IMLS Enhancement Narrative | Applicant: Igiugig Village

"Preserving Yup'ik and Dena'ina Languages"

1. Statement of Need

Igiugig Village, Alaska consists of a rural population of 70 residents, mainly Yup'ik Eskimo and Dena'ina Athabascan. The name, Igiugig, comes from the Yup'ik word "igyaraq," meaning "like a throat that swallows water." This name is fitting as the village sits at the mouth of the Kvichak River at the outlet of Lake Iliamna; the river is the throat that "swallows" the lake. The Igiugig Village Council (IVC) is the local government and serves Igiugig, a self-sufficient village with strong cultural and environmental values. Our mission is to provide resources, programs, and infrastructure to enhance our quality of life. As a community, we strive for a prosperous future by fulfilling our goals which include investing in life-long education.

IVC operates the Igiugig Tribal Library, "Igiugig Library," which serves the local residents of Igiugig plus up to 2,000 seasonal visitors during the fishing season. The audience includes all individuals regardless of age, race, sexual orientation, socioeconomic background, or physical and mental ability. 100% of residents are low-to-moderate income. Igiugig Village population is young and rapidly growing, with nearly half of residents under age 21. The population has grown over 60% since the last census.

The Igiugig Library is the sole source of library services for all of Igiugig and has been for nearly 30 years. Since 2000, the Igiugig Library has collaborated with Lake and Peninsula School District (LPSD) to provide quality library services to all students and adult members of the community. Attached to the application is a letter of support from Lake and Peninsula School District which operates twelve rural, air accessible only, K-12th schools within the Lake and Peninsula Borough of Alaska. The 325 students are primarily Alaska Native (85%) and will directly benefit from the implementation of language resources developed through this project. Over 91 percent of the district children are eligible for free or reduced lunch and many of the children's families rely on public assistance to make ends meet. Forty percent (40%) of students qualify for Migrant education services.

Not all schools in LPSD have operating libraries. Even those villages with operating libraries do not have Alaska Native language resources available. LPSD students proceed through a set of standards in order to graduate, which include Cultural Awareness Standards. In 2018, AlexAnna Salmon (Project Director) led the groundbreaking revision of Cultural Awareness Standards to allow local cultural knowledge and Indigenous languages to fulfill these standards. However, there are not materials available for students to use for this purpose. As the school district cuts back on funds, the role of the Igiugig Library is more important than ever. This project will meet that need by providing 20 language modules in both Dena'ina and Yup'ik languages in an accessible user-friendly format. For example, students can use the modules to make their own story books and meet required graduation standards.

Through our resource distribution plan, the project audience extends to Bristol Bay Native Corporation's 10,500 share holders, and around the Lake and Peninsula Borough to underserved villages such as Nondalton, Newhalan, Iliamna, Kokhanok, and Pedro Bay. Located in an area about 300 miles south and west of Anchorage and extending 400 miles north to south, the Lake and Peninsula Borough covers a region slightly larger than West Virginia. A mere 1,631 people are scattered across an expanse where the largest village, Newhalen, holds just 189 residents. Not all villages have operating libraries. Access to Borough villages is extremely limited. None of our villages are on the road system and most do not have regularly scheduled air service. At $400 - $3,000, the cost of a round–trip charter flight to Anchorage is prohibitive. Transportation is further hampered by severe seasonal weather conditions. This remoteness creates a cost of living that is 80 percent higher than in the state's urban hub.

Igiugig Library, led by a 5-member advisory board, offers services such as collections lending, children's library programming (nearly 100% participation), summer reading program for all ages (over 50% of the community participates), Book Clubs for all ages (Battle of the Books competitions), access to Interlibrary Loan and Reference services, access to the Alaska Online With Libraries (OWL) Program, homework help during school year, printing, scanning, and computer services. The Library also offers the only free internet access in the community. There are two public-only computer terminals. Last year, library patrons also enjoyed 1,750 wireless sessions. The library programs are very well supported as they serve as one of the few ongoing education programs available in the community (264 people attended these programs in 2019).

The Library's up-to-date collection of 11,858 titles includes Alaska books, adult and junior non-fiction books, adult and junior fiction titles, picture and board books, reference books, DVDs, videos and audiobooks. The library materials include 11,470 books in print volumes, 30 print serial subscriptions, 358 physical video/audio material volumes, and 49 licensed electronic collections. The Library is open year-round, six days a week for a total of twelve hours. It is staffed by one librarian/library director and one library clerk with four volunteers. Library staff attend annual trainings. Eighty registered patrons completed 616 total checkouts in 2019.

Historical forces, such as the Great Influenza Epidemic of 1919, caused survivors of Igiugig Village to lose many of their local songs and dances. Today, the local Indigenous languages are also highly endangered. Until the 1980s, there was no school in Igiugig for grades 8-12, which meant that all children were dislocated to English-only boarding schools during their formative years. The removal of an entire generation of children from Igiugig broke the natural transmission process of the Indigenous languages within the village. Even the students who returned to Igiugig after boarding school seldom spoke their heritage language and did not speak it to their children, placing a higher value on their children's English education due to the discrimination they faced.

Volcanoes, lakes, beaches, mountain ranges, lowland tundra, wetlands, and abundant flora and fauna dominate the area, which is known for its wildness. Within this wilderness, the human footprint is tiny—remoteness the defining characteristic. Our pristine land is a playground for wealthy sports enthusiasts from around the world with ideals and culture different from ours. In this milieu, the Village of Igiugig has emerged as a leader in cultural preservation. All residents participate in the subsistence way of life but are hungry to learn the Indigenous language and cultural values behind these practices. Subsistence is the practice of surviving off of the land's natural food sources, which has been continuously practiced by our ancestors since time immemorial. 92 percent of the families in the region have a subsistence lifestyle.

These subsistence activities are currently threatened by the proposed Pebble Mine. Located in the headwaters of the Kvichak River, the Pebble deposit is a massive storehouse of gold, copper and molybdenum. The mine runs a high risk of polluting the Kvichak River, which is the life source of Igiugig and Bristol Bay. This project represents a timely opportunity to capture the language and cultural knowledge of elders and preserve it for future generations.

There are only three fluent speakers of Dena'ina living in the region, all above the age of sixty. There are an estimated 20 speakers of the Lake Iliamna dialect of the Yup'ik language residing in the region, all over age 65. There is an urgent need to document and preserve these languages and the vast knowledge they embody. Elder speakers carry the unique and specialized cultural knowledge gleaned over a lifetime living on the land immersed in their Indigenous languages. The knowledge of these elders is at risk of being lost without a project designed to capture it and make it available to the next generation.

The purpose of this project is to create a permanent archive of elder recordings, fill gaps in available Indigenous language resources for community members, and support ongoing revitalization efforts throughout Lake and Peninsula Borough. This project will provide culturally relevant learning materials for local residents and access to cultural immersion activities in both the Yup'ik and Dena'ina languages.

In summary, our project addresses three primary **needs**:
- Need to document and preserve subsistence/cultural knowledge in Yup'ik and Dena'ina languages, which is highly endangered and at risk of being lost
- Need to create user-friendly Alaska Native language learning resources for students and community members
- Need to increase access to Alaska Native language materials in Igiugig and across the Lake and Peninsula Borough, an underserved population

This project presents the best option for our local situation, as it focuses on elders' knowledge which is our community's most critical resource. There is little previous work in creating language learning resources in Yup'ik and Dena'ina. Bristol Bay Native Corporation has done some work in creating Yuraq (traditional dancing) tutorials. Yup'ik language applications have been created by other organizations in the past but those "apps" also rely on expensive user technology and a reliable internet connection which is extremely limited in rural Alaska. For those reasons, the language apps are not widely used in Igiugig. There are even fewer resources available in the Dena'ina Language. This project's unique approach not only creates a language archive of elders but, most importantly, creates usable language modules for learners. The Alaska Native Languages Center (Dr. Walkie Charles, UAF Professor) will act in an advisory role to ensure that effective best practices are implemented throughout the project.

This project was developed through extensive input from the community in Council meetings, village-wide meetings, and surveys. When the Elders were consulted about a language project, they voiced their support. Annie Wilson, an elder speaker, offered to do anything she can to help teach the language. Clearly, this project is very important to our respected Elders. A survey was conducted in January 2015 to gain input on which kind of programs were a priority for the community. 94% of survey respondents stated that they "strongly agree" that it is important for Igiugig to preserve and revitalize the Yup'ik language. A comment box in the Igiugig Library includes requests for local language materials. A lodge survey was conducted Jan 2020 to determine their interests. Letters of support are attached from three key entities in our region: Bristol Bay Native Corporation (BBNC), Lake and Peninsula School District(LPSD), and Bristol Bay Native Corporation Education Foundation (BBNCEF).

In fact, support for this kind of library project spans decades. In a planning meeting held Sept 30, 1999 for the Community Strategic Plan, several issues were discussed but the children and elders came up with the same issue as their priority concern--the teaching and preservation of their language. In 2012, Igiugig updated its community goals through a partnership with University of Alaska Fairbanks and the Alaska Native Science Commission, in which "strengthening culture and language" was one of the top three goals identified.

2. **Project Design**

The *Preserving Yup'ik and Dena'ina Languages Project* design is based on the IMLS goal "Increase Public Access" and the project category is "Preservation and Revitalization." This project fits into this

category by documenting Indigenous languages and cultural activities of specific value to the community, through effective strategies and established best practices.

The project **goal** is to preserve Yup'ik and Dena'ina languages by documenting cultural knowledge and providing access to language learning materials.

The project **objectives** address the three primary needs discussed earlier:
1. Archive 40 elder recording sessions in Yup'ik and Dena'ina languages (20 in each language)
2. Create 20 dual-language learning modules based on the subsistence cultural calendar
3. Develop and implement an effective dissemination plan to increase public access and share these Alaska Native language resources across Lake and Peninsula Borough

Project Activities and Process:

This project focuses on language and cultural knowledge related to subsistence values and activities which were developed by our ancestors living in reciprocity with the land over millennia. For example, subsistence fishing for salmon, subsistence hunting for caribou, moose, and birds, and foraging for edible plants such as fiddleheads and fireweed. Berry picking for blueberries, cranberries, salmon berries, and crow berries is a subsistence pastime for our villages.

While Dena'ina Athabascan and Yup'ik Eskimo languages are entirely unrelated linguistically, they share subsistence practices because of inhabiting the same region. This shared experience is the key to our ability to create language modules simultaneously in both languages. The Cultural Director is a Dena'ina speaker living in the village of Kokhanok and the Project Director is a Lake Iliamna Yup'ik speaker living in Igiugig so they will work together remotely to create the materials in both languages.

This project will capture unwritten history, cultural values, and traditional stories that is not found anywhere else. Local elders tell us that when we catch a fish, it has voluntarily given itself to us. We are taught to respect salmon for their sacrifice and do not take more than we need. The local Salmon Song and dance are an expression of our ancient relationship to salmon which we want to pass on to our youngest residents. The elders stress that strict guidelines for living must be followed in order to ensure that the salmon keep returning, year after year. In fact, the Yup'ik word for "fish" is the same for the word for "food". This is an example of how closely connected our people are to the salmon and other fish. While it is not possible to physically bring all the youth and community members together with our elders to learn from them directly, the project connects them with the elders' knowledge by creating usable learning resources.

The Project Director will begin the project by initiating personnel and consultants into positions for which they have committed. Supplies and equipment will be purchased at the beginning of the grant. The Cultural Director will select monthly subsistence activities and use them as the subject of elder recording sessions with Dena'ina speakers. The full sessions will be documented in high quality audio and/or video format and archived at Igiugig Library. From those recording sessions, the Cultural Director will develop a language learning module template based on the subsistence activity. The process begins with a list of 15 target sentences written in English and Dena'ina. The Cultural Director will then record the list with Dena'ina speakers and select photographs or video clips to demonstrate the 15 sentences. A bilingual poster will be created for the language modules to hang in libraries and classrooms. She will then send the template to the Project Director in Igiugig using DropBox. The Project Director will conduct a recording session with Yup'ik speaking elders in Igiugig, record the 15 target sentences in Yup'ik as well as a full explanation or demonstration of the monthly subsistence activity. This process will occur on a revolving monthly basis so that one language module is completed

each month for 20 months. In the end, the two year grant period will enable the project to produce an average of two language modules pertaining to each calendar month, corresponding to two of the key subsistence activities for each month. The first two months of the grant are reserved for project start up activities and the last two months are designated for final approval and distribution of language modules as well as completing final archiving and grant reporting.

The Project Director will send the completed language modules containing Dena'ina and Yup'ik materials to the Evaluator on a quarterly basis. The Evaluator will review, evaluate, and provide feedback based on his extensive experience. After making any needed changes and soliciting final approval, the Project Director will send the final version of the modules to the Technician Consultant who will convert the materials into a user-friendly format for public access. The Cultural Director and Project Director will engage various villages, community members, and stakeholders to develop the most effective format and dissemination plan for public access to meet the unique needs of rural Alaska. Due to the limitations of unreliable and expensive internet in rural Alaska, the project may involve mailing USB drives with the language materials loaded on to them as part of the distribution plan. This would avoid issues with downloading content onto computers off the internet and would allow libraries and villages the option of manually sharing the materials without using any internet.

Six months after the start of the grant, the first four language modules will be made publicly available and dissemination will continue incrementally every six months through the end of the project. The modules will be made available at dedicated public access computers in Igiugig Library (primarily Yup'ik population) and Nondalton Library (primarily Dena'ina population). They will be made available to Lake and Peninsula School District and Bristol Bay Native Corporation, as well as villages within the Borough. The Cultural Director is responsible for sharing lessons learned and best practices within the borough and at regional conferences, on the Igiugig website and in newsletter updates. The Project Director is responsible for grant reporting, overseeing data collection and management, tracking project budgets and other duties as required to ensure the success of the project.

The Project Questions to be addressed include:
1. How can this project effectively preserve and document Elders' cultural knowledge of local subsistence activities?
2. How can this project bolster community efforts to revitalize two Indigenous languages that are linguistically unrelated?
3. How can this project provide culturally relevant materials to communities, libraries, and students?
4. What is the best user-friendly format and distribution plan to share this language learning material and increase public access?

This proposal is the result of extensive planning, prior work, and community involvement as discussed in the statement of need section. Igiugig Village Council has an established track record of successful federal grant management. IVC has administered multi-million dollar grants from multiple sources to create a local health facility, upgrade power to the village, and build housing. Under AlexAnna Salmon's (Project Director) leadership, Igiugig Village Council was a recipient of an Administration for Native Americans funded language preservation and maintenance grant in the amount of one million dollars which started a Yup'ik early childhood program in 2015. IVC was also awarded an Alaska Native Education grant in 2016 to revise Cultural Awareness Standards for LPSD. IVC completed one previous IMLS Enhancement grant (FY2010), to gather oral history, primarily in English, and historic photos which are archived in the Alaska Digital Archives. As mentioned in the letter of support from BBNCEF, IVC has

successfully completed three cultural projects funded by BBNCEF. These previous projects are not duplicative of the current proposal but they laid the groundwork for success through building working relationships with elders, garnering community support, and training staff in metadata creation, archival procedures, and data storage. The proposed project maintains the momentum of prior projects in the area of language and culture revitalization. Letters of support from LPSD, BBNC, and BBNCEF demonstrate the buy-in we have developed from regional stakeholders.

We do not expect to implement procedures that deviate from accepted practice. However, in rural Alaska we have unique challenges and barriers that affect our project design. The geography and remoteness of our villages, located off the roads system, means that travel, communication, and acquisition of supplies/equipment takes longer and is more expensive than in other parts of the U.S. The villages rely on annual supply barges, boats, snow machines and small, regionally based propeller aircraft. Our project is developing a distribution and public access plan that may involve online access but does not rely solely on users downloading materials from the internet because internet access is much more limited, costly, and slower in rural Alaska.

Digital products will be produced through this project, such as audio and video recordings, documents, and photographs. A digital product form is attached to this application describing proper management of these valuable resources.

3. Impact

Our overall goals involve preserving elder knowledge in a permanent archive for generations to come, filling gaps in the availability of Yup'ik and Dena'ina language learning materials, and supporting ongoing language and cultural revitalization efforts among the rural population.

Importantly, this project has the impact of supporting the community's long-range goal for language revitalization: that members of all generations will once again speak Lake Iliamna Yup'ik and Dena'ina Athabascan languages. By creating language resources usable by both adults and children, this two-year project will help bridge the generational gap of speakers in our region and support grassroots revitalization efforts. At a global scale, the project is an important contribution to our shared storehouse of human knowledge – the legacy that binds together our understanding of the human experience and may present answers to some of the world's greatest problems.

One of the important outcomes of this project is that Elders will be valued and respected for their critical contributions to addressing the village's need to keep alive our languages and cultures into the future. We expect that cultural practices will be revitalized, such as ice fishing in winter and singing the Salmon Song at the return of the salmon in summer.

This project provides local libraries and schools with access to cultural immersion resources that currently do not exist in Yup'ik and Dena'ina languages. Based on our surveys, most local residents, especially youth, do not think they know their own history and culture very well. This project provides a generative approach to a pervasive education shortfall and creates tangible resources to help fill those gaps.

We expect that learners of all ages who have the opportunity to learn traditional Native values through language modules and guided experiences will be healthier and happier, better able to contribute to their community in productive ways. For the many families where the intergenerational transmission of traditional culture was interrupted by the boarding school era, the whole community must come together to relearn traditional values. For example, participants can learn the traditional Native leadership ways – in the Yup'ik language it is kingunratgun piurqina, leading from behind. We

expect participants to benefit from learning cultural values and show an increased confidence in their identities.

This proposal will provide libraries and schools with culturally-relevant learning materials and access to Indigenous language resources. Through the support of Lake and Peninsula School District (LPSD), we expect this project to have a huge impact on the education of 325 children by increasing their awareness and knowledge of local cultures, languages, and subsistence practices (see attached letter of support). While the local school district is in financial crisis, the project offers the opportunity to provide resources that values and respects our local subsistence ways, cultural activities, and regional industry needs. Educators will have the opportunity to focus on more place-based projects and incorporate local expertise into the classroom. When students feel understood by the adults who teach them, they flourish and learn. "Research on the education of Aboriginal students has shown that schools that respect and support a child's culture and language demonstrate significantly better outcomes for students."[i] As reported by National Longitudinal Study of Adolescent Health (speaking about Native youth), "being well grounded and connected to their tribal culture was a big reason they stayed in school. [...] Feeling good about their tribal culture was a consistent theme among these students, who talked about their ability to feel comfortable living in both worlds (the Native community and mainstream schools)."[ii]

This project will result in the creation of a Yup'ik and Dena'ina language archive and the distribution of twenty dual language learning modules based on the subsistence calendar. Our evaluation of the *Preserving Yup'ik and Dena'ina Languages* project will utilize community-based feedback and developmental evaluation methodologies. We will measure both the process and outcomes. Our progress will be tracked by the number of recordings archived, the number of language modules produced, the number of villages who receive and implement materials, and feedback from LPSD on the number of students who experience the cultural lessons in their classes. User feedback will provide qualitative input to our evaluation of the project. The Project Director will collect data and track the expected outcomes. Dr. Walkie Charles, professor at University of Alaska – Fairbanks, Alaska Native Languages Center, is the Project Evaluator and will provide feedback and approve each learning module based on linguistic content, cultural relevance, and user-friendly format.

We do not foresee any significant risks associated with this project. Our most valuable and delicate resource is the elders' time and availability. We expect to maintain good working relationships with all of the elders and use a tag-team approach so that elders can share the responsibility of providing language content.

4. Communications Plan

Our primary audience includes residents of Igiugig and visitors of Igiugig Library. In Igiugig, the products of this project will be available on designated computer stations for public use during open hours. For those requesting a copy of the modules for home use, the products will also be shared via the internet or USB drive. A secondary ring of audience members extends around the Lake and Peninsula Borough as the language modules will be shared with LPSD, BBNC, libraries, and villages such as Nondalton, Newhalen, Iliamna, Kokhanok, and Pedro Bay. The products of this project will also be publicly available upon request for educational use. In consultation with the other villages and advisory entities, one of our project objectives is to develop an effective distribution format and plan for sharing the language modules to meet the needs of rural Alaska. After distribution, feedback will be solicited via email from recipients such LPSD, village libraries, and stakeholders around the borough. The comment box at the Igiugig Library will also be a source of local feedback.

Release forms from elders and participants will ensure agreement with proposed access guidelines. Community elders are the source of key data collected in this project. The products will not contain secret traditional knowledge or culturally sensitive material. The Project Evaluator, Dr. Walkie Charles, will provide feedback and approval of materials produced.

The Cultural Director is responsible for outreach, communication, promotion, and dissemination with other villages and entities. She will also stay in communication with tribal councils about the project progress and activities. The village and regional community will be kept engaged in the progress of the project through updates at Village Council meetings, articles, photos, and postings in the Igiugig Newsletter and on the Village website and facebook page. The Cultural Director will attend an annual regional gathering such as the Bristol Bay Native Corporation's leadership platform to share best practices and lessons learned with a larger audience.

Supporting documentation will be created by the Project Assistant under supervision of the Project Director and in accordance with IVC's data management policies. During a previous IMLS Enhancement grant, the Project Director and library staff were trained extensively in metadata creation, archiving, and proper handling and storage of materials.

5. Sustainability

IVC is committed to maintaining the collection produced by this project at the Igiugig Library as part of its permanent collection. IVC commits to provide ongoing maintenance, oversight, and funding support to ensure its preservation. This project fits within IVC's ongoing commitment to ensure that the local Indigenous languages are protected and that all members of the community have access to quality library services throughout the year. IVC's data management and preservation policies will be applied to all products of this project and implemented by qualified staff.

The project will lead to systemic change by providing community members with access to Indigenous languages, in many cases their own heritage languages, that they would not otherwise have access to. Within the immediate future, the language captured through this project will become invaluable as the number of elders carrying this knowledge diminishes. Libraries and communities will have the future opportunity to host educational demonstrations using the language modules, incorporating local resources, and knowledge of local cultures. Igiugig is unique in that the entire village supports the library and its activities. Library volunteers are consistent and dedicated. This IMLS Enhancement proposal will result in the same sustained support for the project and for the Yup'ik and Dena'ina languages and cultures it maintains.

As seen in the proposal and in the attached letters of support from LPSD, BBNC, BBNCEF there is a high demand for Yup'ik and Dena'ina language resources. Subsistence activities are timeless and these resources will be used for generations to come in homes, schools, libraries, and language programs. The replacement of non-relevant academic resources with local, culturally relevant materials is an important systemic shift. The products will bolster the ongoing cultural renaissance taking place in Igiugig and spreading throughout the borough. Importantly, this project creates an effective model that could be replicated in other Indigenous communities.

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[i] Munroe, E. A., Murray Orr, A., Toney, D., Lunnay Borden, L., & Meader, J. (2013). Decolonizing Aboriginal Education in the 21st Century. *McGill Journal of Education,48*(2), 317-338. doi:http://mje.mcgill.ca/article/view/8985

[ii] Strand, J. A., & Peacock, T. D. (2002, December). Nurturing Resilience and School Success in American Indian and Alaska Native Students. Retrieved from http://files.eric.ed.gov/fulltext/ED471488.pdf

IGIUGIG VILLAGE - Year One

IMLS Enhancement Grant : Schedule of Completion

September 1, 2020 - August 31, 2021

Activities	Position Responsible	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1 Initiate project staff and consultants, set up grant file, and protocol for management of digital products	Project Director	X	X										
2 Purchase supplies, equipment for the project	Project Assistant	X	X										
3 Monthly recording sessions with Dena'ina elders about cultural/subsistence activities	Cultural Director , Elders			X	X	X	X	X	X	X	X	X	X
4 Develop list of target sentences in Dena'ina and English (15 per cultural activity) based on the elders session, create corresponding visual content (photo/video/poster) and send files to Project Director via DropBox	Cultural Director			X	X	X	X	X	X	X	X	X	X
5 Recording sessions with Yup'ik elders for the subsistence activities, add Yup'ik text to the list of target phrases and cultural poster for the unit	Project Director, Elders			X	X	X	X	X	X	X	X	X	X
6 Submit completed content for the unit to the Evaluator for review and approval	Project Director, Evaluator				X				X				X
7 Create metadata, archive elder recordings and all products at Igiugig Tribal Library	Project Assistant			X	X	X	X	X	X	X	X	X	X
8 Solicit community feedback and develop the best format and process for module dissemination plan	Cultural Director				X	X	X						
9 Reformat audio, video, and text data into accessible interactive resource for learners	Technician					X				X			X
10 Distribution of finalized language modules to village libraries, LPSD, BBNC, public access at computer stations at Igiugig and Nondalton	Cultural Director						X						X
11 Solicit feedback from users on resource usability and effectiveness	Cultural Director							X	X	X	X	X	X
12 Sharing of lessons learned and best practices within borough and regionally, attend conferences, newsletter and website updates	Cultural Director						X						X
13 Complete grant reporting, project oversight, and other requirements	Project Director			X	X	X	X	X	X	X	X	X	X

IGIUGIG VILLAGE - Year Two
IMLS Enhancement Grant : Schedule of Completion
September 1, 2021 - August 31, 2022

Activities	Position Responsible	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1 Purchase supplies, equipment for the project as needed	Project Assistant	X	X										
2 Monthly recording sessions with Dena'ina elders about cultural/subsistence activities	Cultural Dir, Elders	X	X	X	X	X	X	X	X	X	X		
3 Develop list of target sentences in Dena'ina and English (15 per cultural activity) based on the elders session, create corresponding visual content (photo/video/poster) and send files to Project Director via DropBox	Cultural Director	X	X	X	X	X	X	X	X	X	X		
4 Recording sessions with Yup'ik elders for the subsistence activities, add Yup'ik text to the list of target phrases and cultural poster for the unit	Project Dir, Elders	X	X	X	X	X	X	X	X	X	X		
5 Submit completed content for the unit to the Evaluator for review and approval	Evaluator		X					X				X	
6 Create metadata, archive elder recordings and all products at Igiugig Tribal Library	Project Assistant	X	X	X	X	X	X	X	X	X	X	X	X
7 Reformat audio, video, and text data into accessible interactive resource for learners	Technician				X	X			X			X	X
8 Distribution of finalized language modules to village libraries, LPSD, BBNC, public access at computer stations at Igiugig and Nondalton Libraries	Cultural Director						X						X
9 Solicit feedback from users on resource usability and effectiveness	Cultural Director	X					X	X					X
10 Sharing of lessons learned and best practices within borough and regionally, attend conferences, newsletter and website updates	Cultural Director						X						X
11 Complete grant reporting, project oversight, and other requirements	Project Director	X	X	X	X	X	X	X	X	X	X	X	X

DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. 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

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS.** Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

> **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**
> Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.
>
> **SECTION III: SOFTWARE**
> Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.
>
> **SECTION IV: RESEARCH DATA**
> Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). 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.

The products will be shared publicly and made openly available for educational use. It is an objective of the project to increase public access to Yup'ik and Dena'ina language and culture materials.

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.

The products are intended for the public without requiring special permission. Any applicable terms of use will be provided to users in writing with questions directed to the project staff or librarian.

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.

The products will not contain secret traditional knowledge or culturally sensitive material. Community elders are the source of key data collected in this project. Release forms from elders and participants will ensure agreement with open access guidelines.

SECTION II: 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 the format(s) you will use.

- 40 audio files of elder sessions
- 20 language modules (including text, video, photo, audio content in Yup'ik and Dena'ina languages).
- Text files will be archived as both DOC and PDF files.
- Photographs will be saved as JPEG files.
- Audio recordings will be saved in a lossless format such as WAV or AIFF.
- Video files will be saved as AVI.
- The recordings and videos will secondarily be saved in the more compressed format such as MP4 for public distribution.

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

Photographs and video content will be captured using a Canon SLR Digital Camera. Olympus audio recorders will capture high quality audio recordings. The project staff is trained to operate this equipment effectively and will be responsible for documentation. The Consultant Technician selected through this project will perform the work of converting files to usable formats for public distribution.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

File formats include: PDF, DOC, WAV, AIFF, MP4, JPEG, AVI. We are not digitizing content through this project.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

The Project Director is well-trained and has previous experience completing an IMLS Enhancement grant. She will oversee other staff in producing products. The Project Director is responsible for creating Yup'ik language recordings and the Cultural Director is responsible for creating Dena'ina language recordings. The Cultural Director also has previous experience under elder documentation projects. They will review each others' recordings. The Evaluator will provide further feedback on product quality.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should 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).

IVC is committed to maintaining the collection produced by this project at the Igiugig Library as part of its permanent collection. This involves storage on designated computers, hard drives, and in online repositories. IVC commits to provide ongoing maintenance, oversight, and funding support to ensure its preservation.
IVC has an ongoing commitment to ensure that the local Indigenous languages are protected and that all members of the community have access to quality library services throughout the year. IVC's data management and preservation policies will be applied to all products of this project and implemented by qualified staff.

Metadata

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

The project will use PREMIS metadata structure to preserve digital products and ensure their long-term usability. We will capture metadata such as the collection name, creation date, location, language, file size, names of participations, keywords and content description.

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

The metadata will be maintained by Igiugig Village in the permanent collection of Igiugig Library. IVC's data management and preservation policies will be applied to all products of this project and implemented by qualified staff. The librarians are trained annually in data storage and management.

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).

In order to reach the audience, one of the objectives of this project is to develop an effective data sharing and distribution strategy with feedback from stakeholders pertaining to the unique barriers and needs of rural Alaska.

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, delivery enabled by IIIF specifications).

The products will be available to the public through online platforms as well as on designated computer stations at the Igiugig Library and Nondalton Library. The language modules will likely be loaded onto USB memory sticks and mailed to regional stakeholders such as Lake and Peninsula School District to avoid issues of limited internet and download issues (common in rural Alaska). The specifics will be further identified through our development of an outreach and dissemination plan to meet the

needs of rural Alaska (a project objective).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

Igiugig's previous IMLS Enhancement digitization project is hosted at the Alaska's Digital Archives at https://vilda.alaska.edu/digital/collection/cdmg7

SECTION III: SOFTWARE

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 or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, 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), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

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 sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?