

NARRATIVE

PROJECT JUSTIFICATION

The program **goal** and three associated **objectives** of the Native American Library Services Enhancement Grants program our project will address is: (Goal 2) Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users; (Objective 2.1) Support the identification of the needs and interests of learners; (Objective 2.2) Support the development and implementation of classes, events, teaching tools, resources, and other educational services; (Objective 2.3) Support the evaluative assessment of library-based approaches to teaching and facilitation. The project will also address goals 1 and 3 and associated objectives through the Work Plan and scheduled activities.

The specific community **needs** this project will address were identified through formal and informal observations, data, meetings and assessments ranging from questionnaires and talking circles with tribal member elders, parents and youth; meetings with committees, stakeholders, education staff, school teachers and language partners; and assessments through other projects supported by SPED's evaluation consultant. Academic data from SPED and local school districts added critical evidence resulting in a collection of multiple sources of data for the assessment process helping to determine the needs our project will address, which are: a) to reverse loss of language and culture knowledge, b) to remove barriers to language and culture learning services, and c) to reduce academic dissatisfactions.

Local **data and knowledge** of student circumstances with negative impacts of COVID-19 pandemic, including long-term effects of online learning and social distancing, provided reliable evidence for the San Pasqual community to identify the need and challenges and develop the scope of the project. This evidence shows San Pasqual continues to face challenges with local language and culture learning and knowledge loss, heightened barriers to language and culture learning opportunities, and decreased academic engagement and performance in PK-12 public education schools. Further, with only 45 Kumeyaay speakers remaining in the region, and the recent loss of regular access to learning Kumeyaay language and culture, critical resources for current generations have grown at higher risk. San Pasqual Tribe recognizes the urgent need to increase efforts that will help restore language and culture learning, enhance access to new and existing educational resources, engage participants with continued and new virtual outreach strategies, and expand services and resources for PK-12 student's academic satisfactions.

Additionally, SPED's 2021-2022 academic evidence with district data for PK-12 San Pasqual Kumeyaay students reveal a significant decrease in school and classroom engagement and performance during COVID-19 and now. Poor academic performance, attendance and engagement in school are combined factors leading to the decrease in academic satisfactions for San Pasqual youth and families who are also at-risk of future language and culture loss. Of the 437 San Pasqual tribal youth, 163 are enrolled in the one of eight schools of the Valley Center Unified School District (VCUSD). Statistics from state mandated Title VII for the VCUSD show that Native students are performing significantly worse than non-Native students on standardized tests. These statistics show that 82% of Native students are below the achievement level for mathematics (the prior year was 78%) and 80% are below the achievement level for English, Language Arts, and Literacy (the prior year was 76%) compared to 85% and 80% for non-Native students, respectively. The differences show a significant drop off in performance within the period of the pandemic. Further, feedback from the school district shows that attendance during the pandemic has been low and transition back to school has been challenging for most tribal students, which equates to significantly lower attendance rates and levels of engagement in the school compared to other types of students. These statistics show that during the 2020-2021 online school year, 54% of students had chronic absenteeism. Further, SPED staff reported an ongoing problem with reaching youth during social distancing mandates which continue to impact participants, access to services and engagement in language and culture learning. These problems have developed into greater significant needs for PK-12 youth and families to improve academic performance and attendance during these critical times. The San Pasqual Education Department staff and leadership realize these impacts can result in low graduation rates and low numbers of college-going youth in the near future. Therefore, necessary outreach, services and participation with PK-12

youth for library services and enhanced education programming has become a priority for the tribe as a result of the COVID-19 pandemic. This evidence of tribal students becoming hard-to-reach, especially during the times requiring social distancing, has made it hard to provide in-person services or maintain youth and family engagement in library services and language and culture learning. The combination of poor academic performance, chronic absenteeism, and low engagement in schools is producing lower intrinsic motivations, at-risk school dropout, and a disconnection to school and some of SPED's restored services for tribal students, which, in turn, is fostering loss of learning and supports. The available evidence has helped inform staff and Tribal Council about the critical needs for new strategies to engage and support PK-12 students with restoring language and culture learning, online outreach and communications, and educational needs for graduation requirements. The proposed project's scope was designed to address these community needs and student challenges by identifying ways SPED's library services, staff and resources can support the restoration of language and culture knowledge for all ages, develop necessary opportunities for learning engagements for SPED library users, and support students language learning by helping satisfy academic requirements through Kumeyaay education materials.

The **target group** for the project are PK-12 Kumeyaay students and families, as well as all ages of community members. There are approximately 450 children/youth residing on the reservation and of these, approximately 200 in grades PK-12, plus another 100 infants to preschool age who will be in preschool and kindergarten during the grant cycle. These youth make up the target population who will most immediately and positively be affected by our project. **Specific age groups** that will be targeted for project outreach and activities are 125 children/youth ages 4-13 years (or PK-6th grade) and their families for library education materials and services, 75 older youth ages 14-19 years of age (or 9-12 grades) who seek to complete state standard Kumeyaay language requirements as part of graduation and potential college readiness, and all ages of community members for library outreach and engagement with online website and repository. **Beneficiaries** of this project include approximately 1,500 reservation residents, at least 100 future school age children and their families in, and countless future generations.

PROJECT WORK PLAN

The **Project Work Plan** serves to achieve the goal, objectives and activities described in this section, while the outcomes are described in the intended results section of this proposal. Project Goal: *to enhance access to library resources and services and expand educational materials to help restore learning and knowledge for Kumeyaay language and culture with PK-12 students, families and community.* Project objectives: 1) record, preserve and archive Kumeyaay language recordings and materials for youth, families and community members to reverse language/culture learning loss. 2) Enhance outreach and participation in language/culture learning through virtual education opportunities. 3) Create and make available new language materials for state language standards. This Project Work Plan in this section of the proposal describes the overall implementation for the 24-month project timeline of activities as listed in the Schedule of Completion (attached). Both the Project Work Plan narrative and the Schedule of Completion are designed to provide staff guidance to achieve the project's goal and objectives. The specific project activities and associated tasks will be carried out as listed in the Schedule of Completion (see document attached). Project staff will be responsible for implementing each objective's activities listed in the Schedule of Completion which as a whole aim to restore language and culture knowledge, coordinate and implement new language and culture learning opportunities and educational materials, and implement new outreach and engagement strategies. Key activities include recording language speakers, translating and archiving oral/written language, planning, coordinating and implementing virtual/online outreach strategies, and designing and establishing virtual/online language and culture learning opportunities, educational materials and an online language/culture information repository on existing website with new web pages.

Specific activities as listed in a consecutive order on the Schedule of Completion document have been designed to align with the school district's calendar year and SPED's summer learning schedule. However, some activities will require staff planning and scheduling decisions within each school year and therefore are

described as ongoing. The specific activities for each objective which make up the Project Work Plan include:

- **Objective 1:** Record, preserve and archive Kumeyaay language recordings and materials for youth, families and community members to reverse language/culture learning loss.
Objective 1 Activities: Project staff will work together with local language speakers to create, preserve and ensure community/public access to at least 300 language and culture audio files and 10 video recordings within an online repository added to the new website. Once each recording is collected by the Cultural Coordinator, it will be edited, archived and shared with the community and other interested individuals, then added to the repository on the website. Some of them will be chosen to be made available on public sites such as YouTube and Vimeo. Staff will manage the file formats using MP3- 192 kbps for audio recordings and QuickTime- 24 bit, 64K pixels, WAV- 24 bit PCM for videos. The Program Manager will process honorariums per person for their time, preparation, recording sessions and knowledge. The Cultural Coordinator, with support from other project staff, an external web designer/developer and project consultant, will design and develop a new repository and at least three new webpages for the repository to be housed and for online outreach, recordings and educational materials for PK-12, families and community services and resources. Cultural Coordinator will schedule website/webpage updates with developer/designer and Consultant; develop implementation plans for repository webpage w/ Consultant; help oversee web design work with other staff. Project staff will finalize the repository web page/site while ensuring the language repository meets users needs and ease of access/use throughout implementation and management of the website and repository. A staff and volunteer training will be planned and facilitated for learning how to use the repository in order for anyone to access it and to support users through library services. The Coordinator will also create language words/phrases lists throughout the project cycle and outline culture knowledge to preserve to be used to guide plans for recording, archives and metadata needs. Staff will work with the Evaluation Consultant to design, distribute and gather surveys, then evaluate feedback for improvement and performance measures (see Performance Measurement Plan). The Education Director will complete annual grant reporting/share outcomes with tribal council/community.
- **Objective 2:** Enhance outreach and participation in language/culture learning through virtual education opportunities.
Objective 2 Activities: The Program Manager and Cultural Coordinator will work together to develop plans/schedule for online language/culture learning. Plans will include designing language and culture online classes, virtual and in person demos and presentations, and holding learning circles for PK-12 students. Extended outreach activities will be made for 9-12th grade students to support their Cuyamaca and Kumeyaay Community Colleges language course requirements set forth by public education language learning and graduation requirements. The staff will perform edits, filing and manage distribution of educational materials for learning opportunities. Staff will host and record presentations, demos, classes, as planned, to be offered in a calendar of language learning opportunities throughout the school year and summer. Educational opportunities will be shared online, social media, website, word of mouth, use of flyers and in emails with the students and community.
- **Objective 3:** Create and make available new language materials for state language standards.
Objective 3 Activities: The Cultural Coordinator and Program Manager will coordinate with the school district, teachers and Kumeyaay Community College instructors (language speakers) to create an estimate of 10 supplemental educational materials for the High School language course requirement supporting student's a-g college readiness and increased attitudes towards academic engagement and performance. These supplemental educational materials will be short curriculum, worksheets and handouts with language learning instructions and information specific to the 9-12th grade student's Kumeyaay language class assignments and homework. These educational materials will be accompanied by language/culture videos and audios. Staff and consultants will create these in-house as pdf/word documents for print and digital download. Ongoing assessment and evaluation of this product and its use

with students and teachers will be made to provide updates to the materials as needed.

- **Additional ongoing activities:** The Education Director will facilitate grant project activities w/ staff (review and coordinate schedule of completion); purchase/secure budget items for project (implement budget plans) schedule and meet w/ consultant/evaluator (initial planning/coordination meeting and ongoing monthly); schedule and secure IMLS mtg. travel (when IMLS info. is available). Program staff and the consultant will secure a web developer/designer and schedule and attend meetings for web page planning and activities. The Cultural Coordinator will produce all metadata files to accompany digital products for reference, coding and filing. Metadata files will be added to new web pages in order to provide access to information lists for users. The filing system will include identifying the title, speaker or author, file size, the date the document was created, and keywords to describe content in these sections: audio, video and documents. The Education Director and Program Manager will oversee the quality control plans for all digital products, including the website, with support from the Tribe's IT Department. Efforts include ensuring that the project is using an Indigenous Knowledge Organization (IKO) focused on a process and system for organizing and archiving all formats- traditional and electronic digital. The project seeks to follow Dublin Core metadata structure and specifications that will enable us to develop a process and system for categorizing standards to organize and metadata. Program Manager will be responsible for administering planned satisfaction and knowledge surveys with participants and library resource users. The Cultural Coordinator will be responsible for tracking the number of digital products achieved, collecting academic Kumeyaay language class data for 9-12th grade students. The Cultural Coordinator will assess the fit between our proposed Schedule of Completion and actual activity completion dates focusing on tracking the number of products produced. All project staff, with support for external Evaluator, will monitor and track progress towards goals and intended results (outcomes) as guided by the Performance Measurement Plan (attached).

Possible potential **risks** to the project include unforeseen impacts of the pandemic continuing to affect participation, outreach and coordination of project activities. This includes if COVID-19 were to surge again, social distancing policies were implemented in the school district or on reservation as they have been, or perhaps new impacts from the effects of illness, staff absences, or participants' academic changes. These types of potential risks, while potentially anticipating, are unlikely to unfold at once or cause severe challenges or delays. Given the policies, procedures and training that staff has previously received and experienced due to the initial COVID-19 crisis, the Tribe and Education Department feel prepared to respond to challenges, closures, limitations and requests for virtual and online services. The emergency preparedness in place for the community will support enabling staff to respond quickly and meet the needs of participants in the project, ensuring that activities and services continue on time or are adjusted according to the challenges the pandemic may present in future. There are no other risks identified.

Project **staff** include three SPED personnel and support from an existing external **Evaluation Consultant** each ensuring all areas of project planning, implementation and management are achieved by following designated timeline, responsibilities and project objectives and tasks/activities, which were designed to reach the project goal (see attached Staff/Consultant List; Staff/Consultant Resumes). Existing partner, Kumeyaay Community College, the Tribe's Education Department, and existing external Evaluation Consultant will support staff with planning, coordination, implementation and reporting (see Letters of Support attached). The majority of the project's implementation will be managed by SPED's existing Cultural Coordinator (referred to interchangeably as the IMLS Project Coordinator) along with the SPED Program Manager who will both be responsible for the management, timeline and implementation of project deliverables and participant activities. The Project Coordinator will be specifically delegated responsibility for the project's ongoing coordination, oversight, implementation and quality control of digital products. The Program Manager will support the Project Coordinator with coordination and implementation of outreach to youth and registered participants, provide ongoing project support to ensure a successful experience for library users and youth

outreach services, and oversee/supervise Project Coordinator's performance and needs. Staff will also ensure language and culture resources from the project are available to the community and accessible to the public under their newly established website and repository and supported with updated user policies. The Evaluation Consultant will work with project staff to develop data collection plans, tools, questions, and provide consultation for areas of the website/page and language education materials. The Evaluation Consultant will also provide monthly consult and technical evaluation services to ensure performance measures activities are taking place throughout the cycle of the grant (see Consultant Resume and Letter of Support attached). The Kumeyaay Community College (see Letter of Support attached) will continue to act in its existing partner-role with SPED to provide resources and knowledge for local northern Kumeyaay language and culture to help the SPED develop quality cultural education materials for students and the repository. KCC provides existing language classes and cultural demonstrations, provides assistance to staff with the creation of language and cultural educational materials, such as worksheets, handouts and curriculum, and advocacy and support for Kumeyaay High School students. Staff will maintain the existing archive workstation and digitize materials, files, input and organize metadata for all digitized files (images/video/audio) and technology maintenance with support from IT department. The SPED Education Director and Program Manager will provide oversight and management for the project's overall activity, ensuring quality education materials, reporting as sched, and budget management with the Finance Department, plus reporting. The team of SPED staff will meet weekly and also monthly to review the project's timeline, participant survey results, project needs, communications and updates, and review measures and reporting requirements are planned and being met. All meetings will be recorded with note taking and kept on file for staff reference for the project.

The staff **time** required per project year will be 50% project planning, coordination and implementation, 25% project oversight, supervision and management, 10% meetings, updates and reporting, and 80 hours per project year of professional project consultation and evaluation services provided by external evaluation consultants. The project **costs** require staff salaries and fringe enabling them to dedicate the required time, travel and knowledge to the project as part of their regular work duties, evaluation consultant rate for each grant year. The required **personnel** for the project needs three staff persons to dedicate their time and capacities. **Other resources** needed to carry out activities include stipends for language speakers and the cost of expanding a new website with additional pages for outreach, repository and other identified pages for community and student access. Maintaining KCC's ongoing partnership for sharing language and culture resources will be a priority to enhance efforts and produce quality educational materials efficiently.

The San Pasqual Education Department will **share project findings and lessons** learned through community updates at general council and tribal council meetings, on the new website, and through announcements made online, social media and in person during activities and with visitors to library services. As examples, our communications will target community members and target the youth audience to whom the project's goals, activities, and outcomes are intended. As new processes and policies are developed to support the project, such as for the repository, information will be shared and explained in either written or a short video instruction made available on the website. Results of our measurable data and project outcomes will be shared in general council reports, funder's reports, and during meetings with staff and community. The participant feedback survey will be offered throughout the project using a link to the survey available on the website, through cell phones, and also in printed format. Further, monthly meetings will include invitations to any community members interested in the project's activities and requests for more information. This will allow for user feedback and input during the project lifecycle, as well. The monthly meeting agenda will include designated time to hold group discussions for staff feedback. Additionally, we will hold open conversations at the end of every group activity to allow for discussions and feedback about the process of language archiving, use of repository and outreach efforts and how it can be improved for community satisfaction and engagement needs. The person responsible for outreach, promotion, and dissemination will be shared between all staff, maintained by the Project Coordinator, and supported by the Program Manager and Executive Director who will ensure quality outreach is being made, flyers and information are shared in a timely manner, and materials

supporting the users, while education materials should be written clearly and reaching the right audiences through email, handouts, texts, and website.

PROJECT'S RESULTS

The project's overall **intended results** (outcomes) are to improve language and culture preservation and restoration strategies for the community while improving language and culture learning services and engagement, as well increasing language resources for academic satisfaction among 9-12th grade students seeking Kumeyaay language classes for High School graduation and college a-g requirements. Achieving these results will help the community to increase access to learning opportunities and knowledge for language and culture while also improving educational materials and resources for current tribal students. The intended results will also specifically support increased academic achievement and satisfaction for 9th-12th grade students pursuing Kumeyaay language learning for school requirements. This target youth group is expected to change as a result of the project by increasing the language and culture learning among students and creating positive changes for their **knowledge and attitude** towards school engagement and performance. Overall, the intended results will increase the number of language and culture resources available and therefore the likelihood of increased learning and access to language and culture resources for all ages engaged will result.

A concise summary and list of the project's **intended results** (outcomes) are designed to guide staff to enable meeting an overarching project goal and associated objectives set forth for the project. This project goal is to enhance access to library resources and services with expanded outreach and educational materials to help restore learning and knowledge for Kumeyaay language and culture with PK-12 students, families and community. The project's objectives and outcomes will include: Objective 1) Record, preserve and archive Kumeyaay language recordings and materials for youth, families and community members to reverse language/culture learning loss. Outcome 1) Improve language/culture preservation and restoration strategies for the community; Objective 2) Enhance outreach and participation in language/culture learning through virtual education opportunities. Outcome 2) Improved engagement in language/culture learning services; Objective 3) Create and make available new language materials for state language standards. Outcome 3) Increased language resources for 9-12th grade student academic satisfactions.

Performance measures are designed to assess how well the project has achieved the overall goal and associated objectives (intended results). Plans to measure the performance indicators include administering seven data collection strategies using four surveys and additional data sources (see Performance Measurement Plan attached). First, pre/post surveys will be administered with all registered participants to understand the amount of increased language and culture knowledge achieved from participation in learning opportunities. Second, the project will administer two different satisfaction surveys. One will gauge how well improved access to services and resources has been achieved with all library resource users as a result of the enhanced website and repository. The other will be to gauge the amount of improved satisfaction with school language learning and engagement with 9th-12th grade students. Next, internal tracking for the number of products produced will be documented to further assess project achievements for quality and quantity of products produced as planned (i.e. audio recordings, education materials, and repository/website). Additionally, the Program Manager will obtain quarterly academic reports showing student progress on meeting academic language requirements. At the end of each year, our external Evaluation Consultant will consolidate, analyze and present data results of the ongoing survey evaluations and other data to compare them against our intended project results and facilitate analysis findings for the project. See attached Performance Measurement Plan.

Tangible products that will result from the project include language and culture recordings (audio/video), digital PDF education materials with text, images, graphics and tables, and a webpage(s) with repository (see Digital Product Form). Our plans for supporting documentation of digitized collections, software, information systems, or other technology tools, include creating recorded languages and cultural knowledge that will be added to the new repository on a webpage for our new website. We will use existing video/audio/image editing software to ensure the quality of the digital materials are saved for long term access and use with multiple purposes. We will continue to create metadata using Excel or Google sheets to track and

search digital archive data. In consultation with Kumeyaay Community College and SPED Consultant, all digitized and technology materials will be sustained by housing them in the repository maintained on the newly enhanced website/pages. All digital archived and sustainable materials will be managed and overseen by key staff who will conduct ongoing reviews for editing and unforeseen sustainability needs. Updated user guides and organizational policies will be evaluated and generated by the Education Director.

The benefits of the project will be **sustained** beyond the grant period cycle by continuing to partner with Kumeyaay Community College (KCC), language Instructors, consultants and Kumeyaay cultural bearers to ensure the project's products and language learning activities continue and are safely archived for future generations. By working with KCC and the local Pk-12 school district, we will ensure language classes continue and will advocate and promote library services to language and culture learners, especially highschool students seeking language course credit for graduation. We will also continue to promote access and use to the new website and repository during community outreach, to Kumeyaay Community College students, the community, and Kumeyaay people in the region. SPED staff and existing AmeriCorps volunteers who serve as youth mentors will continue to support the student groups with ways to access archives for school projects, classes and personal interests. New grant funding will continue to be sought to help support the additional resources and engagement strategies that may help build upon the preservation and language efforts in the community. Further, with the use of online technology (website) and digital resources, the community will adopt the use of digital literacy for preservation and revitalization which will be necessary for the continued efforts to engage virtually/online.

Schedule of Completion

Activity	2022				2023												2024								
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Facilitate grant project activities w/ staff																									
Purchase/secure budget items for project																									
Schedule to meet w/ consultant/evaluator																									
Complete annual grant reporting/share outcomes with tribal council/community																									
Objective 1: Record, preserve and archive Kumeyaay language recordings and materials for youth, families and community members to reverse language and cultural learning loss.																									
Secure web developer/designer																									
Schedule meetings for webpage																									
Attend and facilitate meetings for webpage planning and activities																									
Develop website/webpage map																									
Oversee web design work																									
Finalize repository web page/site																									
Ensure language repository meets users needs and ease of access/use																									
Develop implementation plans for repository webpage w/ Consultant																									
Schedule and facilitate staff and volunteer training for repository use																									
Manage implementation plans and user access of repository webpage																									
Schedule website/webpage updates with developer/designer and Consultant																									
Create language words/phases lists																									
Outline culture knowledge to preserve																									
Recruit/secure speakers for recordings																									
Schedule, coordinate recordings																									
Record audio/videos language/culture																									
Download and edit all oral recordings																									
Create backup files of recordings																									
Upload edited oral recording files to new language repository																									
Create instructions for repository access and distribute online and in person																									
Create written translations for recordings																									
Create education materials for oral recordings																									
Implement qtrly user feedback survey																									

Digital Products Plan

Type

This project will create the following digital content and resources: 300 audio files and 10 short video recordings (Kumeyaay language words/phrases), 1 repository with multiple categories for Kumeyaay language and culture information, at least 3 additional web pages added to new website for a new repository and enhanced outreach and education materials, and at least 10 teacher and student resources for Kumeyaay supplemental educational materials to support High School language class requirements and a-g college readiness. Accompanying metadata will include the title, speaker or author, file size, the date the document was created, and keywords to describe the document for all audio files, video recordings, and teacher/student educational resources.

Availability

Availability to all products and accompanying metadata for the audio, video, educational materials and all information in the repository will be available through an enhanced website. It will also be easily accessible by using the designated computer workstation located in the SPED community computer lab or from any home/work computer to search information and content for users (youth, community and public visitors). SPED will make available to the community and public all digital resources and materials on the new website adding an accessible repository for the students, community and visitors. To access the repository, users can request staff assistance on how to search metadata files and use web-based archive systems as well as view the digital content available. Audio and video files will also be made available on public video platforms (YouTube and Vimeo) where it is easily accessible to the community or public. Download-able materials will be made available on the SPED website where library information, services and a repository is made accessible.

Access

The SPED will hold the copyright of all digital products created during the project. The SPED is the only designated entity responsible for collecting and preserving all archived education information regardless of the medium. Licensing of videos and images will be made using existing Adobe Creative Cloud for Education, which gives the SPED control of management of licenses and statements. This option will enable SPED to create a licensing statement that covers prohibitive terms and conditions in which the use and access of the product must be met with approval from SPED via Tribal Council. Users will be notified via website and during in person visits requesting use of said products. A standard agreement will be signed by users using an electronic form on the website, to be emailed and also hard copy for in person signature as needed. All digitized products/materials will be free to use for non-commercial purposes with proper attribution to SPED. We will include a clear license either in the content of the material itself or with accompanying materials. A statement will also be provided on the community/public-website when digital products are available to download. Products that require obtaining specific permissions (i.e.: materials under tribal protocol) will require following the policy and procedure on obtaining permissions and rights developed and facilitated by SPED education policy. The policy requires permission to be granted for public access by the Executive Director or Tribal Council unless tribal community members then proof of tribal enrollment or residency may be requested.

Sustainability

The quality control plans will be overseen and managed by the SPED program staff and support with the IT Department. Ongoing quality control will occur by cleaning equipment, conducting regular weekly and bi-weekly updates on the computer workstations, running virus scans regularly, reviewing digital products, such as websites, managing archive files, storage, technical specifications, audio inspections, metadata input, and general maintenance checks. The SPED includes professional trained staff who will follow high standard controls and guidelines with strict procedures for maintenance and preservation developed by SPED and approved by Tribal Council. The staff will continue to be responsible for preserving and maintaining all digital assets using the archive website and internal filed copies during and

after the grant award cycle. Metadata will be created using an Indigenous Knowledge Organization (IKO) focused on a process and system for organizing and archiving all formats- traditional and electronic digital. The SPED will follow Dublin Core metadata structure and specifications that will enable us to develop a process and system for categorizing standards to organize and metadata. The SPED will be responsible for preserving and maintaining the metadata for all digital products during and after the grant award cycle. SPED will update policies for the Dublin Core structure and procedures to maintain quality control. See table summary.

Table Summary for Digital Products Plan

Digital Content and Resources	Description	Qty	Digital File Format	Accompanying Metadata	Standards to be used
audio files	Kumeyaay language words/phrases	300	MP3- 192 kbps	speaker or author, file size, the date the document was created, and keywords to describe the document	quality control plans will be overseen and managed by the SPED program staff and support with the IT Department
video recordings	Kumeyaay language words/phrases	10	QuickTime- 24 bit, 64K pixels WAV- 24 bit PCM	speaker or author, file size, the date the document was created, and keywords to describe the document	quality control plans will be overseen and managed by the SPED program staff and support with the IT Department
repository	Kumeyaay language and culture information	1	Online website, search engine	title, file size, the date document was created, keywords to describe the document	quality control plans will be overseen and managed by the SPED program staff and support with IT
webpages	Additional web pages on website for outreach, language opportunities, and communication; and repository of info.	3	Online website; JPEG- 16 bits, bit depth 150-200-- pixels per inch	N/A	quality control plans will be overseen and managed by the SPED program staff and support with the IT Department
metadata	Audio and Video files; educational materials	3	PDF/Excel	speaker or author, file size, the date the document was created, and keywords to describe content in these sections: audio, video and documents.	using an Indigenous Knowledge Organization (IKO) focused on a process and system for organizing and archiving all formats- traditional and electronic digital. The SPED will follow Dublin Core metadata structure and specifications that will enable us to develop a process and system for categorizing standards to organize and metadata.
teacher and student resources	Kumeyaay supplemental educational materials for high school language class requirement	10	PDF/Word	author, title, file size, the date document was created, keywords to describe the document	quality control plans will be overseen and managed by the SPED program staff and support with the IT Department