Native American/Native Hawaiian Museum Services Program

Sample Application MN-00-18-0016-18

Makah Indian Tribe of the Makah Indian Reservation

Amount awarded by IMLS: $74,778
Amount of cost share: $0

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2019 Native American/ Native Hawaiian Museum Services grant program differ from those that guided the preparation of FY2018 applications. Be sure to use the instructions in the FY2019 Notice of Funding Opportunity for the grant program and project category to which you are applying.

ABSTRACT

Who is the lead applicant and who are the partners? The Makah Indian Tribe is the lead applicant and the project will be administered by the Tribe's chartered, non-profit enterprise, the Makah Cultural and Research Center. The Language Learning Center of the University of Washington (UW) is a partnering organization, committed to facilitating the creation of a website for the purpose of providing a Makah lexical word list to the interested public. The UW will also facilitate the creation of an application for mobile devices.

What need, problem or challenge will the project address and how was it identified? The project will create a solution to the problem of not having an accurate and accessible full Makah Language lexical word list. People consistently request language resources and a Community Language Needs survey in March of 2017 resulted in 40.68% of the respondents requesting a Makah language app to benefit their learning. The survey results were also used in defining project goals and activities.

What activities will you carry out and in what time frame? The planned activities are clear: Create an alphabetized lexical word list in plain table format that incorporates corrections and additions, make it searchable in two directions (Makah to English and English to Makah), make it accessible on a website, and create an APP to facilitate greater access. During the first nine months, the project staff will enter the words and translations, review and edit using paper copies of the hand written corrections. During the last quarter of the year, after the bulk of the entries have been made and reviewed, the University of Washington Language Learning Center will be engaged and will begin working with the project team to create a website and an APP.

Who will benefit from the project? All parties interested in learning Makah Language will benefit, including tribal members who live off-reservation and have not had ample access to language resources. Remote access to this resource and increased services offered to those outside the local community will be a significant benefit. Makah tribal departments will benefit from the grant products which can be used to relate relevant information about Makah people, culture and resources to the community and outside entities. The project will significantly benefit the 370 students enrolled in Neah Bay Elementary, Middle School and High Schools, and the community adult language classes by making the new lexical word list available for individual use. The APP will be especially beneficial for the younger generation who are quick to use their cell phone and/or tablet to access information.

What are the project's intended outcomes? Extensive work has been accomplished in documenting, analyzing, developing curriculum and teaching Makah language. The learning tools created by this project will allow people with beginning and intermediate language skills the opportunity to advance their language skills and contribute toward the larger goals of preserving Makah culture. Language learning momentum has increased amongst Makah tribal members and the outcome of this project will ensure that it continues.

How will you measure your success in achieving your intended outcomes? Individuals who use the Makah lexical word list on the website and/or the mobile APP will be asked to rate its usefulness. The website will include a survey and track the number of downloads
Language teachers can ask their students to provide feedback. Beginning learners will be able to increase their vocabulary, and those with greater fluency can compose speeches, prayers, introductions and regular conversations with greater ease, leading to an increased use of the Makah language.

I. Project Justification
Proposition: The Makah Cultural and Research Center (MCRC) proposes to produce a Makah lexical word list/data table (digital word list with translations from Makah to English and vice versa), develop a public Makah language website, and create a phone/tablet application that makes the updated lexical word list useful on mobile devices.
Identified Need: The need is easily identifiable – The Makah language is endangered. By not having an updated vocabulary data table, dictionary, database, or remote access to Makah language resources, we are lacking the foundational building blocks to develop fluency among Makah language learners.

   The Makah Language Program (MLP) has an abundant collection of language resources, much of which is in hard copy and in need of digitization. The preliminary word list (English to Makah) was alphabetized and typed in 1990 on an IMB typewriter with an altered typing ball, enabling the use of the adopted Makah alphabet. In 1998, a Makah to English draft of over 4,000 Bases (root and stem words) and Suffixes was entered via computer using a Nootkan font, which is an outdated font – that is only readable if users have it downloaded and installed, greatly reducing the usability and accessibility of these resources. Finally, in 2003, the typewritten English to Makah preliminary alphabetized word list was entered on computer using the same Nootkan font, but again – the font is outdated and unless the font is installed, the specialized characters used in the Makah alphabet do not render properly and the content is unreadable.

   These word lists have since been corrected and added to by hand (see supporting doc1). As our program continues to grow and the children are learning at a younger age, curriculum that was created years ago needs to be updated to match the growth in learning. Migrating our word list content to a current standard and stable technology format will provide countless possibilities for curricular development and lesson delivery. Having an updated data table (see supporting doc1) will make it possible for us, in the future, to import the data into an online or APP-based database and then allow for more extensive search functionality and integration into relevant up-to-date software.
Beneficiaries: The project will benefit all parties interested in learning the Makah Language, including the 50% of Makah tribal members who live off-reservation and have not had access as language learning is currently focused geographically though the MLP in Neah Bay. Remote access to this resource will be a significant benefit as will the services offered to those outside the local community. Makah tribal departments will also benefit from the grant products which can be used to assist them in relating relevant information about Makah people, culture, and services to the community, government agencies and general public.

    Furthermore, the project will significantly benefit the MLP teachers and all 370 students enrolled in Neah Bay Elementary, Markishtum Middle School (MMS), Neah Bay High School, as well as the community adult language class participants by making the new lexical word list available. Once the lexical word list is integrated into a mobile application it will be especially beneficial for the younger generation who are quick to use their cell phone and/or tablet to access information.
The planning of this project has evolved from the MLP's regular interaction with students and constant community requests for translations.

The MLP conducted an online <u>Community Language Needs Survey, March 2017</u>, resulting in 46% of the respondents requesting a Makah language APP to benefit their learning (see supporting doc1). The survey results were also used in defining project goals and activities.

Strengthening Museum Services: The MCRC includes a Museum, Library/Archives department, Education department, Makah Language Program, and Tribal Historic Preservation Office, each of which maintain services that will be enhanced by this project.

Completion of this project will promote the goals of the MLP: to preserve the language and restore it to spoken fluency, which in turn helps the Makah to maintain a strong tribal heritage. The grant products will allow the MLP to reach a much broader audience, and provide them with the most accurate resources available. Distribution of the updated lexical data will provide the users with a vast array of traditional information regarding the places, environment, and things with which Makahs regularly interacted.

Other museum services will be strengthened as well. The Museum receives approximately 13,000 annual visitors. A portion of the 500 artifacts displayed have bi-lingual labels and completion of the lexical word list would facilitate completion of the labeling project. The MCRC strives to utilize the lens of the Makah language in managing archaeological and ethnographic collections. However, coordinating time with language proficient staff members to work in collections is difficult due to their teaching schedules. Completion of this proposed project will provide the tools for the curator to utilize the language in collection management activities such as labeling and categorizing items in storage or on display.

The MCRC's library/archives will increase the resources available to community and researchers, as well as the capacity to provide accurate transcriptions of written and recorded holdings of the MCRC, many of which are currently unavailable to the public.

Addressing the goals of the NANHMS grant program:

NANH grants are intended to serve Indian tribes and Native Hawaiians, providing opportunities to sustain heritage, culture and knowledge by placing the learner at the center, enhancing civic engagement, promoting museums within communities, and utilizing technology. The MCRC is an anchor institution for the Makah Tribe and is charged with the preservation, revitalization, and perpetuation of Makah language, cultural knowledge and values (see MCRC Mission Statement and MLP Goals in Organizational Profile). The MCRC serves a rural population on the Makah reservation at the most northwestern tip of Washington State, where technology lags in comparison to urban areas. The MCRC, through a partnership with the Cape Flattery School District and Washington State's Office of Superintendent of Public Instruction, certifies language teachers, and provides curriculum for classes in K-12th grades in the Neah Bay Public Schools. MCRC projects are designed to align with our mission to not only preserve traditional Makah knowledge but also to educate the general public. This particular project places the learner at the center by providing direct resources to the individual and utilizing technology to reach a broad audience. Additional museum services will be enhanced as described above, thus furthering opportunities for education and stewardship of the collections maintained by the MCRC. The proposed project goals are well aligned with the goals of the NANHMS and MCRC and will provide the building blocks for future projects that promote the use of technology to learn about Makah heritage.

II. Project Work Plan

Activities, Evaluation and Performance Measurements:

Objective 1: Digitally format and build a lexical data table that is inclusive of handwritten edits compiled to date.

    Activities: A. Collect all copies of existing word lists with handwritten corrections/additions. B. Scan word lists and archive hard copies in acid free folders to preserve and track edits completed to date. C. Work with consultant to format data table and provide staff training. D. Begin building lexical word list by entering and reviewing a minimum of 700 words each month for the first nine months. E. Save data files on individual computers/flash drives and upload daily progress to the Network Attached System (NAS). F. Copy files from NAS to an external hard drive and cloud storage weekly. G. Facilitate monthly editing sessions with project staff and elders; also evaluate monthly data entry goals and assign additional MCRC staff if necessary. H. Schedule final work session to review edits and finalize the data table for website and APP development.

Objective 2: Integrate the Makah data tables into a Makah language website to enhance Makah language learning.

    Activities: A. Coordinate with the UW Language Learning Center to produce an accessible and usable interface for learners using the website. B. Add pronunciation guides to assist website users. C. Assist the UW Language Learning Center as needed with website testing, review and approval. D. Promote the website via press releases and posts on social media sites.

Objective 3: Create a smart phone/tablet application that includes the newly created lexical word list.

    Activities: A. Work with the UW Language Learning Center to select a pre-existing lexical APP. B. Coordinate with UW to create the mobile APP that allows users to access the lexical word list. C. Assist the UW Language Learning Center as needed with website testing, review and approval D. Promote the Makah language APP via press releases and social media sites.

    Risks: The project team will minimize the risk of losing digital data files as described in Objective 1 Activities. Additionally, we have been advised to create the data tables in plain text or standard XML format. This approach will make it easy to update, allow us to export it to multiple formats, and prevent the plain data tables from becoming obsolete.

    Another potential risk involves changes at the UW beyond our control. We have contemplated this possibility and have made inquiries at the learning center. We have been assured that assisting our project would remain a priority.

Planning, Implementation and Management: The MCRC has pulled together a team of professionals from the MLP, Library and Archives, THPO, and linguistic researchers who have previously conducted MCRC Board approved fieldwork in the Makah community and a Computational Linguist from the University of Washington (UW) Language Learning Center. This team researched and discussed strategies that would best serve the needs of the Makah community and interested public. The strategy to achieve the goals became clear: Create an alphabetized vocabulary list in a plain table format able to incorporate corrections, notes (and occasional example sentences) and additions that can be searched in two directions (Makah to English and English to Makah), make it available on a website, and create an APP to facilitate greater learner access.

    The following project staff members will be responsible for implementing the work plan:

<u>Misty Jarrett-Smith, Language Teacher</u>, will be tasked with data entry. She is proficient at word processing the Makah alphabet and specialized characters in Unicode, having updated computer language lessons for the past three years.

Through previous employment she has developed precise data entry and record keeping skills and has experience with various software.

<u>Adriene Bowechop, Project Manager</u> (PM) and Language Teacher, has successfully managed projects of similar scope for eight years, has valuable experience in developing and editing language curriculum and is adept at data entry. She will be responsible for direct coordination and supervision of the project.

<u>Maria Parker Pascua, Language Specialist</u>, is our most fluent speaker and has had the opportunity to work with various elders during her 30-year tenure with the MCRC. She will be tasked with editing and additional research as needed.

<u>Janine Ledford, Project Director (PD</u>), is the executive director of the MCRC, a position she has held for 22 years and is responsible for fiscal management of federal and non-federal funds. She will interact with project staff to ensure that that objectives are on task and daily and weekly backups are made.

Activities Sequence: The activities in this project will be completed in 12 months as sequenced below.

<u>Months 1- 9</u>: Two members of the project team will attend training and build an all-inclusive Makah lexical word list (Objective 1) in a plain data table at the rate of 700 words per month minimum. The language specialist will be the main editor, providing additional research as necessary. The project team and elders will meet monthly to approve data entries. Upon final approval of the vocabulary data table (month 9), the team will move into the second objective: developing a Makah language web site.

<u>Month 10-11</u>: The finalized vocabulary data table will be provided to the UW Language Learning Center, converted into an appropriate format and made available on the Makah language website. The new website, developed and hosted by the UW at no cost, will be promoted within the community in the eleventh month.

<u>Months 11 -12</u>: The phone/tablet application (Objective 3) will be accomplished in the eleventh month of the project. The application will be facilitated by the UW, with input, testing and coordination from the MCRC. The final month of the project period will consist of testing and promoting the APP.

Tracking Progress of Intended Results: The PM and PD will meet weekly to ensure successful completion of goals and activities. The PM and staff will meet monthly with elders to get feedback and accurate edits. The PD, as the Executive Director of the MCRC, will meet with the Board of Trustees quarterly and report on the project.

Sharing Project Results: The results of this project will be shared in every student classroom (K-12) and adult language class, as well as with tribal members residing on and off-reservation. The public website will also promote the results of the project. Finally, it will be publicized via press releases and local posted signs and with other Native language organizations, conferences and workshop venues.

Other resources needed: The project budget includes the financial resources to cover the hours, travel, consultants and supplies necessary to complete the scheduled activities. Other resources will be contributed by the UW Language Learning Center, under the direction of Dr. Russell Hugo (see supporting doc2). This contribution is not accounted for as a matching contribution, but is considered a very valuable leveraged resource. The UW has the technical resources and expertise, and Dr. Hugo has been interested in working with the Makah Language Program for years. Other Tribes have also benefited from the extension of services and resources offered by the UW.

III. Project Results

Performance Measure Statement: *My understanding of Makah Language will increase as a result of the resources made available by this project*. Students in grades 6 – 12 and adult language participants will be asked to rate this statement and the PM will tabulate the results. The website will also include a survey to gauge its usefulness and track the number of downloads.

Intended results addressing the identified need: We are aware that dictionaries or lexicons (word lists with translations) alone do not revitalize languages, and we have already done extensive work documenting, analyzing, developing curriculum and teaching Makah language. The learning tools created by this project will allow people with beginning and intermediate language skills the opportunity to advance those skills, which will also contribute toward the larger goals of preserving Makah culture. Momentum for language learning has increased in recent years and we are excited to provide necessary tools to increase sustainability.

Changed knowledge, skills and behaviors: MLP staff will be able reduce time spent on daily requests for specific language translations and more time developing curriculum in the pursuit of fostering fluent speakers. The interested public will have access to the new tools, and rather than inquiring through MLP staff and receiving specific feedback, they will interface with an entire vocabulary list and likely receive a larger amount of information through each inquiry. This process provides a more active state of learning which may increase interest as well as the rate at which information is retained, increasing the likelihood of attaining fluency. MLP staff will still be available for assistance as needed of course.

When Makah people understand and speak the language it develops a type of confidence and connection to a way of life that is essential to our identity. We have seen increased educational success from our students in correlation with increased language lessons. This project will enhance learning and increase the information that individuals have at their fingertips. They will be able to view the world around them through a Makah lens whether in the classroom, at home, in the office, or at a traditional place, that will literally change the lives of the Makah tribal members and the interested public. Makah values are transmitted through the language and can positively impact behaviors. This is especially important in this rapidly changing environment and technologically advancing society to maintain our unique perspective of the world around us while individuals are spending less time outdoors and more time interfacing with technology.

Tangible Products: Tangible outcomes from this project include a printable/downloadable lexical word list and APP. Hard copies and digital copies of the results will be archived and managed in order to ensure future use and access.

Project Sustainability: The elements of this project provide physical sustainability as well as cultural sustainability. Physically, we have determined that our initial plain data table will not go obsolete, can be easily updated and be exported to multiple formats. Culturally, this project will contribute towards the sustainability of our language, which is an essential part of our identity. Language and culture are inseparable; cultural knowledge will naturally augment based on Makah word definitions and unique Makah points of view.

Makah Cultural and Research Center

Schedule of Completion

Objective 1: Digitally format and build a vocabulary data table.

	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
Activity A	▓											
Activity B	▓											
Activity C	▓											
Activity D		▓	▓	▓	▓	▓	▓	▓	▓			
Activity E		▓	▓	▓	▓	▓	▓	▓	▓			
Activity F		▓	▓	▓	▓	▓	▓	▓	▓			
Activity G		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Activity H									▓			

Objective 2: Convert the Makah vocabulary data table into a database and develop a Makah Language website to distribute language resources to enhance Makah language learning.

	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
Activity A										▓	▓	
Activity B										▓	▓	
Activity C											▓	▓
Activity D												▓

Objective 3: Create a useful smart phone/tablet application that includes the newly created vocabulary data table.

	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
Activity A											▓	▓
Activity B										▓	▓	▓
Activity C												▓