Project Justification

Project Goals and Objectives

The Aleut Community of St Paul Island Tribal Government (ACSPI) seeks to provide for the further development of the tanamawaa.com website. The existing website is the main digital/external repository for source materials for the Unangam Tunnu (UT) Language program. The current website was developed through a 2013 IMLS Enhancement Grant and maintained by subsequent IMLS Basic grants. The website has been successful in attracting visitors, attracting over 2,000 visitors per year. It has been used by teachers in the local school district, an Unangam Tunuu fluency building team in the community, other community members, and Unangan living in other communities. The goal(s) of this project are to expand the website, add a section for archival and resource materials, and to digitize existing archival materials for upload and use within the website and to record news archival material (in an 'almanac format) that aligns with seasonal events, holidays and import community and historical dates. At present these recordings, stored within the UT program library, are on antiquated formats such as tape and older 'digital' formats. Through this project, the archives will be organized, categorized, updated and digitized into modern formats that are suitable for use for the community and for academic purpose. The new website and archive will be used to enhance existing UT K-12 and adult education and cultural programs by providing the recordings in an organized, accessible and searchable format within the website. Placing the archive and media materials into a web format allows universal access for the community; the archive will be open and free to utilize outside of current UT library hours, this project both acts to remove barriers in accessibility and availability. User feedback will be provided to the website and archive through both website portals and through social media, providing an ongoing quality assurance assessment tool for the program and platform; the feedback tools will include a focus on the needs and interests of users, and feedback will be utilized to shape development of the platform during the grant performance period and beyond. The project enhances the preservation and revitalization efforts of the UT language program through liberating archives from antiquated formats and preserves and makes them accessible by uploading them into a shared digital archive. Social media engagement is designed to increase community and academic awareness and use of the website and archive are designed to further enhance the functional engagement and accessibility of this culturally important material. The website supports external partnerships with local education institutions through making the archive accessible and searchable; educators within the Pribilof School District (PSD) and Bering Sea Campus will be able to use the materials to enhance and expand existing language programs and utilize the site as a resource for the application of culturally informed, indigenous language applications to existing and new lessons and curriculum. As a community resource, the extension of the archive into social media and through outreach enhances the ongoing UT program community cultural and language engagement efforts, linking current events with ancient knowledge and practice; providing a link to language understanding and use to immediate context, 'contextualizing' the archival information. The preservation of unique material that has a specific cultural value to the community is accomplished through the digitization of archival audio recordings, preserving them for future generations and making them accessible through upload and accessibility of them via the website/archive, and also creates multiple redundancies (aka backups) of the digital files where presently the current format sustains a high risk of loss due to its lack of redundant backup of source material.

Needs of the Target Population

Education Capacity: Lack of College Preparatory Classes/Resources in St. Paul (pg. 33), Education Opportunities (pg. 52,53).

Cultural Capacity: Historical Trauma due to Past Suffering (pg. 38), Lack of Activities and Connection (pg.38)

Tribal Economic Development Plan: (CEDS): The Community Economic Development Survey (CEDS) outlined community centered goals and priorities for improving the health of the community, preserving and expanding the local ancient culture and cultural practice, and promoting economic success and sustainability of the community. Community members identified needs and raised concerns overactive language use and sustainability of their culture and their community and a concern about how that intersects with local education and a sustainable economic viability.

Project Stakeholders: This proposal serves students (Preschool, K-12), adult (ages 18-99) learners and teachers of Unangam Tunuu who are engaged in active participation in PSD and BSC UT language programs or who will access the information independently via the website. The St. Paul Island Community is an extremely remote, rural community which is overwhelmingly (89%) Unangan (Aleut/Alaska Native). This project serves low-income, impoverished and disadvantaged students onsite within the community and throughout Alaska through extension, to Unangan (Aleut) who have moved to the lower 48 or other parts of Alaska; to those who are looking to stay connected to their cultural heritage through their language and culture.

Project Work Plan

Key Project Outputs/Outcomes and Activities

Objective 1: Enhance existing website. Create an archival database of existing audio and visual materials through the process of transposing existing recordings into digital formats. Record and add seasonal dialogues relevant to Unangan Language revitalization. Use of social media to promote and expand website reach and link to ecological and cultural events.			
Need	**Objective**	**Timeframe**	**Activities**

Lack of College Preparatory Classes/Resources in St. Paul (pg. 33), Education Opportunities (pg. 52,53). **Historical Trauma due to Past Suffering (pg. 38), Lack of Activities and Connection (pg.38)**	**1.1 Create seasonal dialogues** **1.2 Post seasonal dialogues to tanamawaa.com** **1.3 Post seasonal dialogues to social media as seasonally appropriate** **1.3a Develop, implement, and refine a system for pushing seasonal dialogues to social media** **1.3b Train ACSPI staff to manage social media** **1.3c Management of social media by ACSPI staff** **1.4 Redesign of the tanamawwa.com website to include an archival section and searchable database**	**1.1: Year 1, Quarters 1-3** **1.2: Year 1, Quarters 1-4** **1.3: Year 1, Quarter 2 through Year 2, Quarter 4** **1.3a Year 1, Quarters 2-4** **1.3b Year 1, Quarter 4** **1.3c Year 2, Quarters 1-4** **1.4 Year 2, Quarter 1**	**1.1 Thirty digitally recorded seasonal conversations** **1.2 Digitally recorded conversations are posted in a calendar that is available on tanamawaa.com** **1.3a&c. Seasonal dialogues posted annually to social media** **1.3b. Staff complete training to manage social media** **1.4 Archive and searchable database available and accessible to users on tanamawaa.com**

Performance Measures

1. **# of individual visits to the website.**

For every year of the project, ACSPI will track and report the number of hits, visits and length of user time on the site and compare this to baseline data for the website collected over the prior performance period (2018-2021).

2. **# of times archive materials are accessed on the website.**

For every year of the project, ACSPI will track and report the number of hits, visits and length of user time on the archive section of the site. Year to year comparison will be used in conjunction with user feedback to gauge program efficacy and user experience between project years.

3. **# of and quality of user feedback.**

Project staff will track and document user feedback that comes through the feedback functionality embedded into the new website, is provided via email, and that is provided as a part of community forums, or from any/other means of community feedback. This feedback will be summarized and evaluated to look for trends, relevance, and as a quality improvement tool. Social media will be utilized to enhance and expand feedback and to direct community membership.

4. **# of Social Media posts and user engagement**

The number of social media posts, formats, likes, and user feedback on social media will be documented. Comparative analysis of the analytic data generated from social media will be utilized to gauge program efficacy and community engagement and results will be reported as part of the project's mandatory grant reporting.

Plan for Communicating General Findings and/or Lessons Learned?

The PD will prepare a summative report quarterly, tracking program objectives and outcomes, project milestones, and project achievements or challenges, and will submit this to the ACSPI Executive Director for review. Data from the website, including user logins, page hits, video and archive usage and feedback forms/solicitations will be documented and included as part of reporting. Performance for the grant will be measured based on proposed budget, timelines, objectives and outcomes and will be documented and reported as part of the mandatory reporting requirements. Mid and end of year project reporting will be presented to the community during our semi and annual Tribal Government community meetings; these meetings give a direct accounting by the PD to the desired target audience and also facilitates an active and rigorous exchange between program personnel and the general (Tribal) community, which in turn will be utilized to access and gauge program efficacy outside of prior reported methodology. Community feedback given in public forums will be documented and summarized as a part of mandatory reporting.

How the Project Outputs/Activities are Informed by Appropriate Theory and Practice

The expansion of tanamawaa.com to enhance existing UT K-12 and adult education and cultural programs benefiting tribal members is an example of a “value-added” digital archive -- archives with features and support services that address the emergent needs of its stakeholders (Shepard, 2016). Quality documentation, description and effective storage of linguistic and cultural knowledge through archives have served as the basis for language reclamation and revitalization projects, such as those of the Miami language (Baldwin 2015). **1)** Native language sustainability is directly correlated with educational dissemination (Leonard, 2012), yet lack of curriculum resources, trained language teachers, and funding are challenges common to most Native language education efforts. A digital archive that allows tribes to stream audio, video and text documentation while managing access to these resources is considered a key step toward effective dissemination of Native languages and culture. Multimedia resources can be integrated into educational programming, with Native language learners listening to recordings by elders, viewing textual documentation and engaging in research with these archived materials (Shepard, 2016). This project proposes to incorporate digital archival materials in educational applications, such as utilizing the effective practice of embedding audio recordings into online curricula.

2) Elders are often the language and cultural teachers in Native communities (Ross, 2016), helping youth develop a Native self-identity, fluency in their language and cultural knowledge through an apprenticeship model (Jenni, Anisman, McIvor & Jacobs, 2017). This project maintains the central role of elders in UT language dissemination to the next generation, while recognizing that today’s youth, as active users of digital technology and producers of digital media, are likely more attracted to learning their Native language online than in a traditional setting (Carew, Green, Kral, Nordlinger, & Singer, 2015; Cru, 2015; Kral, 2010, 2011, 2012).

3) While UT language and cultural transmission is vital to the tribal members living on St. Paul Island, the enhanced digital archive holds the potential to break down accessibility barriers, offering learners access to Native language learning opportunities across geographical distances (McHenry, 2002). The large-scale shift to virtual learning during the COVID-19 pandemic

demonstrated how learning online improved accessibility for students previously unable to participate in Native languages classes due to their geographic location (McIvor, Chew & Stacey, 2020). Through using digital tools such as online language courses and Facebook meet-up groups, this project is incorporating newer avenues that support UT learners in learning their ancestral language regardless of their physical location (Eamer, 2014).

Key Personnel

Project Director: The Project Director (PD) is Aquilina Lestenkof, Director of the Office of Cultural Affairs (UTD), who will devote 260 hours (**.125FTE**) to the project in all years. Aquilina Lestenkof attained Unaaĝim culture bearer status through direct instruction provided to her by preceding culture bearers of the Aleut communities of the Pribilof Islands. Aquilina has twenty-seven years of experience of applying her locally attained knowledge to organizing and directing programs that have, and continue to, contribute to the education and wellbeing of Unangan. The director will oversee and direct the development and implementation of the programs and activities involved in this proposal. She will ensure timelines are met and all appropriate materials are available and presented to development teams and reporting agencies.

Project Assistant: The Part-time Project Assistant (PA) George Pletenkoff will devote 520 hours **(.25 FTE)** to the project in all years. The PA works under the direction of the PD. The PA assists with development of website content and will take over social media content management after a system is developed and tested by the contractor Agnew Beck. During year 1, the PA will attend a training delivered by Agnew Beck to develop the technical skills to manage the social media posting system developed by Agnew Beck and will manage the system during the last eight months of the year 2. This position requires UT knowledge, ability and expertise.

Consultants

Website Design and Social Media Consultant: This role will be facilitated by Agnew Beck, a contractor/consultant (see attached consultant resumes, uploaded to Grants.gov). The website consultants responsibilities include the following: 1) Post text-based and audio content onto the TanamAwaa.com website that includes: A redesign of the existing Tanikawa website to include the following: an searchable, unique archival page with a front end user interface, an update to the system running the site will make content management more efficient and intuitive. A redevelopment of the core plugins and template will focus on a better user experience, cleaner mobile & tablet optimized design, and faster page load speeds. 2) Convert audio files into static image videos to allow posting on social media 3) Post video and text-based content onto social media (Facebook & Instagram) 4) Conduct in-person or zoom training for ACSPI staff and 5) Develop video-based reference materials for ACSPI staff for capacity building and facilitation of role transference to ACSPI staff in Y2 of the project. Redesign of website to include archive and functional upgrades.

Bering Sea Campus Audio/Visual Studio Specialist: The A/V contractor will be responsible for digitizing existing audio and visual recordings of language and Elder conversations, songs, and historical perspectives. Working with the project team, the specialist will digitize and edit the recordings down to a searchable, usable format. Digitization will include breaking the recordings into formatting suitable to archival form, allowing the recordings to be digested into organized sections and within a specific framework, allowing adaptation of the recording into

formats usable within UT language program teacher lesson plans and curriculum. The specialist will work with the Website consultant to assure proper formatting for adaptation of the recordings into web-based formats and will work with the project team to discern appropriate title, context and structure of the recording for archival and academic purposes.

What are the risks to the project and how will you mitigate them?

Potential Barriers: 1) Lack of a qualified contractor for the equipment installation and initial set up. **Mitigated by:** Procurement of a specialist through funding of a contractor who meets industry standards for installation and initial set up to facilitate installation onsite in St. Paul island and who has an existing or prior relationship with the community. **2)** Speed of existing, onsite ISP/broadband services limiting the use and effectiveness of the delivery of website content. **Mitigated by:** Using ACSPI cache servers within the Bering Sea Campus (BSC) to host the site and archive materials. Bridging archival materials to ACSPI servers in Anchorage, AK to provide accessibility and increase speed/use for offsite users. **3)** Community members lack resources (computers, internet) to access website/archives **Mitigated by:** Providing computer and broadband access to the archive for community members through the Bering Sea Campus computer lab.

Program Effectiveness

The proposed project improves digital services through the enhancement of the existing website through redesign which includes functional and ascetic upgrades, the creation of an audio and visual archive and through uploads of training and teaching resources. Education programs in operation onsite will be able to adapt and augment current programs with the material present on the archive, material which currently is not readable available in formats which integrate into PSD and BSC learning management (electronic) teaching systems. The enhancement of preservation and revitalization of the Unangan culture and language occurs through the preservation of both the abridged archival audio and video recording and the preservation of full source material (archived into digital format). Through archival digitization, onsite UT program and resources can extend beyond current physical boundaries and format limitations, expanding scope, potential use, and expansion of onsite and offsite UT language programs. Social media outreach will drive both meaningful use and user feedback/quality improvement for the project.

Program Quality

The proposed program is designed from feedback provided directly from the community and documented as a part of the CEDS assessment. A central design component of both the program and the website is documentation of end user feedback and experience. This is collected through data on usage and length of stay along with feedback forms embedded into the website. Feedback is also provided through social outreach and engagement, in community meetings, and during community meetings, education programs, and anecdotally. This feedback is the basis for the quality assurance and improvement component of the project design. Feedback will be documented, trends identified, and data analyzed to examine program and website efficacy, inform design decisions, adjust program outputs and inform an ongoing development process. Direct feedback from PSD and BSC teachers will be solicited through existing partnerships to gauge archive efficacy and use, archive format and focus will be adjusted, if needed, based on feedback

from local and offsite educators with the goal of providing the most useful, accessible format over multiple platforms and for use in lesson plans and curriculum design and development.

Proposed Project Timeliness

Tracking Program and Budgetary Progress: The Project Director will track and record project data including IDP data, staff input, and participant input. The PD will meet with project staff weekly to track progress and compare to the timelines and milestones on the Program Calendar. Barriers to project progress will be discussed with project staff and strategies to address progress issues will be developed. The ACSPI PA will discuss any unresolved barriers with the PD and contractors and develop strategies to address progress issues. Our current accounting system (Fundware) tracks actual revenue and expense amounts for seven different departments and separately tracks grant drawdowns/ actual expenditures. Number of website visitors and engagement with social media posts will indicate that the content is effective and of enough quality. Timeliness will be tracked by the project manager who will verify that program activities match the project timeline.

How and with whom will you share your work's general findings lessons learned?

Project staff communicate regularly with other Unangan communities and will share general findings informally during the period of the project and post-performance. Project goals, objectives and progress will be compiled into a report and delivered to the community at the biannual and annual Tribal Government meetings each year of the project. Findings will be posted online and made available within the annual Tribal Government newsletter.

Project Results

How Needs are Addressed

Education Capacity: Lack of College Preparatory Classes/Resources in St. Paul (pg. 33), Education Opportunities (pg. 52,53). **Addressed Through:** Sustaining and expanding the quality of education offered through the Bering Sea Campus (BSC) and Pribilof School District (PSD). Expand onsite UT (language arts) focused resources through the enhancement and expansion of the existing website and utilize this as a resource for UT language programs conducted during the PSD academic day; link those courses to vocational and post-secondary degree and certification programs offered through the BSC.

Cultural Capacity: Historical Trauma due to Past Suffering (pg. 38), Lack of Activities and Connection (pg.38). Addressed Through: Enhancing the tanamawaa.com website with site specific, culturally informed and collaborative components, blending local knowledge and expertise with modern pedagogy and methodology for application for the website to act as a resource for local education programs and systems. Implement traditional activities where youth and elders can connect through learning and discourse backstopped by the capacity of the website which archives ongoing cultural exchange and extends accessibility beyond individual events or occurrences.

How will the knowledge, skills, behaviors, capabilities, and/or attitudes of the intended audience change as a result of your project?

Improvements to the existing tanamawaa.com website will lead to a demonstrated and documented increase in use, traffic and customer/end user engagement comparative to the existing site. The creation of the digital archive is designed to 'decentralize/liberate'' the information beyond current format and physical limitations, extending access into homes, outside of UT library hours, and beyond the physical shores of the island and the community via the website. The archive is designed both as a public and academic resource, which we expect to show a measurable and demonstrated impact in both UT program and language awareness, community engagement, and academic impact (through lesson and curriculum development that utilizes archive resources).

What data will you collect and report to measure your project's success?

End user and front-end web data. Consumer user feedback forms (web, events, other). Social media engagement and response (# of posts, comments, likes, and user engagement with the website from social media posts). Program and financial data. Lesson and Curriculum data (how many created/type/efficacies of archive, reported from PSD/BSC). # of archive recordings created/accessed/published

What tangible products will result from your project?

*Updated tanamawaa.com website with searchable archive, end user feedback system, and data tracking, and a functional calendar which corresponds to cultural, local, seasonal and historic events. *30 digitized archival recordings accessible within the digital archive *Social media outreach and engagement; capacity transferred to project staff.

How will you sustain the benefit(s) of your project?
Post project sustainability will be achieved through the Bering Sa Campus. Once created, the website and archive operational costs will be supported as part of the overall operational costs for the Bering Sea Campus library and archival services. Grants, private donations and local partnerships, and other funding sources will be leveraged by ACSPI to continue to expand and develop both the website and the archive beyond the project performance period.

Schedule of Completion

Please refer to the schedule of completion which includes project and administrative timelines and milestones and was uploaded as an attachment as a part of this application through Grants.gov.

Schedule of Completion

Project Year	Year One				Year Two				Key
Quarters Begin September 2021	Q1	2	3	4	Q 1	2	3	4	**Deliverables**
Seasonal Dialogue Production									**Executive Director Deliverables**
Dialogue Videos Recorded/Edited									**Project Director Deliverables**
Social Media									**Web Design Consultant Deliverables**
Social Media Release Plan									**Team Deliverables**
ASCPI Social Media Training									
ASCPI Manages Social Media									
Dialogue Videos Formatted/Posted (Social Media)									
Website Augmentation/Update									
Dialogue Videos Formatted/Posted (Website)									
Full Website Redesign/Update									
Output and Outcome Measures Reported									
Quarterly and Yearly Reporting									

ALEUT COMMUNITY OF ST. PAUL

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.

We will follow code 7.6 in our Tribal Government policies pertaining to traditional knowledge collection. This code states we will need council permission to record elder knowledge and all traditional knowledge and start collecting information. Everything we produce will be copyrighted, and ACSPI will hold all copyrights for everything produced, however, the public is free to use the material for any non-commercial purpose, mainly for educational purposes. We will modify and personalize example statements from RightsStatements.org to assist in how these copyrighted materials may be used by the public, which will be referenced on the 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.

We will include this notice up front on our digital platform before accessing the data. Original documents: only tribal employees with permission can access documents securely stored on the ACSPI server. Non-employees/public must request permission. The digital archive will be openly accessible and free to use for community and academic members of the public.

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.

Conditions of use: for any research purposes, we will obtain the express written permission of the Tribal Council to include any copyrighted material in any research product; there shall be no commercial use permitted.

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.

Digitized alminac and archival media: approximately 30 (minimum), saved in various digital formats such as jpeg, pdf, mp4, etc and saved on a secure server.

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.

Agnew Beck is the private, third party consultant who has submitted an estimate for the SOW for the website design and update. The work will be hosted on our own internal server and accessible via the Aleut.com site as a sub site.

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.

We will maintain preservation master files, access copies and web accessible copies of all digitized documents. Digital files formats will include: JPEG, PDF, TIFF, GIF, OBJ, PNG, MP4, WAV, WMA, Flash, AVI, Quicktime
For digital imaging, we will use the highest possible resolution setting on cameras and scanners, optimally at 800 ppi or above. For audio files, we will use the highest possible sampling rate on audio recording devices, optimally 24-bit and 48 kHz. For video files, we will use 4:2:2 color sampling.

Workflow and Asset Maintenance/Preservation

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

The proposed program is designed from feedback provided directly from the community and documented as a part of the CEDS assessment. A central design component of both the program and the website is documentation of end user feedback and experience. This is collected through data on usage and length of stay along with feedback forms embedded into the website. Feedback is also provided through social outreach and engagement, in community meetings, and during community meetings, education programs, and anecdotally. This feedback is the basis for the quality assurance and improvement component of the project design. Feedback will be documented, trends identified, and data analyzed to examine program and website efficacy, inform design decisions, adjust program outputs and inform an ongoing development process. Direct feedback from PSD and BSC teachers will be solicited through existing partnerships to gauge archive efficacy and use, archive format and focus will be adjusted, if needed, ba

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).

We have included a contract with an IT company to evaluate our existing internal server, they will: Evaluate the existing NAS (Network Attached Storage) for digital archive; Evaluate the existing backup appliances for sufficient capacity and capability to provide long term data integrity; Evaluate the network architecture for capacity to handle the transfer of large multi media data profiles for back, archive, and general user access; Evaluate the existing computing architecture for expansion to support multi media data as indicated for this project; Review and evaluate the satellite architecture current and prosed as it pertains to the proposed multimedia data storage and access. We will follow their recommendations for upgrades and maintain our digital assets on the upgraded server.

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).

We will work with experts from the Ilisaviq College (a partner of the Bering Sea Campus who maintains a separate, State recognized Tribal archive within their physical campus) to choose the best standards and/or data models for metadata structure. We expect we will produce a large amount of technical, descriptive, administrative and preservation metadata from this project, and want to ensure the proper curation of these data.

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

We will incorporate the creation of this plan into training for interns and staff such that they can sustain the preservation and maintenance of the digital collection long-term and will be able to train future interns and staff in the same concepts. We will also have policies in place that everyone must follow. Ongoing operations for the archive and website will be rolled into the Bering Sea Campus to offset maintenance and operation costs beyond the project period of performance.

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).

Social media will be utilized to push community and academic awareness and use of the digital archive and website. Data will be collected to determine use, length of stay and metadata of the average website user. The platform will be cross promoted through the Bering Sea Campus and though Campus partners in Ilisaviq College and the Bristol bay Campus of the University of Alaska Fairbanks. Metadata collected will be used as part of the quality improvement process and summarized and reported to grant administrators as part of the mandatory yearly reporting.

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).

Our digital strategy will be to make the platform openly available online with a specific focus on targeting the information towards community membership (Tribal membership) and academic partners within the community. Accessibility should be achieved through standard web browsers and the site will designed to maximize at low broadband speeds to assure community access and web page accessibility/use.

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.

http://tanamawaa.com/, Aleut.com

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.

N/A

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.

N/A

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.

N/A

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

N/A

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

N/A

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

N/A

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

N/A

Access and Use

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

N/A

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

Name of publicly accessible source code repository:

N/A

URL:

N/A

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.

N/A

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?

N/A

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.

N/A

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

N/A

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?

N/A

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

N/A

A.7 Identify where you will deposit the data:

Name of repository:

N/A

URL:

N/A

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

N/A