Chilkat Indian Village: Xux' Daaka Hidi: Chilkat Stories: Our Village, Our Lives

The Chilkat Indian Village of Klukwan (CIV), located on the banks of the Chilkat River in southeast Alaska, is a federally recognized Sovereign Indian Tribe enjoying a cultural history preserved through Tlingit language, stories, oral histories, and subsistence activities. The purpose of this project is to document, preserve and share our elders' stories, as well as stories of other tribal members of all ages, increasing knowledge about and interest in our heritage, meeting the tribe's, school's and library's missions. We feel a pressing need to gather our elders' stories before it is too late and record them to offer opportunities for education and inspiration to all village residents and visitors. Based on the needs assessments conducted, CIV designed the proposed project to focus on audio interviews with elders and other tribal members using storytelling to pass on information about their life experiences and knowledge. We will host storytelling events during Culture Days celebrations, partner with the local radio station to air interview excerpts, post audio interviews on their web site, and make interviews available on CD and DVD to be checked out at the library and held in the Tribal Archives.

Tribal members agree that maintaining and preserving our cultural identity are essential to achieving goals identified in our 2014 Strategic Plan. CIV determined that building tribal self-reliance founded on learning and innovation, traditional knowledge, cultural literacy, media literacy, and developing life and/or career skills for a target audience of tribal members of all ages is our priority. Input on library services is sought by written and online surveys, house-to-house interviews, suggestion box, and conversations. We will develop our library collection with a focus on local history; provide learning opportunities to build proficiencies for tribal members of all ages in native arts, traditional ways, and 21st Century life skills; increase cultural knowledge through programs and improved access to resources; develop additional career competence for library staff.

The Klukwan Community and School Library is an inviting community gathering place. 250 **patrons** are registered. The **collection** has grown 25% since 2014 to 8,380 items. Circulation at 3,926 items is a 96% increase from 2014. Recreational reading, nonfiction related to our culture and history, and our film collection are popular resources. **Programming** offered by elders and other expert presenters is diverse and addresses community needs and interests identified in our surveys. Partnerships are important for long-term sustainability. The school assures that there is a facility with utilities and internet. Staff work with Jilkaat Kwaan Heritage Center (JKHC) and Southeast Regional Health Consortium (SEARHC) to bring in speakers for programs.

Key project components: 1) Record audio interviews and collect photos to document and record elders' and tribal members' stories 2) Create five minute stories from select recordings for broadcast on KHNS as a Chilkat Stories series 3) Present cultural and skill building programs 4) Develop collections and provide increased access to historical and cultural resources 4) Help staff increase their knowledge and skills through mentoring and continuing education opportunities.

Expected outcomes from this project include: residents, students, teachers, patrons, and tribal members who use the library report improved access to local history resources, and skills or knowledge gained that is beneficial in their daily lives; residents and tribal members gain native arts, traditional ways, and 21st Century life skills, and knowledge of local history and Tlingit culture; staff acquire knowledge and skills needed in their work; elders and other tribal members feel they have shared knowledge. Results will be measured using questionnaires, surveys and observation. The Chilkat Stories recordings on CDs will be a tangible product.

Information about our IMLS project will be shared informally at regional and statewide library and Native meetings; on the library's and KHNS's web site and Facebook; in submissions to the tribal newsletter, Chatham School District Newsletter, professional organization newsletters, and the local newspaper, *Chilkat Valley News*. Staff will also provide widespread publicity in the village.

Funding of our IMLS grant application is of vital importance to our continued ability to offer innovative approaches to improving community engagement and student achievement, generating new Tlingit language and history materials, providing needed training, and supporting tribal goals and meeting members' needs.

INTRODUCTION AND ASSESSMENT OF NEED

Community, demographics, and economy: The Chilkat Indian Village of Klukwan (CIV), located on the banks of the Chilkat River in southeast Alaska, is a federally recognized tribe. The large majority (90.5%) of Klukwan's 95 residents are Alaska Native (2010 U.S. Census). Many of CIV's 236 tribal members live in the surrounding area outside the Village's census district. Klukwan is struggling to stop the exodus of tribal members. Culturally appropriate employment opportunities are being developed so that tribal members can return to their homes. 2015 American Community Survey statistics cite: 40 residents employed; unemployment rate 7.8%; 24% of workers not in the labor force. Per capita income is $27,018 compared with $33,413 for Alaska; 10.6% of all residents had incomes below poverty level (Alaska Community Survey). Fishing, logging, and subsistence activities support the community. Subsistence is extremely important to our lifeways.

Educational levels: The lack of adult learning opportunities and related resources negatively affects economic and social growth. Of residents over the age of 25, 6.7% have less than a 9th grade education and an additional 8% have not graduated from high school. Klukwan School serves its small student population, some of whom bus more than 46 miles a day to attend classes in the village in its culture-based, multi-grade (K-12) program. Elders and other adults visit the school every day and interact with students on various cultural/language projects. The school is dedicated to providing services to children, families, and community members. It is a member of Chatham School District, a Rural Education Attendance Area unable to raise revenue through bonds or tax initiatives, and so unable to offer library services without added funding.

Languages and culture: The longevity of our culture and its people is founded in the preservation of the Tlingit language (listed as endangered), a primary goal of our tribe. Tlingit is taught in Klukwan. Elders' knowledge reinforces ceremonial traditions, often relayed in the heritage language, resulting in a rich culture that is uniformly practiced and respected. As part of the cultural revitalization taking place in Klukwan, songs, stories, dances, and language are taught to youth. Celebrations such as 'Culture Days' bring together tribal members living in the village and elsewhere, children from Klukwan and neighboring schools, and residents of nearby communities to affirm the vibrancy of our living culture and the importance of sustaining traditional practices.

Mission: *The Library serves as a resource for all tribal and community members bringing the power of information, imagination, and inspiration to the people while promoting and preserving the Tlingit culture.*

CIV works diligently to improve library services, to increase library use, and to foster lifelong learning, a goal in the tribe's strategic plan. In our remote village with few other resources, the library is where people of all ages go for information, learning, and recreational opportunities. According to the Memorandum of Agreement (renewed every two years) (Doc 7), the school district provides space, utilities, laptop computers, phone, internet connection, and technical support for equipment. The tribe supports staff, collection development, and programming costs. **Hours:** 45 hours per week year round: M - F: 8:30–5:00; Sat 9–11:30. **Staff:** 2 part-time Tlingit Co-Directors who participate in training and conferences to keep learning library best practices. Essential mentoring is provided by our Library Consultant through regular site visits and informal training sessions to improve staff skills. Council believes this training model is very effective. **Patrons:** 250 registered village residents; tribal members living elsewhere; students; Native/non-Native individuals who live nearby.

Collection: 8,380 books, magazines, government documents, films, and audio materials. Previous IMLS Enhancement projects helped fund the creation of Traditional Chilkat Songs books, Tlingit Story Sacks containing materials on Tlingit language and culture, a bilingual *Klukwan History Book Series,* and 6 *Traditional Practices* films. Updated annually, a three-year Collection Development Plan guides selection of new materials. Transcriptions of the Whale House court case recordings have been added to the growing Tribal Archive Collection (TAC). **Circulation:** 3,926 items in FY2016 (up 96% since 2014.) **Programming** offered by volunteers, elders, and paid presenters is popular, diverse, and addresses community needs and interests identified in our

surveys. In 2016, 82 programs, some in partnerships with Southeast Alaska Regional Health Consortium (SEARHC) and Jilḵaat Ḵwaan Heritage Center (JKHC), drew a total attendance of more than 275. Class visits and after-school activities occur on a weekly basis. A Summer Reading Program keeps youth reading and engaged in positive activities. **Technology; access**: 3 public access stations; 1.5Mb via T1 line.

Project purpose: We, as a community, feel a pressing need to gather our elders' stories before it is too late and record them to offer opportunities for education and inspiration to all village residents and visitors. Our people hold a wealth of information in their memories that will be lost if we don't move quickly to record it. The purpose of this project is to document, preserve and share our elders' stories, as well as stories of other tribal members of all ages, increasing knowledge about and interest in our heritage, meeting the tribe's, school's and library's missions. Based on the needs assessments conducted (see below), CIV designed the proposed project to focus on audio interviews with elders and other tribal members using storytelling to pass on information about their life experiences and knowledge. We will host storytelling events during our Culture Days celebrations, partner with the local radio station to air excerpts from interviews, post audio interviews on our web site, and make interviews available on CD and DVD to be checked out at the library and held in the Tribal Archives.

Specific audiences: 1) Village residents of all ages with diverse cultural and socioeconomic backgrounds in an isolated rural area, some with disabilities, limited technological literacy, or difficulty using a library; 2) Tribal members of all ages residing elsewhere; 3) Non-tribal patrons: Klukwan school students, individuals living in the surrounding area, researchers, and online listeners; 4) Attendees of Culture Days; 5) Listeners to KHNS radio.

Assessment methods: Input on library services from residents is regularly sought through short written surveys, house-to-house interviews, online surveys, a library suggestion box, and informal conversations. Twice a year staff provides an update on library services and requests feedback at community meetings. A Survey Monkey survey and house-to-house interviews performed each January by a Co-Director collect feedback about use of library services, suggestions for programs and collections, needed skills, and outcomes for current programs. This information is used by the project team and Tribal leaders to plan future programs, collection purchases, and training opportunities.

Baseline data is gathered with program questionnaires on specific skills, knowledge, and training needs of attendees. We also track: number of tribal archive, local history, and Tlingit language collection holdings; circulation statistics; number of library visits.

Assessment results and specific needs: Since tribal members have limited options for programs and resources other than the library's, use of library services demonstrates need. In 2016, 100% of those who had attended a library program reported they had learned something or gained a skill. A 2-question survey was conducted with the Tribal Council and a 4-question survey was administered both online using Survey Monkey and door-to-door in the village to gauge interest in the proposed project. 100% of the community survey respondents thought it was highly important to hear stories from elders and 100% thought it highly important to archive stories from elders. 36% of community respondents said they would definitely be willing to participate in the project and another 43% said they might be willing for a total of 86% showing interest in participating. 85% of the Tribal Council showed possible or definite interest in participating in the project. 79% of respondents thought it highly important to archive Chilkat Indian Village tribal documents; 21% thought it somewhat important.

Project approach is best solution: *"The Klukwan Library has become an intricate part of our community. The school children utilize it during and after school as an important resource. Tribal members and others in the upper Chilkat Valley enjoy being able to check out books, DVDs, audiotapes, and access Tlingit cultural events and community archives. Community members appreciate having access to video and or audio recordings of community elders and historical community information/documents that may not otherwise been made available if not for our library. I cannot imagine our community without our Library and the services it offers. " ~Kimberley Strong, Tribal President*

CIV has learned from previous projects that weaving subjects that have meaning in our daily lives into learning opportunities is the best approach for tribal members to feel engaged and to retain information. The library's location in the school, a community hub, offers easy access for students and adults throughout the school day as well as after school hours to attend cultural and life skills programs, access materials, and search the internet. By expanding the library's cultural and educational activities, building the general and Archive collections, mentoring tribal members, assessing long-term impacts of library services, and creating recorded interviews documenting tribal members' stories, the library will enhance its role as strong community anchor. The recordings will add to the collection, ensure this information is not lost, and help tribal members learn our history. Assessing the long-term impact of library services will help us better plan future services to meet community needs. The school/tribe partnership provides cost efficiencies that are crucial in a remote Alaskan village. Building on current partnerships and resource sharing agreements will expand our capacity.

PERFORMANCE GOALS AND EXPECTED RESULTS
Four goals will guide the development of this project. Projected outcomes are listed after each goal. The planned activities and expected outcomes are priorities in CIV's 2014 strategic plan and support the library's mission. We believe that our solid base of resources - a combination of dedicated library staff working with consultants, community involvement, and the strong commitment of partners - will help ensure success. Through past projects we have found that the benefits of innovation are worth the risk. We have learned that we increase our capacity by pushing our boundaries. We will build on previous methodology, interview techniques, and our relationships with tribal members for the proposed project.

Goal 1: Tribal members will have increased opportunity to share their stories and have them recorded, documented and available for future generations.

Tribal elders/interviewees report the *Chilkat Stories* project:
- helped them fulfill their responsibilities/desires to share stories of their lives and village history (target 100%)
- successfully documented their story and they are satisfied with the final recorded version (target 100%)
- strengthens the tribe through preservation of important tribal history (target 100%)

Tribal Council reports the recorded interviews, story programs, and increased archive resources:
- increase access to local history resources (target 100%)
- improve their awareness of tribal members' experiences and tribal history (target 90%)

Goal 2: Tribal and community members will have increased access to tribal history and locally created cultural resources that preserve our elders' and other tribal members' knowledge.

Village residents, students, teachers, and tribal members report they have:
- improved access to cultural and historical materials including personal histories of a variety of experiences related to tribal members' lives and village history
- increased cultural/tribal history knowledge through access to the library's services/resources (target 70%)
- confidence that tribal and family collections are well-preserved when added to TAC (target 100%)

Goal 3: Tribal members will use the library to increase their knowledge in fields of interest, to enhance their base of information on tribal history and culture, and to gain life skills

Village residents, students, teachers, and tribal members report they have:
- increased skills related to programming topics (weaving, skin sewing, beading, recording, etc.) (target 80%)

- increased knowledge related to identified areas of interest – stories of personal history, village life, Chilkat Tlingit history (target 70%)
- utilized library resources to explore and expand their own learning to gain expertise (target 50%)

Goal 4: Project staff will increase their knowledge and skills through a mentoring program and continuing education opportunities.

Library Staff members report and demonstrate: (target 100%)

- increased skills related to library operations; project planning and implementation (adapting to change, initiative, problem solving); and increased initiative and self-direction
- improved communication skills, record keeping, grant application preparation and grant reporting skills
- increased skills related to archival work and increased knowledge related to best practices for recording tribal member stories, record keeping, managing digitized resources
- increased media skills related to the audio recording and production of recorded interviews
- increased knowledge and skills related to sharing audio files via the Internet

PROJECT DESIGN AND REQUIRED RESOURCES

Expertise: *Chilkat Stories: Our Village, Our Lives* is an ambitious project that responds directly to the assessed tribal needs and a growing interest in family stories and clan and tribal history. Finding and sharing a story is a journey that takes time and requires trust and strong relationships. The attached Key Staff List, Consultant letters, and Résumés demonstrate that the project team is a capable group who will bring the needed skills and experience to ensure the success of the project and allow the tribe to address its priorities for library services. The established relationships between the Co-Directors, tribal staff, consultants, and tribal members reflect a strong management plan and trusting relationships that have resulted in success in the past. (Doc 2, 4, 9) The project design combines Story Corps concepts with methods successfully used in Petersburg, Alaska, another small rural community. Staff from the Petersburg Public Library shared their processes, lessons learned, and other valuable tips which have been incorporated into this project's plan.

One Co-Director, the Tribal Administrator and Consultant, Bookkeeper, and Library Consultant have worked together for more than a decade. Their familiarity with the tribe and its needs is essential to the library's success in supporting tribal goals in a culturally appropriate way. The other Co-Director has worked for CIV for five years and will serve as the Story Coordinator, a combination that uses her diverse skills to achieve tribal goals. She has successfully coordinated three previous CIV film projects – the *Traditional Practices six-film* series and *2.6 Million Acres: The story of the Chilkat Tlingit's Lands* (IMLS funded) and *History of Tlingit Clans and their role in the Village* (NPS funded.) (Doc 5) These previous projects have important long-term benefits. An elder who was filmed showing how to prepare dry fish passed away unexpectedly shortly after sharing his knowledge on film. Without the *Traditional Practices* project his knowledge and expertise would be gone forever; now it will live on in future generations. The films are available through the Klukwan Library and the Traditional Practices films will be available for sale at the local Heritage Center gift shop starting summer 2017.

Our three long-term partners, Klukwan School, JKHC, and SEARHC, are critical to our success. Past evaluations show all partners benefit from collaborating to share resources and staff expertise. JKHC and SEARHC will help plan project-related programs and provide staff to help implement them. JKHC's Executive Director will participate in planning the story project and identifying elders and others who may have special stories to share. Klukwan School teachers work closely with the staff to plan student involvement and training.

Resources needed to implement <u>all</u> goals include: time and expertise of the Project Team, administrative staff, Library Consultant; program, meeting, and collection development space; library and archival supplies; funds to maintain the OPAC; community engagement; and phone and internet.

Activities for all goals: The Project Team will:

- Contract with consultants – Tribal Council – Qtr 1
- Review project plans and work assignments, develop promotional materials – Ongoing
- Meet with the Tribal Administrator and Library Consultant to review progress – Quarterly

Goal 1: Resources needed to provide Tribal members with increased opportunities to share their stories and have them recorded, documented and available for future generations include; elders and tribal members willing to share their stories; the JKHC Executive Director's input; recording equipment, software (tribally owned); photos. Specifications for equipment and software available for the story project are listed in the required Digital Specifications form and CIV's Digital Plan that addresses the project concepts and documentation techniques and methods, equipment, supplies, storage, use, ownership, and access to final products and specifications for the digital project. (Doc 5) The project has been designed so that the Story Coordinator's skills will improve and allow her to train others throughout the project. KHNS radio station staff will provide guidance and support. (Doc 3)

- Order supplies for project – Co-Directors – Qtr 1
- Finalize distribution expectations, copyright decision, other details – Coordinator, Council – Qtr 1
- Meet with partners and Council to identify potential interviewees – Project Team – Ongoing
- Contact potential interviewees, determine their willingness to participate, identify what story they want to share – Coordinator – Qtrs 2 – 8
- Develop interview best practices tip sheet; offer training on equipment use and interview process to High School students and other tribal members – Qtrs 2 – 8
- Work with KHNS to define how to store the stories for online access from KHNS website; Set up web page for project on Library's webpage – Co-Directors, Consultants – Qtr 2
- Plan/schedule pre-interviews/interviews, develop questions for each story teller – Coordinator, High School students and others trained to perform interviews – Qtrs 2 – 7
- Collect recorded stories; all participants sign Personal Appearance Release Form – Coordinator, student and other interviewers – Qtrs 2 – 7
- Edit stories - "limited editing" ex. coughing, loud noises, etc.; Council approves finals – Coordinator, Council – Qtrs 2 – 7
- Work with KHNS to plan *Chilkat Stories* series and set parameters for stories that will be broadcast – Coordinator/KHNS – Ongoing
- Create five minute stories from select recordings for broadcast on KHNS– Coordinator/KHNS staff – Ongoing
- Share stories with KHNS for broadcast; KHNS uploads for online access – Coordinator – Ongoing
- Organize, promote, host *Chilkat Stories* events & displays – Staff, Coordinator – Qtr 4 & 8
- Create copies of recordings (3 master copies) and 4 copies in CD format for the tribe. CDs are burned for the tribal office, library, archives, and all interviewees – Coordinator, IT Tech – ASAP after completion

Goal 2: Resources needed to increase access to tribal history, historic resources, and locally created cultural resources include historical photos, tribal history documents and other resources, established policies and procedures for handling archival resources; and guidance and advice from professionals familiar with Chilkat Tlingit historical resources.

Objective 1: Expand the Tribal Archive Collection (TAC)
- Catalog *Chilkat Stories;* process for circulating collection & archives – Staff – Ongoing
- Identify and gather photos related to stories; catalog and add to Archives – Staff – Ongoing
- Gather identified documents from CIV Offices and/or clans, families; process and catalog – Staff – Ongoing

- Promote archival holdings on website, Facebook, at community meetings, newsletters – Staff – Ongoing

Objective 2: Build the library's Tlingit culture, language, and Native collection
Staff follows the same procedures for collection development as laid out under Goal 3, Objective 2. Due to the special nature of this portion of our collection development, staff also consults with professional staff at Sealaska Heritage Institute, Sheldon Museum and Cultural Center, and the Alaska State Historical Library and Archives.
- Identify resources on tribal history, culture, language; purchase, catalog – Staff – Ongoing

Goal 3: Resources needed to assist patrons as they increase their knowledge, enhance their base of information, and gain life skills include presenter stipends; supplies for Native art programs; funds for collection development, and partner and consultant expertise and assistance.

Objective 1: Initiate and provide increased life-long learning programs that focus on culture, history, and life skills
- Contact partner organizations to discuss programs that would best meet current needs – Staff – Biannually
- Identify/recruit elders, experts, presenters to share their knowledge; host 2 Culture Day events and 1 workshop – Staff – Annually
- Organize 30 school class visits including library skill development activities – Staff – Annually, school year
- Organize/host 10 children's programming activities – Staff – Annually
- Promote one-on-one technology training sessions in use of sound recording equipment for adults and High School students – Staff – Ongoing

Objective 2: Maintain and build targeted collections of materials to support learning and recreational reading
- Weed, analyze, assess collection per Three Year Collection Development Plan – Staff/Consultant – Ongoing
- Identify topics, age levels, genres needed; read reviews (online, *School Library Journal)* – Staff – Ongoing
- Select, purchase, catalog 200 collection items, 30 Native cultural/history – Staff– Ongoing
- Present displays of materials at biannual meetings, Culture Days, etc. – Staff – Ongoing

Goal 4: Resources needed to help staff increase their knowledge and skills through mentoring and continuing education opportunities include the Library Consultant, travel funds to attend conferences, and access to web-based learning tools.

The Library Consultant will align training with staff development plans to help increase proficiencies and build self-confidence. Self-directed learning aimed at each staff member's personal goals will be encouraged and the Consultant will provide guidance in identifying resources and learning opportunities. Staff will receive mentoring on the use of the recording equipment from KHNS staff and will attend a free Digital Storytelling webinar.

Objective 1: Support staff members as they strive to meet individual career and skill goals and build evaluation skills
- Draft individual plans for development; hold 1 monthly mentoring session – Staff, Consultant – Ongoing
- Attend free Digital Storytelling webinar by Emily Paulos, StoryCenter – Project Team – Qtr 1
- Attend Alaska Library Association Conference and ATALM – Co-Directors – Annually
- Identify and participate in online classes and other self-directed learning – Team – Ongoing

Objective 2: Use evaluation results to build on demonstrated previous program strengths to design future library and culture services for strategic and long-range planning.
- Share evaluation results with the Council and Village at meetings – Staff – Ongoing
- Share project information and results with library community on website, in articles, and by word of mouth, offering a model for other small libraries – Staff – Ongoing
- Plan for improvements based on findings– Project Team, Council, Administrator – Ongoing

PERFORMANCE GOALS AND BENEFITS (Doc 6)
Evaluating how the services we are offering make a difference in tribal members' lives is very important. Success will depend not only on the anticipated outcomes being reached but also on the unexpected outcomes that arise. Short-term and long-term evaluation activities will be conducted as previously described in proposal Section 1.

The intended tangible products of this project are: recorded Chilkat Stories and related documentation; five-minute stories from select recordings for broadcast on KHNS. In addition programs include: 2 Culture Day events and 1 workshop; 60 school class visits including library skill development activities; 20 additional children's programming activities; undetermined number of one-on-one technology training sessions in use of sound recording equipment for adults and high school students; 2 historical photo displays; summer reading program events; one article submitted to professional newsletters; posters, flyers, and other promotional materials. 200 materials will be added to the collection along with an undetermined number of photos added to the new tribal photo archive.

The intangible results of this project are focused on building skills related to interviewing, storytelling and traditional ways, increasing knowledge about Tlingit culture and history, improving access to general, cultural, and tribal resources, and building the work and life skills of tribal members and project staff. We will incorporate the performance measure statements and information to be collected and reported for Learning Projects as stipulated by IMLS.

Outcomes, identified in Section 2 and the Evaluation Plan will show the successes of the project. A variety of tools will be used to gather information on performance measures. These include, but are not limited to the following (% is target):

- Exit questionnaires will be distributed after cultural and special programs and Chilkat Stories broadcasts at the library to measure improvements in: 1) skills and/or 2) knowledge related to the program topic.
- Surveys and house-to-house interviews will be used to gather responses on the outcomes. For example, do respondents report: 1) skills, knowledge, and/or information gained through library programs or use of resources have been helpful in their daily life (70%); 2) they gained knowledge about tribal members' history (70%); 3) their use of the library and its resources has increased (60%); 4) elder and other tribal member knowledge has been preserved for future generations (100%), and 5) access and availability of cultural and historical materials improved (80%)? Additional outcomes and targets are in the Logic Model.
- Observation and self-reporting will indicate improvement in skills and self-confidence of project staff (100%).

CIV Tribal Council and the project team realize there are risks associated with embarking on a project that is as ambitious as this one is. Each year we are losing more elders and our traditional knowledge and history are being lost simultaneously. It is important to act now and work to record and document this knowledge before it is gone forever. We realize that understanding the impacts of projects that have been undertaken during the past decade is important to us and to our funders. Seeing how services impact patrons and learning more about what tribal members need and want from their library is critical to our continued success. The established management team, dedicated consultants, and partner staff members have built strong relationships that form a solid base for library services. This team has succeeded with other challenging projects. We believe the projected benefits are worth the risks involved in this project.

COMMUNICATIONS
The Project Team, under Co-Director direction, will work together to implement our communications plan. Project, administrative, partner staff and the Council will meet regularly.

Target audiences: Village residents, tribal members, surrounding area residents of all ages and researchers via collection, online resources, and story project; listeners on KHNS and the internet participants in workshops/programs; partner entities through resources and meetings

Community engagement: 1) Promote materials/story project/programs: biannual community meetings, displays, CIV's newsletters, posters; 2) Post project information, tools and stories on CIV's and the library's websites, Facebook; 3) Work with teachers and students to encourage participation; 4) Schedule and record interviews with tribal members; 5) Request feedback on recorded stories from interviewees, Council members, JKHC Board

Measures: 1) Engage village residents and partner staff in evaluation activities per OBE (Doc 6) 2) Present progress/evaluation results to Council, at biannual community meetings, and in IMLS Final Report; solicit feedback.

Sharing: Project information and results will be shared informally at ATALM (poster session and one-on-one) and at Alaska Library Association's Native American Roundtable. **Sharing beyond standard audiences**: 1) Write and submit short articles to the Alaska Library Association and American Indian Library Association; 2) Preserve *Chilkat Stories* recordings in our Tribal Archives and provide access for patrons; 3) Provide access to stories for JKHC staff so information is available for potential use in future exhibits at our Cultural Heritage Center.

Technical details: Maintain recording documentation and technical specs in archives per adopted CIV Digital Plan procedures. (Doc 5)

<u>SUSTAINABILITY</u>
Our mentorship program builds staff capacity and creates a strong foundation for program planning, management, and excellent library service. Partnerships continue to be extremely important for long-term sustainability. The school assures that there is a facility with utilities and internet. Staff will work with JKHC, the school, and other community partners to combine resources to implement programs. The stories developed and the resources acquired through this project will continue to be available at the library and the short vignettes on KHNS's website. The Library's website will provide links to these stories as well. The Tribal Council is addressing diversity in funding through various economic development projects. The sale of *Klukwan History Book Series* books and *Traditional Practices* films adds a small revenue stream. As potential funders learn about the work being done at the library, future support becomes more likely. Library staff applies for the State Library's noncompetitive Public Library Assistance and Continuing Education grants annually. Grants are offered by the Rasmuson Foundation for collection development, the Alaska Council on the Arts for programs. Our Community Foundation accepts requests for local projects. These and other competitive grant programs will be pursued.

Staff will share information about the project with peers at ATALM and AkLA, encouraging them to embark on projects that build partnerships and engage community members in sharing stories and preserving cultural knowledge. This project follows CIV's approach to projects throughout the Village that has proven to cause systemic change. By developing interrelationships and interdependencies among partners, our collective sustainability increases and the benefits of our projects continue to make a difference in our community. These results create strong connections that are transformative and long-lasting, and that are seen by others in our state as a model for success in small rural Alaskan villages. Digital resources will be preserved through our backup system and by monitoring technological changes that impact format as laid out in CIV's Digital Plan.

Chilkat Indian Village
Xux' Daaka Hidi: Chilkat Stories: Our Village, Our Lives

Chilkat Indian Village--Enhancement Grant 2017	YEAR 1	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administrative					
Contract with consultants – Tribal Council					
Review project plans/work assignments, create promotional materials					
Quarterly Project Team meetings with Tribal Administrator; meetings with KHNS Director and staff					
Finalize story distribution expectations, copyright decision					
Purchase supplies for programs & archive project - as needed	Equip				
Publicize availability of resources and programs					
Present displays of materials at biannual meetings., Culture Days, programs					
Maintain stats and collect patron feeback and analyze					
Disseminate information on project - conferences, articles, website, etc.					
Library Programs - Library staff and partners					
Contact partners to discuss programs-biannually					
Finalize program topics; identify/recruit presenters - 2 events/year - Staff/Partners					
Implement Culture Days programs and one traditional arts workshop -- Staff/Partners			Workshop	Culture Days	
30 school class visits - school year					
Organize/host 10 children's programs					
One-on-one technology training sessions on use of recording equipment					
Tribal Archive Collection					
Review photo collection development policies and procedures, Council discusses digitization					
Identify and gather photos that correlate to stories, secure, copy, catalog - Staff					
Catalog *Chilkat Stories*; process for circulating collection and archives - Staff					
Gather identified documents from CIV offices and/or clans, families; process and catalog - Staff					
Promote archival holdings on website, Facebook, at community meetings, newsletters, etc - Staff					
Chilkat Stories: Our Village Our Lives -- collecting and sharing the stories					
Team meets to review project and roles of members; Develop all forms, etc - Project Team					
Staff & Story Coordinator review and update release form; get signatures from interviewees					
Contact potential interviewees; identify content - Story Coordinator					
Develop interview best practices tip sheet; offer training on use of sound equipment - Team/Coordinator	Tip sheet	Trainings - ongoing throughout project			
Review interview best practices, develop interview questions - Coordinator/Partners/Interviewers					
Work with KHNS to plan broadcast series/online access		Plan, set up webpage -- stories uploaded throughout project			
Plan/schedule pre-interviews, interviews - Coordinator					
Record stories - Coordinator/ trained High School students and other tribal members					
Edit stories -- limited editing on long stories; create short 5 min stories for broadcast on KHNS					
Work with KHNS on preparing broadcast schedule - Coordinator/KHNS					
Broadcast short stories on KHNS; upload vignettes to website; promote					
Continuing Education for Library staff					
Draft individual development plans - Staff, Consultant					
Mentoring , training sessions, conference attendance			AkLA		ATALM
Identify and particpate in online classes and self-directed learning	Digital Storytelling				
Collection Development - Library Staff and Library Consultant					
Weed, gather suggestions, review Collection Development Plan, select, acquire, catalog					
Identify/purchase/catalog tribal history, culture, language resources					
Evaluation - Library Staff and Library Consultant					
Review, revise, implement Evaluation Plan					
Design evaluation tools and implement; share as appropriate					

	YEAR 2	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administrative					
Review evaluation information & project plans make changes if needed; create promotional materials					
Quarterly Project Team meetings with Tribal Administrator; meetings with KHNS Director and staff					
Purchase supplies for programs & archive project - as needed					
Publicize availability of resources and programs					
Present displays of materials at biannual meetings., Culture Days, programs					
Maintain stats and collect patron feeback and analyze					
Disseminate information on project - conferences, articles, website, etc.					
Library Programs - Library staff and partners					
Contact partners to discuss programs-biannually					
Finalize program topics; identify/recruit presenters - 2 events/year - Staff/Partners					
Implement Culture Days programs and one traditional arts workshop -- Staff/Partners			Workshop	Culture Days	
Host 30 school class visits - school year					
Organize/host 10 children's programs					
One-on-one technology training sessions on use of recording equipment					
Tribal Archive Collection					
Finalize photo collection development policies and procedures					
Identify and gather photos that correlate to stories, secure, copy, catalog - Staff					
Catalog *Chilkat Stories;* process for circulating collection and archives - Staff					
Gather identified documents from CIV offices and/or clans, families; process and catalog - Staff					
Promote archival holdings on website, Facebook, at community meetings, newsletters, etc - Staff					
Chilkat Stories: Our Village Our Lives -- collecting and sharing the stories					
Team meets to review project progress and make any necessary adjustments - Project Team					
Staff & Story Coordinator get signatures from interviewees					
Contact potential interviewees; identify content - Story Coordinator					
Offer training on use of sound equipment - Team/Coordinator		Tip sheet	Trainings - ongoing throughout project		
Review interview best practices, develop interview questions - Coordinator/Partners/Interviewers					
Maintain online access to stories via KHNS website - Staff/KHNS staff		Plan, set up webpage -- stories uploaded throughout project			
Plan/schedule pre-interviews, interviews - Coordinator					
Record stories - Coordinator/ trained High School students and other tribal members					
Edit stories -- limited editing on long stories; create short 5 min stories for broadcast on KHNS					
Work with KHNS on preparing schedule for broadcasting short stories -- Coordinator/KHNS					
Broadcast short stories on KHNS; upload vignettes to KHNS website; promote					
Continuing Education for Library staff					
Draft individual development plans - Staff, Consultant					
Mentoring , training sessions, conference attendance			AkLA	ATALM	
Identify and particpate in online classes and self-directed learning					
Collection Development - Library Staff and Library Consultant					
Weed, gather suggestions, review Collection Development Plan, select, acquire, catalog					
Identify, purchase, catalog tribal history, culture, language resources					
Evaluation - Library Staff and Library Consultant					
Review, revise, implement Evaluation Plan					
Design evaluation tools and implement; share as appropriate					

DIGITAL PRODUCT FORM

Introduction
The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions
You must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

PART I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

The Tribal Council will retain final approval of the recordings and will hold the copyrights. CIV will own the recordings generated through this project and will copyright them as the Council deems appropriate. The recorded stories will be available for use by the public through our library and archives and excerpts of some of the stories will be aired on KHNS, the local radio station. Those short five minute excerpts will also posted on the KHNS website.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

CIV will own the recordings and the digitized resources acquired through this project. We envision that all resources will be fully accessible to the public. Tribal Archive Policies will guide any restrictions. Collection materials are also available through interlibrary loan.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

We do not anticipate any sensitive or privacy concerns in this project, but something could come up during the interview process. We will follow CIV's established procedures which require each interviewee for the audio series to complete our approved Permission/Release form. The Coordinator will explain the form to the interviewees during a pre-recording meeting and secure signatures from all those to be recorded. Forms will be retained by library staff. Should a privacy concern arise during the project the Story Coordinator will work with the individual(s) to identify and clearly document the concern. Tlingit protocols will also be considered. The Tribal Council will be consulted as needed. Our goal is to honor our traditions and the knowledge of our elders as we document the stories of our tribal members.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

20 audio stories; 15 short five minute excerpts for broadcast on the local public radio/posting on web site

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

Sound recording equipment
- Marantz Professional Recorder Model
- 2 Audio Technica AT 875 R microphones
- 2 mic stands; cables

Headphones
- Sony MDR7506 Professional Large Diaphragm Headphone

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

AUDIO FORMAT and FIELD RECORDING SPECS (per CIV's Digital Media Plan)

Bit depth and quality: 16 bits/44.1 kHz (which is CD quality audio); consider upgrading to 24 bit
Compression: None
Stereo: record two channels to allow for separation and isolation of a channel for the interviewer and the interviewee as appropriate; otherwise record mono
File format: <u>Wave (.wav)</u>, or <u>Broadcast Wave</u>
Web file format: Mp3

Delivery media:
Master: 16 bits/44.1 kHz
CD: 16 bits/44.1 kHz
Internet: Mp3

Editing and Processing:
Interview Logs will be created for each interview. This will help locate and retrieve topics discussed in the interviews and assist Library staff when cataloging the resources. The Library staff will maintain these logs in the Archives along with the Masters.

To be purchased: Seagate Plus Slim 1 TB portable external hard drives for additional backups.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

The Story Coordinator, Library Co-Directors, partner staff, and Library Consultant will work together to assure the project is successful. The Story Coordinator, with assistance from the Library Consultant will monitor project progress. They will discuss the workflow and monitor the timeline. When appropriate the Team will discuss potential changes and make adjustments as needed. The Story Coordinator will carefully track content to assure that the story is being properly portrayed. KHNS staff will provide guidance and input regarding the development of the short stories for broadcast and will work on airing the stories and posting them on the KHNS website to assure access. The Team will review the process to assure efficiency. They will review the recordings to confirm that project goals are being met.

Evaluation tools (survey, one-on-one conversations, or questionnaires) will be used to gather feedback from the

interviewees, listeners, Tribal Council members, and staff. Information will be analyzed and outcomes and results shared via reports. (see OBE plan)

Files will be saved on the dedicated laptop for the project. Files will be automatically backed up on CIV's server. During production an additional copy will be backed up on an external drive and stored offsite. Once completed a separate external hard drive with master copies will be catalogued and stored at the Archives, and master copies (non CD) will be stored on CIV's server in the administrative offices building. (see CIV's Digital Plan)

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Multiple copies will be maintained in original and CD format. The Master will be held on the CIV server, and on an external hard drive in the Tribal Archive Collection. Four copies of the CD format will be created. (2 to use), 1 to store, and 1 in case of disk error.) In addition, each interviewee will receive a copy of their story. The Jilḵaat Ḵwaan Cultural Heritage Center will also receive copies of the audio recordings to supplement their educational programs and the services they offer.

The Story Coordinator, Library Co-Directors, and CIV's IT Specialist will be responsible for maintaining the copies after the project is complete. This process is set out in CIV's Digital Plan. If the Digital Plan changes the Coordinator and Library staff will work to assure CIV's procedures are followed. CIV contracts with an IT Specialist and servers are maintained on a regular basis.

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

We will carefully curate each recording, including dates, information about interviewees, description of content, who created the recording, etc. We will follow AACR2 rules to create MARC 21 records for resources.

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

We will maintain our catalog.

Also, following our normal procedures, the Co-Directors will develop an "information sheet" for each recording which will be stored with the archival copy of the recording. Information recorded on the sheet will include dates, interviewee information, interviewer information (and relationship to interviewee when appropriate), recording session location information, description of contents, a list of specific documents/events mentioned in the recording, information about those responsible for planning and gathering the recordings, etc. This information would be useful if in the future there are opportunities to share metadata.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Due to the small size of our project this is not a priority. We may explore partnering with another Alaskan organization using ContentDM, perhaps Sealaska Heritage Institute.

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

The recordings will be copied to CD and will be catalogued on our online catalog. Copies will be added to the circulating collection and a copy will be retained in the Tribal Archives collection. The story CDs will be available for check-out, for listening in the library, and through interlibrary loan. As mentioned above copies of the story CDs will also be shared with the Jilkaat Kwaan Cultural Heritage Center. The short versions of the stories will be broadcast on KHNS, our local public radio station and posted on their website to provide access to listeners around the world.

The other digital resources (PDF files, tiff, jpg) acquired from research libraries/archives will be catalogued and added to the Tribal Archives collection. In most cases print versions of the digital documents will be added to the Archives collection as well to accommodate elders and others who prefer to utilize paper documents. The digitized documents will be used when researchers or tribal members living elsewhere request access. PDF files will be emailed to those patrons.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

None available online at this time.

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets
A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?