying, (2) Finding, (3) Evaluating, (4) Applying, and (5) Acknowledging. Participants will learn Hawaiian language terminology and phrases needed to successfully access, understand, and interpret Hawaiian language records/resources that are not part of the current Hawaiian culture and language and are mostly part of the written literary works of the ancestors.

Archivists, librarians, and museum staff from selected repositories will be invited to join sessions to provide an overview of their holdings. Sessions will be held monthly: A total of 12 sessions, 1.5 hours per session. Participants will be required to complete practice assignments between virtual sessions.

Community of Practice

The intent of this component is to build a cadre of individuals who are committed to mastering their digital literacy skills and helping others to research their mo'okuauhau (genealogy). Drawing from the 100 participants above, 40 who wish to delve deeper into their personal mo'okuauhau will have the opportunity to attend this rigorous mentorship and training program. Specifically to empower these participants to become teachers, mentors, and leaders for themselves, their families, and their communities. Participants will commit to a total of 48 hours of mentoring and training for the year that includes 3-hour synchronous training sessions and a one-hour virtual consultation each month through modalities to include a chat service, email, and synchronous appointments.

Participants will learn detailed methods and strategies in online research, they will learn how to refine and qualify research results from within each unique online database, gain knowledge about how each database supports their research, and learn how to effectively use the various search engines to qualify their results in obtaining the needed resources and records to verify their Native Hawaiian ancestry. These participants will each develop goals and a one-year work plan prioritizing types of documents needed for ancestry verification in line with engaging in research and consultation with their instructor.

Research Coaching

The 40 Native Hawaiian participants in the genealogy and research mentoring program will have access to private one-on-one research coaching with the Librarian/Genealogist Teacher known as the Ipu Wai 'Au' Au, the one who teaches and oversees students of genealogy. These sessions will allow participants to receive specialized advice and guidance in organizing and preparing their family history and records; and participants will use the research coaching to receive clarification and deeper knowledge of content learned.

At the conclusion of the 12 month mentor and training program (48 hours) participants will receive a Certificate of Apprenticeship deeming them as "Haumāna 'Ī'ī" or beginning level genealogist. The knowledge and skills gained will enable participants to perpetuate the traditional practice of āewa (possessing of family lineage) and presenting one's genealogy. These participants will have an opportunity to further develop their genealogy and research skills by attending future year long training sessions where they will advance their certification to the following next steps or levels

becoming a Haumāna Malo or Family Historian; Haumāna Kamakau, a Community Historian, and finally the last in series of training and after 4 years participants become a Haumāna Kepo‘okūou or master of national origin that includes knowledge of both family and community genealogy and history.

In-Person and Field Study

Participants will have the opportunity to meet and interact with Papahana Kuaola staff, in-person. Visits to repositories will afford them the opportunity to view primary documents that are not readily available to the public.

- Autumn seminar - participants will partake in traditional chanting, learn the art of Native Hawaiian genealogy, and understand oral history that will begin their engagement virtually through exploring online repositories that showcase these types of records during this 4-day seminar.
- Spring seminar - participants will visit many of the repositories that they accessed in their year-long virtual sessions engaging with librarians, archivists, and archive museum professionals and their holdings. Also, participants will showcase what they have learned in a poster session with each other and the PK staff during this 4-day seminar..
- Neighbor island visits - participants residing on the island of Maui will visit repositories, such as the Maui Historical Society/Bailey House Museum and others, with holdings specific to Maui families. PK staff will arrange and host these visits in collaboration with repository staff.

Web Page and Technology Support

A project webpage will be created to provide access to project materials, host virtual learning sessions, practitioner interviews, list of community resources, and other support tools. Webpage content will include photo images, video and/or audio recordings of all virtual learning sessions. PK has 30 chromebooks available for loan to participants as needed. Technical support will be provided to participants as needed by the Web Administrator.

Potential Risks: Inclement weather resulting in power outages is a risk factor for this project. This is anticipated and ample time to reschedule sessions has been considered and accounted for in the work plan. Another factor for consideration is the possibility of change in staff. Hence, a contingency plan is in place identifying other PK staff with the background and experience to fill the position until it can be permanently filled.

Leadership of and direction for Papahana Kuaola is guided by a four-person Board of Directors knowledgeable about native Hawaiian culture and natural resources. Papahana Kuaola staff is passionate about their work and enthusiastic about sharing what they know with others. This project will be planned, implemented, and managed by staff listed. (See, Resumes of Key Personnel: resumes.pdf)

Project/Library Director (.25). Mahealani Merryman will be the main point of contact for Mo‘omo‘o. She will be responsible for maintaining oversight of implementation and monitoring project progress, reporting, and financial administration. Ms. Merryman has worked at PK for 16 years and more than 30 years of experience managing libraries and library projects as well as state, federal and private grants and contracts. She is the founding director of the Native Hawaiian Library and Ulukau, Hawaii’s first digital library. She has a Masters in Library and Information Science degree from the University of Hawai‘i at Mānoa. She is of Native Hawaiian ancestry. Contingency Plan: if Ms. Merryman is unable to continue with us in the position of Project Director, Keoua Nelsen, currently Special Projects Manager at Papahana Kuaola, will step into the position until a permanent replacement can be found.

Librarian/Genealogist (.50). Analu Kameeiamoku Josephides Cruze will be responsible for conducting virtual learning sessions, private research, and in-person sessions and research coaching. He has more than 17 years of experience as a librarian and instructor of information science with 30 years experience as a genealogist. He is currently a professor of information science at El Camino College in California and librarian at Papahana Kuaola where he provides reference and digital literacy services. He is a PhD student at the SUNY - University at Buffalo, Graduate School of Education Information Science Program. He has a Masters in Library and Information Science degree and BA in Hawaiian Studies from the University of Hawai‘i at Mānoa. He is of Native Hawaiian ancestry. Contingency Plan: if Mr. Cruze is unable to continue with us in the position of Project Director, Mahealani Merryman, will step into the position until a permanent replacement can be found.

Educator (.40 FTE). Lily Utai will be responsible for participant registration, data collection, hosting virtual learning sessions and monitoring chat feature, monitoring participant postings and responses on Unrurl, and sharing project

activities and accomplishments on social media. She will develop content for posting on the project webpage. With over 20 years of teaching experience and a Master's degree in Curriculum Studies with a focus on technology, she is well-versed in virtual instruction for both adults and children. Her expertise extends to various technological tools and platforms, augmented by specialized training in educational technology. She is dedicated to creating engaging and effective virtual learning environments tailored to the needs of diverse learners, leveraging innovative instructional strategies to facilitate meaningful learning experiences. She is of Polynesian ancestry. Contingency Plan: if Ms. Utai is unable to continue with us in the position of Educator, Noelani Lopez, will step into the position until a permanent replacement can be found.

Web Administrator (.30). Jessica Von Hauki will be responsible for all activities related to the development and maintenance of the project webpage. She will provide technical support to participants and staff and manage the loan of computer and other technology items to participants. She is of Native Hawaiian ancestry and has worked in libraries for more than 10 years. Contingency Plan: if Ms. Hauki is unable to continue with us in the position of Educator, Lily Utai will step into the position until a permanent replacement can be found.

Project Assistant (.20) Pohai Rodriques will be responsible for travel arrangements, coordinating field study sessions, recording project data, and general office support. She has a BA in Hawaiian Studies from the University of Hawai‘i at Mānoa. She is of Native Hawaiian ancestry. Contingency Plan: if Ms. Rodriques is unable to continue with us in the position of Admin Assistant, Aloha Kaneakalau, will step into the position until a permanent replacement can be found.

Fiscal/Admin Manager (.05) Donna Tuisamta will be responsible for the administrative and fiscal aspects of the project, including financial reports, contracts, and drawdowns under the guidance of the Project Director. Ms. Tuisamata has more than 20 years of experience managing fiscal, accounting, and human resource needs. She is trained and experienced in managing federal funds. She is of Native Hawaiian ancestry. Contingency Plan: if Ms. Tuisamata is unable to continue with us in the position of Admin/Fiscal Manager, Matthew Schirman, currently the Executive Director of Papahana Kuaola, will step into the position until a permanent replacement can be found.

Other PK staff who will support Mo‘omo‘o are Special Projects Manager, Keoua Nelsen and Educator, Keaula Cockett, and Maui/Moloka‘i Program Coordinator, Penny Martin.

Mo‘omo‘o will begin on September 1, 2024 and end on August 31, 2025. Project organization, activities and responsible staff are listed below.

Preparation and Development – September 1, 2024 to October 30, 2024

The Project /Library Director is responsible for overall planning and coordination of project development and activities.

- Meet with staff to review the project plan and timeline, clarify roles and responsibilities, and schedule weekly development meetings. Identify and contact partnering repositories.
- Promote the project on social media, develop registration. Prepare a press release.
- Interview applicants - determine goals, secure permissions for photos etc.
- Develop assessment and evaluation tools
- Prepare session packets including schedule for the year, assignments, evaluation, etc.
- Develop format for the project web page.
- Establish Unrulr accounts and train participants.
- Order project supplies.
- Schedule in-person sessions and meetings.
- Schedule flights and travel reservations.

Implementation and Evaluation – October 30, 2024 to August 30, 2025

The Librarian/Genealogist is responsible for development and implementation of virtual sessions. The Project Educator is responsible for coordinating sessions, and monitoring and documenting participant progress during virtual sessions.

- Conduct and record monthly virtual sessions.
- Conduct weekly consultation sessions.
- Invite Native Hawaiian and other archivists, librarians, curators and guest presenters.
- Coordinate in-person field study on O‘ahu and neighbor islands.
- Present Certificates of Apprenticeship to participants.

- Enter data in the project management system (NRDS).
- Attend weekly team meetings to monitor attendance and effectiveness and adjust activities accordingly.
- Create Mo'omo'o web page, upload recorded sessions, resource materials, and other content.
- Administer participant surveys; compile and analyze evaluation data

Reporting and Financial Close Out - July 2025 to November 2025

The Project /Library Director is responsible for evaluation and finalization.

- Report project status to the PK Board of Directors.
- Attend the grantee meeting and ATALM.
- Present project accomplishments at IMLS grantee meeting.
- Prepare, submit performance and financial reports to IMLS

Data compiled throughout the project will be synthesized and analyzed. Data will include the number of participants; and the extent to which participants met the project measures identified. Based on findings, components of the project will be modified as needed.

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. Unrurl will serve as the primary source for documenting participant's learning experience and collecting participant photos, stories, and reflection.

Resources required for Mo'omo'o are: staff time, 4,000 total hours; honorarium for guest presenters, reference books, a computer, subscription for Unrurl, Vimeo account upgrade, printing and laminating services, programming supplies, postage, equipment rental, and travel costs. Travel costs include: travel for neighbor island participants and staff (currently in California) to participate in field study and travel for staff to attend the annual grantee meeting.

PK is fortunate to have resources and assets to support Mo'omo'o. 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 5,000 books, photographs, pamphlets and posters, and 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 O'ahu 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. Papahana Kuaola facility and program areas are ADA accessible.

The organization employs two staff who are professional librarians with extensive library and genealogy experience in Hawaiian communities. Over the years, both have relationships with staff at Hawai'i's primary repositories and worked collaboratively with Maui Historical Society, Kauai Historical Society, Kona Historical Society, Mission House Museum Library and Hawaii Historical Museum; Kawaihau Church Archives, Hamilton Library Pacific Hawaiian Collection, Hawaii State Public Library, Kamehameha Schools Archive, Bishop Museum Library and Archive. These are all potential partners. While PK's main office and programming is at Waipao on the island of O'ahu, we also employ staff and provide services on the islands of Maui and Moloka'i. Thus, providing in-person project support as needed. PK maintains 30 chromebooks specifically for loan to project participants and a staff person (Web Administrator) to provide technical support to participants as needed.

PK is located on 63 acres at Waipao with gardens, springs, and a running stream that serve as outdoor programming areas. A 2,600-square foot building, Walehale, is our indoor programming facility, offices, and library. This building also includes a kitchen and storage area for program and other supplies that are used frequently and require easy access. Computers, printers, desks, chairs, and other standard office equipment are located in two large offices. Internet service is available in the offices, indoor and outdoor programming areas. This will serve as the meeting place for the in-person sessions. The organization also has access to housing accommodations for neighbor island participants who attend the autumn and/or spring seminar on O'ahu. These resources are instrumental in the delivery of the following components of the project.

Project findings and lessons learned will be shared at the annual IMLS grantee meeting, ATALM, 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 O‘ahu, Moloka‘i, and Maui. Workshop and event flyers will be emailed to PK’s 4,500 newsletter subscribers. Additional families will be notified community service organizations and PK partners on O‘ahu, Moloka‘i, and Maui.

3. PROJECT RESULTS

As a result of the creation and implementation of Mo‘omo‘o, Native Hawaiians will:

1. Identify physical and digital repositories and collections.
2. Acquire critical thinking and digital literacy skills to navigate online repositories.
3. Document and construct their family history and genealogy.
4. Verify ethnicity and retrieve documentation needed to apply for NH benefits and services.

Due to the many social and economic disparities, NH’s desire to learn more about access to resources that provide a lens into their knowledge base of Hawaiian history, language, and culture. Thus gaining a more comprehensive understanding of their heritage and lineage. Therefore, Mo‘omo‘o participants will be stronger role models for their children, family members, and community as a result of the acquired digital skills and Hawaiian ‘ike or knowledge; will strengthen their connection to identity and their proficiency in the use of the Hawaiian language; and instill pride of who they are as Native Hawaiians which will improve their quality of life.

Each participant will set a personal goal at the beginning of the project. 80% (80 participants) will achieve their goal by the end of the project, as reported by participants. Mo‘omo‘o will be deemed successful if this measure is met.

Products developed by the project are:

- A guide on how to organize documents, such as immigration records, birth, death, travel and other genealogy records that involve tracing family history.
- Activity and worksheets and learning manipulatives to support building critical thinking and digital literacy skills. This may include pedigree charts, family group sheets, and archival-quality storage materials for preserving documents and photographs printed guides, indexes, and research aids specific to certain geographic regions or ethnic groups resources complement digital tools and can provide valuable insights and context for genealogical research research tips, case studies, historical context, and guidance on utilizing archival records and other primary sources.
- Information Literacy Activities to develop participants research strategies, such as Mind Maps, Topic Finder, and CRAAP worksheets.

Digital content and products resulting from this project are: video and audio recordings, photo images, links to repositories. Social media will be utilized to promote the project, disseminate information, and engage the community. (See, Digital Work Plan: digitalproduct.pdf).

Upon completion, continued project implementation will be covered by PK general operating funds and support from partner organizations. Mo‘omo‘o aligns with the PK mission, goals and charter. We are committed to developing a cadre of individuals who are committed to continuing to master their digital literacy skills and working with PK in continuing this project. Therefore, the project's deliverables will continue to significantly impact Native Hawaiians and the greater community.

Digital Products Plan

Type

Mo'omo'o web page content resulting from this project will be photo images, Vimeo videos and/or audio recordings, web links to repositories/reference sites.

Digital content used will be in the following formats:

- Images: JPEG
- Vimeo Videos: Created in MP4, MOV meeting quality standards.
- Worksheets & Activities: PDF

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 schools and the general public through Papahana Kuaola's website, social media and YouTube channel. A staff member who is a web technician will be assigned to monitor functionality of the website, products, access, and data collection.

- Technical documentation 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/>
- Papahana Kuaola Youtube channel: https://www.youtube.com/channel/UCOYvRM1dmKvNkGMOR_ydILw

Access

Papahana Kuaola will own intellectual property rights and copyrights, and will allow access to the public for use. Terms and conditions will be made available to the public. 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

A staff member who is a web technician 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 web page or until the modifications and/or revisions changes are made to replace them. Revision changes will be curated for the life of the web page.

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

- Hard drives
- Bitstream copying (in case of system failure)
- Cloud storage
- Migration: preserve integrity of digital objects, secure multiple storage locations, provide formatting for multiple platforms
- Secure funding to maintain and update information and curriculum