Tuolumne Band of Me-Wuk Indians: IMLS Abstract

The Tuolumne Band of Me-Wuk Indians request an <u>Educational Programming Grant</u>; as part of the Native American Library Services Enhancement Grant Program.

The Tuolumne Band of Me Wuk Indians (Me-Wuks) propose a two-year project in response to the State of California's Assembly Bill 738, which has invited federally recognized tribes to prepare comprehensive histories for inclusion in the state's public-school curriculums. To do this, the Me-Wuks must undertake a comprehensive research project to gather materials relating to the Me-Wuks from throughout the state's various archives, museums and libraries. The result will be the Me-Wuks first physical collection of materials relating to its own history, as well as an officially sanctioned history to be used to meet the challenge of Assembly Bill 738.

The Me-Wuks, as the applicant, intend to create a comprehensive collection of documents pertaining to its history and in so doing provide the basis for a history of the Me-Wuks that will be included in the State's public-school curriculum. Moreover, the project will allow the Me-Wuks to work with local school districts to incorporate that curriculum in a meaningful way. In this way the intended audience is both the tribal membership, as well as the wider community and anyone who cares about a complete history of California.

The overarching goal of the project is to create an official and tribally sanctioned history of the Tuolumne Me-Wuk People that it will share with the state and with its neighbors.

- Objective 1: Conduct research at all of the libraries and archives that are known to hold
- Me-Wuk records, documents, recordings, images, or objects and obtain copies of as many of these things as possible.

- Objective 2: Catalog and make the obtained copies available at the Me-Wuks Education Department's library stacks.

- Objective 3: Conduct interviews with identified elders, members and individuals to preserve the oral history of the Me-Wuks.

- Objective 4: Catalog the interviews, with transcripts if possible. And make them available to researchers based on the preferences of those interviewed as well as in keeping with tribal policies regarding its traditions.

- Objective 5: Engage in community-wide discussions and vetting of a draft Tuolumne Me-Wuk History and obtain Community Council sanction for the resulting history.

- Objective 6: Share the sanctioned history with the State of California and assist in the integration of the history into the school curriculums with an emphasis on collaboration with the local school districts.

Tuolumne Band of Me-Wuk Indians: IMLS Narrative

The Tuolumne Band of Me-Wuk Indians request an <u>Educational Programming Grant</u>; as part of the Native American Library Services Enhancement Grant Program.

1. Statement of Need

The State of California, through Assembly Bill 738, has invited federally recognized tribes to prepare comprehensive histories for inclusion in the state's public-school curriculums. This is a unique opportunity to be a part of the taught history as well as the delivery of that curriculum in the local schools. The new legislation creates a need for the Tuolumne Band of Me-Wuk Indians (Me-Wuks) to undertake a comprehensive process to gather materials related to their history, create a collection, and a subsequent approved history.

<u>Organization's Audience</u>
The audience for the Me-Wuks Education Department is all of the tribal members as well as the broader community that lives on, or cares about, its ancestral homelands. The proposed project has been reviewed by Tribal Council, which is comprised of every member who lives on the Tuolumne Rancheria.

<u>Specific Need Addressed</u>
The proposed project addresses the specific need to create a history for inclusion in the State of California's history curriculum. There is no other entity tasked with this job and no other entity with the credentials or cultural competency to undertake it. The project is a rare and precious opportunity for the Me-Wuks to share its history and to guide the public and academic history of itself and its ancestral homelands.

<u>Other Projects and Difference</u>
There are no other projects and only the Me-Wuks can undertake it.

<u>Role of the Organization</u>
The Me-Wuks Education Department facilitates the education of the entire Tribal community from pre-kindergarten to adult. Programs include after school tutoring, summer enrichment programs, adult high school and GED preparation, college and vocational training, career development, and technical skill acquisition. The Education Department communicates and collaborates with students, parents, outside educational agencies and health services and encourages family and community involvement in the education of their children. The Education Department also promotes cultural awareness and activities to connect the past to the present.

The Me-Wuks Education Department operates a library that is open in the summer from 8:00 to 4:00 and during the school year the library, stacks, reading room, and computer labs are open for adult education and the cultural education program from 9:00 to 6:00, while the elementary room is open from 1:30 to 5:30.

Purpose of the Project
The purpose of the project is to create a tribal history vetted by the Community Council, based on the widest possible assemblage of documents, artifacts, interviews, and related materials. In addition, the project will gather copies, generate interviews, transcripts, and other materials to be included in the permanent collection at the Education Department's library on the Tuolumne Rancheria. The creation of a tribal history to be a part of the State's official curriculum creates the opportunity to inventory the archives, libraries and museums in the state that hold items relating to the Me-Wuks. Wherever possible, the research will include securing copies of all of these items and thereby augment the Me-Wuks collection and ability to curate its own history.

Assessment Conducted and Why the Proposed Approach
When the state requested an official history, the Education Department, Cultural Department, elders, and Community Council held several meetings and gatherings to consider how best to proceed. While the Me-Wuks have a history posted on its website that is factual, it is not complete. Moreover, it offers no real basis for further inquiry and the sources it is based upon are incomplete. As a result of the meetings and consultations, the Community Council determined that the best course of action was to engage in a comprehensive research project that will scour the state's archives, museums, and libraries to support a fully documented and official history.

Significantly, the Tuolumne Me-Wuk People know who they are and their history but sharing that history and becoming part of the state's curriculum has never been possible before. The Me-Wuks believes it must create a history that takes the scholarly process into account, so that it meets the standards of both cultures and that it merits the serious consideration of outside scholars, as well as a rigorous internal review. The proposed approach includes archival research, interviews, a full accounting of oral traditions, a Community Council review, and the assistance of consulting historians who will help provide additional context.

2. Project Design

Work Plan
The Me-Wuks have developed the following work plan in order to undertake the proposed project. The following work plan identifies the activities that need to take place in order to produce a history to be included in California's public-school curriculums.

Activity	Person Responsible	Timeline
Hire Tribal Researcher	Education Department Manager	At Grant Award
Issue RFP	Education Department Manager	At Grant Award
Hire Consulting Historian	Education Department Manager	At Grant Award
Purchase Supplies	Tribal Researcher / Manager	Quarter 1
Identify Prioritized List of Archives, Museums, Libraries to Research	Tribal Researcher / Manager / Librarian	Month 1

Identify Prioritized List of Individuals to Interview	Tribal Researcher / Manager / Librarian	Month 2
Begin Researching	Tribal Researcher / Librarian	Months 2-3
Initiate Interviews	Tribal Researcher / Librarian	Month 2
Create Outline for Official History	Tribal Researcher / Librarian	Month 4
Begin Drafting History	Tribal Researcher / Librarian	Months 4-12
Ongoing Research and Interviews	Tribal Researcher / Librarian	Months 4-12
Review of Developing Draft	Consulting Historian	Months 4-12
Catalog New Materials Generated by the Researching Process and Make Available in Stacks	Tribal Researcher / Librarian	Months 8-24
Interim Report to IMLS	Manager	Month 12-13
Draft History Complete	Tribal Researcher / Librarian	Month 14
Continue Interviews and Research as Appropriate	Tribal Researcher / Librarian	Months 14-24
Community Review	Community Council	Month 15
Revisions to History	Consulting Historian / Tribal Researcher	Month 16
Final Community Review	Community Council	Months 17-18
History to State	Tribal Researcher / Librarian	Month 18
Coordinate with State and Local Public Schools to Implement New Curriculum	Tribal Researcher / Librarian / Consulting Historian	Months 18-24
Update Catalog of Materials with List of Materials Added Through the Research Processes	Tribal Researcher / Librarian	Months 21-24
Final Report to IMLS	Manager	Months 24-25

Activities
The following activities are all detailed on the attached schedule and reflect the work plan and the expected deliverable products or billing events.
- Hire Tribal Researcher
- Issue a Request for Proposals for Consulting Historian(s)
- Purchase supplies
- Identify and Contact Archives to visit
- Issue Contract for Consulting Historian(s)
- Begin Research and Continue
- Identify Individuals to Interview
- Begin Interviews
- Draft outline for Assembly Bill 738 history

- Draft History Document
- Draft to Community Council
- Consulting historian(s) will review document and assist with formatting, as well as citations and historical context regarding activities and influences from outside the Tuolumne Rancheria and the national perspective.
- Revisions based on Community Council
- Final Document
- Final Reporting to IMLS

Planning Undertaken
The project is supported by a FY 2019 Native American Library Services Basic Grant. This grant allowed the Me-Wuks to begin devoting staff time to begin the researching process. As the tribal staff began the research it became immediately apparent just how much work was going to be necessary. Indeed, the number of places that needed to be visited and the amount of research required is substantial and the Me-Wuks believe that the project should be done in a complete and systematic fashion.

Deviations from Accepted Practice
Not applicable.

Digital Content
The project will not produce digital content.

3. Impact

The Tuolumne Me-Wuk People are the caretakers and curators of their history and their culture. The materials created by the non-Me-Wuks however, are a part of that history and for too long the Me-Wuks have not been the keeper of documents and records relating to its own history. The Me-Wuks intend to address this long-lived oversight.

Intended Goals
The overarching goal of the project is to create an official and tribally sanctioned history of the Tuolumne Me-Wuk People that it will share with the state and with its neighbors. To pursue this goal, the Me-Wuks have the following objectives that support the intended results.

Objective 1: Conduct research at all of the libraries and archives that are known to hold Me-Wuk records, documents, recordings, images, or objects and obtain copies of as many of these things as possible.

Objective 2: Catalog and make the obtained copies available at the Education Department's library stacks.

Objective 3: Conduct interviews with identified elders, members and individuals to preserve the oral history of the Me-Wuks.

Objective 4: Catalog the interviews, with transcripts if possible. And make them available to researchers based on the preferences of those interviewed as well as in keeping with tribal policies regarding its traditions.

Objective 5: Engage in community-wide discussions and vetting of a draft Tuolumne Me-Wuk History and obtain Community Council sanction for the resulting history.

Objective 6: Share the sanctioned history with the State of California and assist in the integration of the history into the school curriculums with an emphasis on collaboration with the local school districts.

Intended Outcomes
The Me-Wuks plan for outcomes impacting the Tuolumne Me-Wuk People, as well as outcomes that impact its neighbors and the broader community.

Outcome 1: Tuolumne Me-Wuk People will be engaged in a sustained conversation about their own history and the question of how best to share that history for the first time in a deliberate and purposeful fashion. The members have never had an opportunity to do this and the Me-Wuks are hopeful that it will increase the Me-Wuk People's interest in, and understanding of, their own history and the land.

Outcome 2: The integration of the Me-Wuk history into the school curriculum will create a designed and deliberate opportunity for the Me-Wuks to share its history with its neighbors in a meaningful fashion. The Me-Wuks hope that this increases the understanding and mutual respect for the Me-Wuks and its neighbors. The Me-Wuks recognize the potential for ignorance to beget fear and suspicion, education offers the chance to build bridges of understanding between the Me-Wuks and the non-tribal public.

Outcome 3: The non-tribal residents of Tuolumne County will better understand the experiences and position of the Me-Wuks and this will improve relationships and increase cooperation between governments and relevant agencies.

How Progress will be Measured
The Me-Wuks recognize that measuring attitudes and perceptions is difficult at best. Absent baseline measures and continued reassessing, determining goodwill is an imprecise science. Therefore, the Me-Wuks will emphasize measuring the project by focusing on deliverables and specific activities including the following.

- Completion of research with notes and collected materials
- Completion of interviews with recordings or transcripts
- Delivery of Rough Draft of the History
- Minutes and notes from community meetings and reviews
- Final Draft of the History
- Community Council Approval of the History
- Transmittal of sanctions history to the state
- Meetings and meeting notes with public school districts in the region

- Available catalog of collected documents, images, maps, recordings, and objects
- Additional materials in the library collection
- Reports to IMLS
- Final accounting of all grant funds and activities

The possession of the above items, combined with activities required to make them manifest, will allow the Me-Wuks to measure its progress and demonstrate the achievement of the conditions necessary to achieve the desired goals, objectives and outcomes.

4. Communications Plan

The Me-Wuks recognize the importance of reliable, consistent communication and the membership has high expectation for such open and ready communication. Consequently, the Me-Wuks have adopted multiple methods to keep the Me-Wuk People informed of projects, activities, plans, and meetings so that the actions of the Me-Wuks represent the considered will of the People.

Reaching Intended Audience
The Me-Wuks have a consistent and reliable method for communicating with its membership and will utilize all its resources and avenues to share information about the project. The regular Community Council meetings are one of these methods, but so too is the website with its regularly updated Me-Wuk Tribal News page. In addition, the Education Department regularly distributes flyers, and has staff make announcements at public meetings.

The Education Department regularly serves the majority of the school-aged children on the Tuolumne Rancheria as well as those members who do not reside on the Tuolumne Rancheria. The Adult Education Program and the Cultural Education Program likewise serve a significant portion of the membership and this helps ensure that almost every family has members who are regularly updated about activities, including this program.

The Tribal Researcher and the Librarian will reach out to all the elders directly regarding the interview process and invite them to participate and this will ensure that every member is likely to have multiple opportunities to learn about the project. The review of the resulting history will also provide an opportunity to engage the entire membership and the project staff will reach out via email, mail, telephone or direct contact with almost every member by the time the project is complete.

Community Building
The Me-Wuks are confident that the interview and research process, combined with the community review of the history, will help build a stronger sense of community and a direct connection with the Me-Wuks history. As with any such project, some members will be more engaged than others, but everyone will have an opportunity for input and to help refine the history of the Me-Wuk People.

The project staff will make the draft available in whichever form they prefer, hard copy or digital. The hard copies will be presented in large font format for elders who have difficulty reading small print and provisions for it to be read to elders will also be made.

Responsible Party
The Education Department Manager and the Librarian are responsible for disseminating the information about the project as well as making regular updates to the Community Council. These individuals will also disseminate the drafts of the history in advance of the community discussions.

Supporting Documentation
The project will collect documents and images for inclusion in the library collection. Ideally, in the long-term, such materials will be digitized and made available on the tribal website, but this is outside the scope of the proposed project. The collection of hard copies will be a significant step forward in possessing materials relating to the Me-Wuks history and they will be available to members. Non-Tribal members will likely be granted access to the materials, unless the Me-Wuks deem some materials off-limits. Those individuals interviewed will be given the option to restrict access to the interview transcripts or recordings.

5. Sustainability

The Me-Wuks have developed a time-limited project whose specific activities will not need to be sustained. Instead, the resulting project will be a complete and sanctioned Tribal History that may be updated in the future, but does not require ongoing research or interview activity. However, the research and interviews will generate documents and recordings that the Me-Wuks will curate in its library as part of its permanent collection. The work of the library is ongoing and this project will not add to the cost or demands of curation and sharing.

Supporting Activities
Given the way the Me-Wuks have defined and planned the project, no supporting activities will be required beyond the grant period. However, the Me-Wuks are hopeful that the project will spark the members interested in the Tribal history and that it will prompt additional work in archives and in private collections.

Indeed, it is with the question of private collections that the Me-Wuks see the greatest potential for sustained activities. Most people suspect that individual members retain significant documents, histories, family treasures, and other items that could meaningfully contribute to the communal history; however, this is a matter of conjecture. If the project stimulates interest and engagement, it is possible, perhaps even realistic, that families will become willing to share their private materials, either in perpetuity, or as short-term loans for copying and even digitizing.

The Education Department has begun to digitize materials relating to the history of the Me-Wuks and this project should give the Education Department more to work with. The digitization is separate from the project, but again, the increase in interest may well produce additional benefits. The Me-Wuks general fund makes annual support to the ongoing work of the Education Department.

Systemic Change

Systematic change is a profound goal and the Education Department hopes it will create a sustained interest in the history and culture of the Me-Wuks. The Education Department's language program is one place where this interest manifests itself. By the same token, the Me-Wuks and the Education Department should respond to and reflect the wishes of the membership and promoting systematic change is not necessarily the objective.

The area in which the Me-Wuks hope to spark systematic change is in the public-school curriculums. Indeed, the inclusion of tribal histories as part of the legislative agenda is an excellent step in this direction; however, it will take more than a static document, or curriculums to make this happen. Instead, the Me-Wuks hope to see a new recognition of the place of the American Indian People in the state and national history. To support this systematic change the Education Department has a regular and ongoing relationship with the schools in which the member's children attend. The collaborative relationship has been years in the making and has taken the dutiful efforts of many people. The Me-Wuks hope that this project is part of a much larger and more comprehensive systematic change in the educational system. More than that, however, it hopes it is part of a change that sees the Me-Wuks and all the American Indian People better integrated into and respected by American society.

Of course, the Me-Wuks do not expect comprehensive, or even systematic, change to be a direct result of this project; however, the Me-Wuks are confident that this project will be a meaningful part of the ongoing effort to build a more just society that recognizes tribal members as full members of that American society. No single project can make this happen, but this proposal will further the ongoing efforts and make an important, lasting difference.

Sustaining digitized collections

Not applicable.

Tuolumne Band Me-Wuk Indians: IMLS Schedule of Completion

Activity	Quarter							
	1 JFM	**2** AMJ	**3** JAS	**4** OND	**5** JFM	**6** AMJ	**7** JAS	**8** OND
Hire Staff	X							
RFP for Consulting Historian(s)	X							
Purchase supplies	X							
Identify & Contact Archives to visit	XXXXX	XXXX						
Issue Contract for Consulting Historian(s)	X							
Begin Research & Continue	XXXXX	XXXXX	XXXX					
Identify Individuals to Interview								
Begin Interviews		XXXXX	XXXXX	XXXX				
Draft outline for Assembly Bill 738 history			XX					
Draft History Document				XXXXX				
Draft to Community Council				XXX	XXX			
Consulting historian			X	X	X	X		
Revisions based on Community Council							XX	
Final Document								XXX
Final Reporting to IMLS								XX

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. 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

All applications must include a Digital Product Form.

☑ Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

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

Part I: Intellectual Property Rights and Permissions

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

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.

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.

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

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

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

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

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

B. Workflow and Asset Maintenance/Preservation

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

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

C. Metadata

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

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

D. Access and Use

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

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

Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

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

C. Access and Use

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

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

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

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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

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

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

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

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

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

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

Name of repository:

URL:

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