



**FIVE-YEAR PLAN FOR THE ALELE MUSEUM,
PUBLIC LIBRARY AND NATIONAL ARCHIVES 2023–2027**

**For submission to the
Institute of Museum and Library Services**

**Submitted by:
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MISSION STATEMENT

Alele is a non-profit corporation which includes the National Museum, the Public Library, and the National Archives. The museum component is dedicated to preserving the history and conserving the folk arts, traditional skills, historic accounts, oral literature and other traditions of the Republic of the Marshall Islands (RMI). The Public Library, the only public library in RMI, serves as the center for lifelong learning dedicated to meeting the informational, technological, and cultural literacy needs of all age groups by providing both current and historical reading and instructional materials in a variety of formats. The National Archives of Alele is dedicated to preserving historical documents and other forms of information for the RMI. The overall mission of Alele is to promote lifelong learning through informational, technological, and cultural literacy needs of all age groups by providing various forms of information access via traditional means such as printed documents and books, and through videos, and digitized and online documents.

LIBRARY

The Public Library serves as the center for lifelong learning dedicated to meeting the informational, technological, and cultural literacy needs of all age groups by providing both current and historical reading and instructional materials in a variety of formats.

The Alele Public Library is the designated State Library Administrative Agency (SLAA) and serves as the State Library in the Republic of the Marshall Islands. LSTA funds are used primarily to support equipment and technology, staff salaries, and library materials.

Alele Public Library is a very small library with one Librarian. The physical library is small (48 ft. by 38 ft.) and consists of a main library room, the children's reading room and the Pacific Collection room. The children's reading room is heavily used by elementary age students during after-school hours and contains approximately two hundred children's books. The Pacific Collection contains several hundred books, including many out-of-print books and journals, with an emphasis on Micronesia and the Marshall Islands and is often visited by researchers.

In addition to the general collections, Alele Public Library also maintains the Bookmobile collection and is in-charge of the operation of providing materials and services throughout Majuro. The Alele Bookmobile was funded by a previous IMLS grant to provide library services and the implementation of interlibrary loan programs to underserved communities in the Republic of the Marshall Islands (RMI).

A variety of information access services are available in the Alele Public Library, including reference, circulation, holds, access to special collections, computer use and classes, and library activities and after-school programs. The library staff provides library orientations, tours, and individual or group instruction for use of print and electronic resources.

MUSEUM

The Alele Museum is dedicated to preserving the history and conserving the folk arts, traditional skills, historic accounts, oral literature and other traditions of the Republic of the Marshall Islands (RMI). The museum, first developed as an idea in the early 1970's, opened to the public in 1981. The museum collection is fairly thorough and consists of exhibits showcasing traditional Marshallese tools, houses, jewelry, drums, fishing methods, tattooing, weaving, canoes, and navigation. Explanations of each exhibit are in English and Marshallese. In addition, Alele Museum contains historical photographic and lithographic exhibits from the German period (1885-1919), a photographic exhibit from the deBrum Collection (early 1900s), and a photographic exhibit of the U.S. Atomic and Nuclear Testing that took place in the Marshall Islands from 1946 to 1958.

The Alele Public Library and Museum, located next door to each other, often have school groups and after school children visiting both at the same time. Both entities share an overall mission to promote lifelong learning through informational, technological, and cultural literacy needs of all age groups by providing various forms of information access via traditional means such as printed documents and books, and through videos, and digitized and online documents. As such, the five-year plan incorporates several shared educational and community partnership programs between the library and the museum.

VIDEO COLLECTION

The Alele Museum and the National Archives has been focusing on digitizing and cataloging our large Video Home System (VHS) cassette tapes and audio cassette tapes through previous IMLS grants. These tapes were produced by Alele for the weekly Alele television program and documented events such as Manit (culture) Day, Women's Day, Majuro Liberation Day, Kwajalein Liberation Day, Historic Preservation Surveys, school graduations, senior citizens' activities, Marshallese language lessons, outrigger canoe races, traditional food preparation, Marshallese traditional thatch house documentation, traditional fishing methods, oral literature from the Japanese era and World War II, production of traditional tools (ie. pandanus pounder), Jobwa Dance (traditional dance), traditional sailing and navigation knowledge. These tapes also contain oral stories detailing life in the outer atolls and recordings of traditional stories and myths, songs, chants, dances and proverbs from elders that have now passed. This collection is the only one of its kind within RMI and is an extremely valuable record of traditional and contemporary Marshallese culture. In particular, these videos represent a contemporary snapshot of the Marshall Islands from the mid-1980's to the mid-2000's which follows the country became a Republic in 1979 and the Trust Territory dissolving in 1986 making the country fully independent.

The ongoing digitization and cataloging of the video and audio cassette collection program has been quite successful. Of the 700 Video Home System (VHS) cassette tapes and 200 audio cassette tapes in storage approximately 341 VHS cassette tapes and audio cassette tapes have digitized and cataloged. Digitized VHS tapes and audio recording containing traditional Marshallese stories, chants, and proverbs are then played on the Alele Weekly Radio Program.

Although quite successful, this project has been significantly impacted by equipment issues and tape degradation and will remain a focus for the 2023 – 2027 plan.

JOACHIM DEBRUM PAPER DOCUMENT COLLECTION

Joachim deBrum, born in 1869, was the oldest child of Portuguese Jose deBrum and Likemeto, the daughter of the former Irooj (Chief) of Likiep. Joachim only received a few years of formal education but on his own learned ship building and carpentry, spoke English, Marshallese and German, became a skilled photographer producing over 2000 glass plate negatives and prints, and was a prominent businessman. Joachim deBrum ran several stores and developed medical dispensaries in various islands. An extremely detailed man, Joachim kept business letters, documents and ledgers recording the changes brought on by the German and, later, the Japanese occupation. A prolific letter writer, Joachim carried on correspondence with many people throughout Micronesia and the world. His paper document collection of letters, personal writings, business documents and ledgers is the only assemblage that we know of, which reveals and records much of the history of the Marshall Islands during this time period. As far as we know he was the only indigenous photographer and writer during his time period in the Pacific.

Presently, Alele Museum holds the Joachim deBrum family all paper documents collection. This document collection contains approximately 4,800 pages of personal correspondence.

The archiving of the Joachim deBrum paper document is an ongoing project. These documents range from the late 1880s to the late 1950s and are in various states of decay due to mold and water damage. It is a slow and time-consuming process and will remain a focus of the current five-year plan.

Scanned documents remain in the PastPerfect Museum Software database until such time as the deBrum family provides Alele with authorization to make this collection available to researchers and the general public. However, it must be noted that Alele is, and has been, in ongoing talks with the deBrum family regarding the sharing of the collection.

THE REPUBLIC OF THE MARSHALL ISLANDS – AN OVERVIEW

The Republic of the Marshall Islands is located in the central Pacific region just north of the equator. The country is about 2,300 miles southwest of Hawai'i and about 1,900 miles east of Guam. The country consists of two chains of islands, Ratak (sunrise – eastern island chain) and Ralik (sunset - western island chain). There are well over 1,000 small islands or islets that form 29 atolls, and 5 single islands. All land is at sea level and very vulnerable to various types of weather patterns and the increasing issues around climate change and sea level rise. The total land area for the country is only 70 sq. miles spread out over 750,000 sq. miles of ocean. The population of the atolls/islands is about 53,000 people with approximately two-thirds of the population living in the two urban areas of Majuro atoll (28,000) and Ebeye (15,000) on Kwajalein atoll. The outer island villages, located on the other inhabited atolls, have small populations of several hundred people to two thousand people living on the larger outer island atolls. Most outer islands receive a bi-weekly or weekly airplane which carries passengers and limited supplies. However, the most important service to the outer island villages is the field trip ships which arrive anywhere from monthly to every 3 to 4 months to the more distant areas of the country. Communication with the outer atolls is done primarily via radio. The Marshallese Radio Programs and the weekly cultural Alele radio program provide a valuable connection to those living in the outer atolls as cell phone towers and internet connection may not be available to all atolls.

The official languages of the Marshall Islands are Marshallese and English, although most of the population speaks Marshallese, and the library offers resources to promote uses of the Marshallese language among school children. As per the 2011 census, ninety-eight percent of the population is ethnically Pacific Islander; more specifically, 92% are Marshallese, 6% are Mixed Marshallese and less than 2% are other (Republic of the Marshall Islands Environmental Data Portal, 2021).

As a former “district” within the United Nations Trust Territory of the Pacific Islands, the Republic of the Marshall Islands maintains strong historical and political ties with the United States of America. On May 1, 1979, the Marshall Islands regained its independence and now shares a close relationship with the United States, as outlined under the Compact of Free Association.

The 2011 census also revealed that the median annual household income in the Marshall Islands is 6,880 US dollars, although the median annual household income varies widely by atoll/island. This same census put the unemployment rate at 60% with underemployment being undefined.

GENERAL COVID-19 NOTE

The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus was first identified from an outbreak in the Chinese city of Wuhan in December 2019, and quickly spread across the globe. On January 24, 2020, RMI issued a travel advisory requiring any visitors to the country to have spent at least 14 days in a country free of the virus (U.S. Embassy in Marshall Islands, 2019). The World Health Organization (WHO) declared a Public Health Emergency of International Concern on January 30, 2020, and a pandemic on March 11, 2020 (World Health Organization, 2020).

On February 7, 2020, RMI President, David Kabua, signed a proclamation declaring a state of national emergency due to COVID-19. The proclamation ordered that all government ministries, departments, and agencies, the private sector, and stakeholders work in unison to plan and coordinate an immediate national preparedness response through the National Disaster Committee (NDC) (Marshall Islands National Disaster Management Office, 2019-a).

On March 17, 2020, RMI suspended all international travel, some intra-island flight services and closed its borders to incoming visitors (Republic of Marshall Islands Embassy, 2018). The National Response Plan was completed and implemented on March 25, 2020. Large gatherings of over 20 people were strongly discouraged, but not banned, with church services and ilomej (funeral gatherings) continuing as normal. Social distancing, the use of face masks and gloves, and safe, hygienic practices were put into place in preparation for COVID-19 community transmission (Marshall Islands National Disaster Management Office, 2019-b).

In early June 2020, Marshallese began hearing from family members in the United States about COVID-19 fatalities within the Marshallese community. As part of the Compact of Free Association (COFA), Marshallese are allowed to live and work in the United States and many leave the Marshall Islands to seek employment and educational opportunities not present in the RMI (Department of the Interior, n.d.). In states such as Washington, Arkansas and California, Marshallese were making up

a large percentage of COVID deaths while being a small percentage of the population. For example, through June 2020, Marshallese suffered half the deaths in Northwest Arkansas from COVID-19 while making up no more than 3% of the region's population (Northwest Arkansas Democrat Gazette, 2020). This sent a shock wave of fear and misinformation through the Marshall Islands which impacted ALELE library programs.

Although the RMI borders were closed to all incoming travelers, exceptions were made for military personnel and Marshallese, via the repatriation program, who were stranded outside of the RMI when the borders were closed. A limited number of COVID-19 border cases were reported with the first two positive cases of COVID-19 being confirmed at the US Army Garrison on Kwajalein Atoll (USAG-KA) on 29 October, 2020. Both were placed in managed quarantine and the cases were defined as border cases, not community transmission (Radio New Zealand, 2020-a). The development of COVID-19 border cases only increased the fear and misinformation within the local community.

On December 29, 2020, the Marshall Islands became the first independent nation in the Pacific to begin its COVID-19 vaccinations (Radio New Zealand, 2020-b). As of January 30, 2022, RMI reached an overall, fully vaccination rate of seventy-four percent for those aged 12 and over, which is close to the national target of 80 percent (Marshall Islands National Disaster Management Office, 2022-a).

Approximately every thirty days, the RMI NDC updates its Health Travel Advisories and Restrictions, which basically extends the border closure for another 30 days. Overall, the RMI continues to operate as normally as possible, but is in a state of limbo. Social distancing, mask use and restrictions have been relaxed. Business continues as usual for most workplaces, with the understanding that, should at least one COVID-19 case be confirmed within RMI borders, educational services, businesses and employment places will be placed in lockdown and preventative practices immediately implemented.

In January 2022, RMI's NDC received approval to reduce the twenty-eight-day quarantine period, the world's strictest, to seventeen days (RMI Ministry of Health and Human Services, 2022). The reduced quarantine time raises the possibility of positive COVID-19 cases showing up in people while in Marshall Islands quarantine facilities and has re-ignited fear within the local population

As of this plan submission, the RMI border remains closed and the repatriation program has ended, although there is a safe travel program in place for eligible Marshallese requesting to return to the RMI (Marshall Islands National Disaster Management Office, 2022-b). There are no cases of COVID-19 within the community and lockdowns, mask wearing and restrictions are not in place.

NEEDS ASSESSMENT

The Alele staff and stakeholders met to review the Alele 2020-2022 Evaluation Report, just completed pilot programs and the goals for the next five years. Three areas of need jumped out, the ability to address and manage COVID-19, reading and writing literacy within the community and digital literacy within the community and staff.

COVID-19

Goals and programs for the current five-year plan have been drafted to accommodate the emergence of COVID-19 within the local community and the needs of Alele to be flexible surrounding neighborhood lockdowns and government restrictions. Alele is aware that some programs described in the current five-year plan, such as computer literacy classes, may have to be put on hold and then restarted due to restrictions. Alele has incorporated programs into the current five-year plan that support social distancing, online learning and working remotely.

For example, once COVID-19 is confirmed within the RMI borders and neighborhood lockdowns begin, the Alele Museum, Public Library and National Archives will close its doors to the public. Plans are in place for the staff to work from home or continue working on projects that support social distancing policies once government regulations permit it. Social distancing projects include the digitization of deBrum Paper Document Collection, the Digitization Project of VHS cassette tapes and audio cassette tapes, adding the Pacific Collection items to the PastPerfect Museum Software database and adding data to the library book circulation database.

Reading and Writing Literacy

RMI's education system is modeled after that of the United States with most of its funding coming from the U.S. Department of the Interior and the U.S. Office of Education. Education is compulsory from ages 6 to 14 (or completion of the eighth grade). Secondary education is not universal, and public high schools are selective. The College of the Marshall Islands, a two-year institution, and the University of the South Pacific, a four-year institution, are located in Majuro. The 2011 census data shows that only 18% of the population 25 years or older has completed any college; 25% have a high school degree as their highest level of educational attainment and 29% never completed high school.

Although primary education incorporates both Marshallese and English into the curriculum, the (MOI), Mod of Instruction is in English. As one progresses through the primary system the number of hours spent teaching Marshallese decreases as there are few books written in Marshallese. This creates a conflict as Marshallese, originally an exclusively oral language, is spoken at home. As such, students do not have advanced literacy in their first language, Marshallese, which then presents a challenge with mastering English in its oral or written form. Discussions with our community partners and observations based on our afterschool reading program show that the average Marshallese is reading and writing below their age level at every stage of education. One way to combat this is to provide more reading materials available to the public in Marshallese and on Marshallese relevant topics. Alele is committed to increasing the size, content and context of the Marshallese Collection of books. These books can circulate through the community to promote literacy for all age groups as laid out in goal one. For example, The Alele Public Library has found that the most popular books among its patrons are the early childhood Marshallese bwebwenatos (folktales) in Marshallese and English, and the adult book, Stories of the Marshall Islands: Bwebwenato Jan Aelon Kein by Jack A. Tobin, also written in English and Marshallese. These books are used on a daily basis in the after-school programs and as a teaching model. Ideally, Alele would acquire additional copies of these books for the library and several copies for the Alele Book Mobile.

For residents of the Majuro commercial and business center of Uliga and Delap, who have a means of reliable transportation, access to the Alele Public Library is relatively easy. For residents in more

remote Majuro villages, residents without transportation, and residents who rarely visit the library, access is more difficult. Through a previous IMLS funded grant, Alele acquired a van and reading materials for the Alele Book Mobile. Set to launch in the summer of 2022, the Alele Book Mobile will be able to bridge the gap, by expanding library services and improving access to information, and to promote reading literacy and to instill a love of reading to those in remote villages. This project will also encourage collaboration within the community members to direct our outreach efforts to those who may experience barriers to using library services.

Another way to increase reading and writing literacy is by the addition of culturally relevant teaching, learning policies and practices such as the inclusion of chant, song, and dance as a tool to learning (Kana'iaupuni, S. & Ledward, B, 2013). Alele is committed to incorporating the library and museum digital collections and resources into all of its literacy programs, after-school programs (such as the music library), the Alele Book Mobile and community partnership programs as laid out in goal three. For example, Alele has received a donation of ukuleles and will be creating an afternoon program where students can learn how to play the ukulele via beginning online videos or in-person instruction. Once students learn the basics, Alele will provide advanced lessons incorporating traditional Marshallese songs via digitized videos from our collection.

Alele has partnered with the College of Marshall Islands (CMI) Education Department on a community partnership project in which students in the Education program receive class credit for teaching reading to our after-school program children. Student teachers visit the library, learn about the library resources available, create a lesson plan using library resources, and then spend an afternoon teaching the students. Student teaching projects have incorporated marshallese songs, chants, artwork and books. One of the long range goals of this partnership is to make these future teachers aware of the resources available in the library and incorporate Alele resources into future lesson plans.

Digital Literacy

Another need area to be addressed is digital literacy. The definition of digital literacy ranges from the simple use of technology to read and write or present views to the ability to apply information literacy skills in the digital environment. (Reddy, P., et al, 2022). Since digital literacy is a life-long process, many industrialized countries have developed frameworks for digital literacy, have initiatives and programs to improve the digital skills of their people so that the benefits of having a digitally literate society can be harnessed. In the South Pacific, initiatives have been introduced, and education institutes have begun to incorporate digital tools for teaching and learning purposes. However, the concept of digital literacy is still in its early stages in the South Pacific when compared to the rest of the world.

In order to provide opportunities for the community to increase their digital literacy, Alele is aware that it is not only the responsibility of schools to prepare an individual to be digitally literate, but how the updating and understanding of one's digital literacy skills begin from the informal environment such as libraries and community centers. Alele is committed to promoting digital literacy by exposing

patrons to different forms of digital technology within various exhibits and programs, and incorporating those platforms into learning opportunities, after-school programs and community partnerships.

Alele committed to maintaining, expanding and promoting computer lab services for library patrons, students and the general public. Alele will offer beginning and advanced computer classes, and instruction on Internet research skills and effective and secure ways of using the Internet as laid out in goal two. These classes are vital as many residents and community members do not have internet access or a computer at home, but do have family residing in the United States.

Alele will be incorporating digital literacy learning platforms into the Alele Book Mobile program, the after-school programs and community partnerships as laid out in goals one and three. For example, in addition to paper bound books, the Alele Book Mobile will have tablets available for patron use that contain Marshallese bwebwenatos, short stories, Marshallese comic books and health related public service announcements (such as COVID-19)- all in Marshallese. Book Mobile users will have the opportunity to register as a library patron using digital services.

Finally, Alele is aware that in order to promote digital literacy within the community and move towards achieving goals one through three, the Alele staff will need to increase their knowledge base, and incorporate technology into library and museum programs. As it relates to digital literacy, Alele staff will seek and attend on-line professional development opportunities that directly relate work related projects as laid out in goal four. This will be reflected in the way in which Alele collects future data. Currently museum and library patron data, library circulation data and inventory data is collected manually. Alele will be incorporating Google surveys and spreadsheets into data collection and analysis. In addition, Alele will adopt an electronic cataloging and book circulation database for the library.

GOALS FOR FY 2023-2027

This plan reflects many of the same goals and programs in the previous three-year plan primarily because many programs remain critical to our continued development and success. Areas for clarity and detail have been addressed in defining goals, programs, outputs and outcomes as well as data collection improvements that were recommended by the evaluator.

GOAL 1:

- *Maintain, enhance, and promote literacy programs*
 - **Needs Assessment:**
 - **Reading and Writing Literacy & Digital Literacy**

LSTA Priority #1:

- Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills.

Measuring Success Focal Area (s):

- Lifelong learning - improve users' general knowledge and skills
- Information Access:
 - ✓ Improve users' ability to discover information resources
 - ✓ Improve users' ability to obtain and/or use information resources

Programs (Activities):

- Develop, promote and maintain a Marshallese Collection of books for adolescent students and adults. These books (paper bound or digital) will be in Marshallese and/or English and cover a range of topics and themes relating to Marshallese cultural practices, history, language and the arts. (2023-2027)
- Launch, promote and maintain the Alele Book Mobile pilot program in one to two remote Majuro locations. (2023)
- Expand Services of the Alele Book Mobile to other areas of need within Majuro. (2024-2027)
- Adopt an electronic cataloging and book circulation database for the library. (2023-2024)
- Collaborate with community-based organizations (CBOs), such as The College of the Marshall Islands Education Department, to implement emergent literacy programs through the library after-school program. (2023-2027)
- Launch, promote and maintain the free Library Music program for after-school youth. (2023-2027)

Output Targets:

- Increase the library after-school programs attendance and literacy rate.
- Strengthen community relationships via the book mobile.
- Educate community based partners about the library resources, programs and tools available for partnership to enhance literacy.

Outcome Targets:

- Raise community awareness of the importance of literacy and an informed citizenry.
- Increase the literacy rates within the community.

Evaluation Methods:

- A survey for student teachers, CMI Instructors and community partners will be provided in order to gauge success of the program and needs of students.
- Alele will provide a survey to all adults registering to use the book mobile to gather a baseline for household literacy and reading habits. A follow up survey will be provided to each adult after 3 months and again at a year mark to measure changes in household literacy and reading habits.
- Library staff will provide a monthly statistical report on the number of books circulated and collection usage data for the main library and the book mobile.
- The library staff will provide records of library usage statistics and note any change or increase in library usage with the availability of new library materials or programs such as the music library

GOAL 2:

- *Maintain, expand, and promote Computer Lab services*
 - **Needs Assessment:**
 - **Digital Literacy & COVID-19**

LSTA Priority #1:

- Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills.

Measuring Success Focal Area (s):

- Lifelong learning - improve users' general knowledge and skills
- Information Access:
 - ✓ Improve users' ability to discover information resources
 - ✓ Improve users' ability to obtain and/or use information resources

Programs (Activities):

- Review needs assessment for computer lab users and potential users. (2023-2027)
- Provide beginning computer classes such as typing. (2023-2027)
- Advertise classes and register participants. (2023-2027)
- Develop training programs and teach those programs to community users advanced use of computers, the internet and Microsoft Office application software. (2023-2027)
- Develop a program to teach Internet research skills and effective and secure ways of using the Internet. (2023-2027)

- Develop before and after survey for class participants (2023-2027)

Output Targets:

- Increase computer class programs attendance annually.
- Increase the mix of computer class attendees annually - ie increase the number of children, teen and adult attendance.

Outcome Targets:

- Increase digital literacy within the attendees.

Evaluation Methods:

- All computer class participants will complete a survey, with assistance of library staff, at the beginning of the computer class to determine a baseline. A follow up survey will be provided to each student and the completion of the computer class to show a change in knowledge or skill sets.
- Alele staff will provide a monthly statistical report on the number of computer class users, age group and program focus.

GOAL 3:

- *Provide access to Marshallese historical documents and research resources contained within the library and museum collections to users and the public*
 - **Needs Assessment:**
 - **Digital Literacy & COVID-19**

LSTA Priority #1:

- Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills.

Measuring Success Focal Area (s):

- Lifelong learning - improve users' general knowledge and skills
- Information Access:
 - ✓ Improve users' ability to discover information resources
 - ✓ Improve users' ability to obtain and/or use information resources

Programs (Activities):

- Continue archiving the Joachim deBrum paper document collection. (2023-2027)
- Continue negotiations with deBrum family regarding permission to use documents for educational purposes. (2023 – 2027)
- Continue digitizing and cataloging the VHS cassette tape and audio cassette collection. (2023-2027)

- Add digitized VHS cassette tapes and audio cassettes or deBrum Documents to the Alele website. (2023-2027)
- Incorporate digitized videos, such as oral stories, dances and chants, into Library and Museum Programs such as Manit Week Programs, Community Partnerships, the Music Library and the after-school programs. (2023-2027)
- Incorporate the digitized VHS cassette tapes and/or audio cassettes into the Alele Radio Program. (2023-2027)
- Add the Pacific Collection Room items to the electronic cataloging software package, PastPerfect Museum Software so that we have a research resource for library users and a database for usage. (2023-2027)

Output Targets:

- Provide Marshallese historical and cultural information to users, educators and community based partners through various platforms.

Outcome Targets:

- Provide greater understanding of Marshallese history and culture through the deBrum paper document collection, the historical VHS cassette tapes and audio cassettes tapes, and the Pacific Collection documents.

Evaluation Methods:

- A survey will be provided to users seeking historical information from Alele Radio Program requests.
- The library and museum staff will provide a monthly statistical report showing the number of videos and stories that are shared on the Alele Radio Program and in Alele Library and Museum Programs.
- The library staff will provide records of library usage statistics and note any change or increase in library usage with the availability of new library materials.

GOAL 4:

➤ *Provide and promote the professional development of the Alele Workforce*

○ **Needs Assessment:**

■ **Digital Literacy & COVID-19**

LSTA Priority #3:

(A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.

Measuring Success Focal Area (s):

- Institutional Capacity - Improve the library workforce

Programs (Activities):

- Seek and attend on-line professional development opportunities. In instances where only one person is able to attend a training, a summary will be prepared and shared with the team. (2023-2027)
- Seek and attend on-island professional development workshops/trainings and conferences in order to increase the on-island knowledge and development community partnership opportunities. (2023-2027).
- Seek and attend off-island professional workshops/training such as the Pacific Islands Associations of Libraries, Archives and Museums (PIALA) Annual Conference and the Institute of Museum and Library Services (IMLS) Conferences. (2023-2027)

Output Targets:

- Each member of the Alele staff will complete at least two professional development trainings for each year that aligns with current programs. This developmental training may be online, on-island or off-island based on COVID-19 and workforce needs.

Outcome Targets:

- Alele staff will demonstrate and implement the knowledge and new skills in their workplace.
- Alele staff will be up-to-date in the new library information and technology in the 21st century skills.
- Library and museum services and programs will be improved.
- Alele will have more trained and experienced library workers.

Evaluation Methods:

- Utilizing the training the trainer’s method, training and conference participants will submit a trip report and provide a brief training when attending on-island and off-island library professional training and conference.
- A Library and Museum Patron Survey will be provided to measure the patron’s satisfaction, comments and feedbacks of Alele services and programs.

Coordination Efforts:

Alele has partnered with the College of Marshall Islands (CMI) Education Department on several community partnership programs. These programs are intended to provide the students in the Education department an opportunity to enhance their teaching skills in the field, while increasing the skills of the library patrons and community members.

One such project focuses on younger library patrons. On any given weekday, Alele has over twenty students visiting the library after school. Ranging in ages from six to sixteen years old, these students use the library as a safe space to read, draw and work on school work. Students in the Education

program receive class credit for teaching reading to our after-school program children. Student teachers visit the library, learn about the library resources available to them, create a lesson plan using library resources, and then spend an afternoon teaching the students. Student teaching projects have incorporated Marshallese songs, chants, artwork and books. This program has been wildly successful with the children and the student teachers, especially those students planning on teaching in the outer atolls, and will be expanded in the next five years.

Future library programs with the CMI partnership include students providing health related workshops that will be open to all members of the community, and education through art and music via the music library.

The CMI partnership program is also being incorporated in Alele's Lutok Koban Alele celebration (pour out the contents of the Alele basket). The last Friday in September is designated as Manit Day (Cultural Day) and is a national holiday. Alele oversees the activities and program for Manit Day and the entire week leading up to Manit Day. During this last week in September hundreds of school children, from preschool through college age, arrange for tours of the museum as the schools also focus their school work around cultural themes and activities. On Manit Day hundreds of people attend the Manit Day program which consists of speeches honoring the culture, dances and songs from various student groups, and game contests reflecting traditional activities such as husking coconuts, starting a fire without matches, weaving simple baskets, and canoe races. Students in the Education program will receive class credit for providing the museum tours during this week while gaining teaching skills in front of large groups. Student teachers will visit the museum, learn about the museum resources available to them, create a museum tour plan (lesson plan), and then provide tours. Student teachers will have the opportunity to incorporate chants, song, bwebwenatos and library resources into their tours as well.

CROSSWALK OF PROGRAMS/ACTIVITIES WITH FOCAL AREAS

GOAL ONE – *Maintain, enhance, and promote literacy programs*

Programs	Focal Area	Intent
Develop, promote and maintain a Marshallese Collection of books for adolescent students and adults. These books will be in Marshallese and/or English and cover a range of topics and themes relating to Marshallese cultural practices, history, language and the arts. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Launch, promote and maintain the Alele Book Mobile pilot program in one to two remote Majuro locations. (2023)	Lifelong learning	Improve users’ general knowledge and skills
Expand Services of the Alele Book Mobile to other areas of need within Majuro. (2024-2027)	Lifelong learning	Improve users’ general knowledge and skills
Adopt an electronic cataloging and book circulation database for the library. (2023-2024)	Information Access	<ul style="list-style-type: none"> ● Improve users’ ability to discover information resources
Collaborate with community-based organizations (CBOs), such as The College of the Marshall Islands Education Department, to implement emergent literacy programs (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Launch, promote and maintain the free Library Music program for after-school youth. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills

GOAL TWO – *Maintain, expand, and promote Computer Lab services*

Programs	Focal Area	Intent
Review needs assessment for computer lab users and potential users. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Provide beginning computer classes such as typing. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Advertise classes and register participants. (2023-2027)	Information Access	<ul style="list-style-type: none"> ● Improve users’ ability to discover information resources
Develop training programs to teach community users advanced use of computers, the internet and Microsoft Office application software. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Develop a program to teach Internet research skills and effective and secure ways of using the Internet. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Develop before and after survey for class participants. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills

GOAL THREE – *Provide access to Marshallese historical documents and research resources contained within the library and museum collections to users and the public*

Programs	Focal Area	Intent
Continue archiving the Joachim deBrum paper document collection. (2023-2027)	Information Access	<ul style="list-style-type: none"> • Improve users’ ability to discover information resources
Continue negotiations with deBrum family regarding permission to use documents for educational purposes. (2023 – 2027)	Information Access	<ul style="list-style-type: none"> • Improve users’ ability to discover information resources
Continue digitizing and cataloging the VHS cassette tape and audio cassette collection. (2023-2027)	Information Access	<ul style="list-style-type: none"> • Improve users’ ability to discover information resources
Add digitized VHS cassette tapes and audio cassettes or deBrum Documents to the ALELE website. (2023-2027)	Information Access	<ul style="list-style-type: none"> • Improve users’ ability to discover information resources
Incorporate the digitized VHS cassette tapes and/or audio cassettes into the Alele Radio Program. (2023-2027)	Lifelong learning	Improve users’ general knowledge and skills
Add the Pacific Collection Room items to the electronic cataloging software package, PastPerfect Museum Software so that we have a research resource for library users and a database for usage. (2023-2027)	Information Access	<ul style="list-style-type: none"> • Improve users’ ability to discover information resources

GOAL FOUR – *Provide and promote the professional development of the Alele Workforce*

Programs	Focal Area	Intent
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Seek and attend on-line professional development opportunities. (2023-2027)	Institutional Capacity	Improve the library workforce
Seek and attend on-island professional development workshops/trainings and conferences. (2023-2027)	Institutional Capacity	Improve the library workforce
Seek and attend off-island professional workshops/training such as the Pacific Islands Associations of Libraries, Archives and Museums (PIALA) Annual Conference and the Institute of Museum and Library Services (IMLS) Conferences. (2023-2027)	Institutional Capacity	Improve the library workforce

Evaluation Plan:

Successful completion of these project goals will be completed in a manner that allows for increased support and sustainability of this five-year plan. Successful completion will be evaluated in relation to the goals and objectives established in this plan. Evaluation will be conducted for all the program activities outlined in this plan, as well as survey(s) from program participants.

Stakeholder Involvement:

Library programs do not exist without constant stakeholder involvement. The Alele staff receive daily feedback on all programs and library services, and comments and feedback are shared in informal daily conversations, monthly reports and staff meetings throughout the year. Self-assessment is constant, and programs are modified or refined as needed. Input continues to be gathered from numerous sources including:

- The Ministry of Internal Affairs
- The Alele Board of Directors
- Library staff and educators
- Collaborative partners for all LSTA funded projects
- Library, Book Mobile and Museum users of all ages

Communication and Public Availability:

Once awarded, the Five-Year Plan and all the documents will be posted on the Alele website. Hard copies will be provided to the Alele Board of directors, the Alele Public Library and Museum, and made available for public review.

Monitoring:

The Alele Museum, Public Library and National Archives will successfully implement the Five-Year Plan through appropriate management of funding, facilities, equipment, and supplies. The overall grant project will be managed by the Alele Executive Director Mrs. Wisse Amram. The Library Director, Mrs. Lola Schutz, and Museum Manager, Ms. Carol Curtis will provide management and oversight for the development and implementation of the Five-Year Plan project.

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