

NARRATIVE

Statement of Need

Audience: Koniag, Inc. is part of Alaska's Kodiak Island community. Surrounded by the North Pacific Ocean, Kodiak is a large, remote set of islands. Its seven rural communities dot the coast of a wilderness area the size of Connecticut. The region lies 250 airmiles south of Anchorage, Alaska's population center. Kodiak is the largest commercial fishing port in Alaska and one of America's most productive. Fishing fuels the economy, but timber harvesting and tourism have gained economic importance in recent decades. Kodiak is also home to the largest U.S. Coast Guard base in the world. Roughly 14,000 people live in this wet, windy maritime region, including 1,800 Alutiiq people whose ancestors settled here more than 7,500 years ago. Koniag, and its non-profit tribal museum and library, primarily serve the Alutiiq community with a focus on the Kodiak region. However, as our people are uplifted when everyone learns Alutiiq traditions, our museum and library offer services to all.

Over the past 250 years, waves of European and Asian settlers have added to Kodiak's cultural fabric and impacted Alutiiq society. Under Russian and then American rule, the Alutiiq population plummeted. Alutiiq language, arts, and social customs nearly vanished, as Native people experienced prejudice and cultural suppression by a growing Western society. Today, Native people represents about 13% of the regional population. Kodiak is also home to people of Caucasian (57%), Asian/Pacific Islander (21%), Hispanic (8%), and African American (1%) heritage. The region's primary language is English, although Russian, Tagalog, Spanish, and Asian languages are also commonly spoken. A small number of Native Elders speak Alutiiq, Kodiak's indigenous language. Efforts to document and teach Alutiiq have been underway for two decades. These include language recording, lexical and materials development, adult instruction, and an immersion preschool.

Kodiak has 13 public schools, 2 private parochial schools, and two branches of the University of Alaska—Kodiak College and the Kodiak Marine Seafood and Science Center. About 90% of residents have a high school diploma, and 22.5% also have a college degree. The public schools serve about 2,420 students (PK–12) of which 59% are from minority communities. Over half of these students are Alaska Native—740 children. According to the Kodiak Island Borough School District 80% of 3rd–6th graders and 54% of 7th–9th graders in village schools are not proficient in English language arts. These schools are predominantly populated by Alutiiq youth.

Library Services: The Koniag Cultural Library (KCL) is dedicated to documenting the cultural history of the Alutiiq world. The library fills an 867 ft² room in the Alutiiq Center, AMAR's home. It is equipped with study tables, a video viewing area, and a computer with a searchable electronic library database and Internet access. A library policy adopted by the Alutiiq Heritage Foundation, AMAR and the KCL's governing body, directs library practices. A professional collections manager Amanda Lancaster, MA, cares for the library and tracks its contents with a Collective Access database built especially for the collection with IMLS funding.

At present, the library contains 2,369 pieces of printed material (books, journals, etc.), 208 audio-visual items, 2.4 linear feet of vertical files (reprints, technical reports, grey literature), and 8.3 linear feet of photographs. The collections are largely anthropological and scholarly—bequeathed by two leading Alaska anthropologists. In contrast, popular publications and items for youth are a very small part of the collection. As such, the library is primarily used by researchers—artists, educators, and scholars. The KCL is also a foundation for museum-based research. Each year, AMAR staff members consult KCL materials to answer numerous requests for information from patrons. They also use library materials to support archaeological research, and to develop programs, exhibits, and resources that share the Alutiiq world. KCL collections are accessible to all people six days a week during AMAR's regularly scheduled business hours; M-F 9:00 am to 5:00 pm, S Noon-4:00 pm. Although the KCL does not register patrons, there are over 1,800 tribal enrollees in our region, and all are AMAR members. People can learn about the library on AMAR's website where finding aids for a portion of the collection are available. Koniag supports library operations through the Alutiiq Heritage Foundation and an annual IMLS Tribal Library Basic grant.

Need: For 25 years, our tribal museum and library, the Alutiiq Museum & Archaeological Repository (AMAR), has worked to grow awareness of our people and their culture by sharing accurate, accessible cultural

information and providing opportunities to explore Alutiiq traditions. Collections, exhibits, programs, and publications share arts, language, harvesting, and history. They tell Alutiiq stories, revitalize traditions, and build community respect for Native heritage. Today, Kodiak is experiencing an Alutiiq cultural revival tied to AMAR's services. Despite this renaissance, Alutiiq history remains poorly known. Information on the Alutiiq past continues to be relatively inaccessible, preserved in the archaeological sites, objects in distant museums, the memories of Elders, and scholarly publications. Although publications are the most accessible of these sources, there are none that summarize the Alutiiq past for tribal audiences, especially youth. This is true of AMAR's publications. While popular, collections catalogs, an Alutiiq orthography, summaries of archaeological studies, a plantlore book, and an analysis of ancestral graphic art are designed for adults and researchers.

Additionally, where portrayed, much of the history of recent centuries, is not told from an Alutiiq perspective. Historical narratives about the difficult period of conquest and cultural change are typically written by non-Native people, omit Alutiiq experiences and perspectives, and focus on loss. Even AMAR has shied away for presenting recent history. AMAR's first decades have been spent reawakening cultural traditions and returning Alutiiq heritage to community awareness. Yet, below the surface of this exploration, are stories of ingenuity, adaptability, and persistence. These stories are key pieces of our tribal history that haven't been told.

Compounding these circumstances is a tribal diaspora with limited connection to the Alutiiq world. About 40% of the Alutiiq people Kodiag serves live outside of Alaska. In 2019, AMAR completed an audience survey of with over 500 respondents. Alutiiq people living far from Kodiak participated in unexpectedly large numbers (49% of all Native respondents). These tribal members are frustrated they cannot easily visit AMAR and the KCL. They want resources that will help them learn about their heritage.

Finally, there is a need for literature that will better engage Native students. As noted above, reading proficiency is low among Kodiak's Alutiiq students. Culturally-themed materials have the potential to capture their attention and make instruction more relevant and effective. Culturally responsive publications can also challenge misconceptions and promote understanding among all readers. To date, AMAR has published just one chapter book with Alutiiq characters, designed for a middle school audience. There is no Alutiiq storybook available for a third grade unit on Alaska Native people. Similarly, while all Kodiak high school students are required to study Alaska History and Native peoples, there is no appropriately-leveled text that discusses Alutiiq history. AMAR recently interviewed teachers for the schools district's READ project. Educators commonly requested information on local history to support classroom instruction. In short, many of Kodiak's Native students are struggling with reading and the courses where they should find their culture and history, lack resources that could provide connection and engagement.

Project Purpose: To address these needs, *Quliyanguarpet* will enhance access to tribal history, promote learning about Alutiiq heritage, and develop resources to support teachers' efforts to advance the education of Native youth. To advance these goals, AMAR will create two Alutiiq history themed books for the KCL (Attachment 2). Each book will be accompanied by a pair of lesson plans tied to state standards for social studies—one based on arts and culture, the other with a STEM theme. Each publication will also be launched with a debut presentation captured with video. Together, the books, lesson plans, and presentation and videos will be designed for use by the KCL, Kodiak area schools, tribes, and tribal members. They will also be accessible to a broad public audience of interested readers through free local and national digital distribution.

The first book will be a storybook targeted at third graders specifically and elementary school children generally. We selected this audience as third grade social studies includes a unit on the history and culture of first Alaskans. There are 171 third graders in the Kodiak School District. This book will include both fiction and non-fiction sections—a story about an Alutiiq youth inspired by finds from a local archaeological site, and a discussion of the site finds. The second book will be a more conventional history text targeted at a ninth grade audience for use in high school Alaska History classes. There are 645 high school students in the Kodiak School District. This five-chapter, 120-page presentation will follow Alutiiq history from the colonization of Kodiak Island more than 7,500 years ago to the modern day. It will begin with a discussion of sources and then move

through the island’s history. Both publications will be beautifully illustrated in full color with contemporary Alutiiq artwork and images of cultural objects.

To help target the books to appropriate reading levels, AMAR will use a lexile analyzer to guide text development (lexile.com), as well as formative reviews from a teacher at each targeted grade level. Importantly, although the books will be written to meet the needs of Kodiak classrooms, they will also be valuable tools for a much larger audience. We anticipate that the storybook will be appropriate aloud reading for younger elementary students as well as personal reading for older elementary students. Similarly, the history book will be appropriate for a general adult audience—including tribal members, students in the Alutiiq Studies certificate program at Kodiak College, and anyone with an interest in the Alutiiq past.

Assessment: The *Quliyanguarpet* project is a direct, well-timed response to community demand for accurate, accessible resources on Alutiiq history. First, AMAR’s 2019 audience survey found that there is strong tribal interest in ancestral artifacts and the information they hold. Numerous patrons in both Kodiak and beyond asked for more information on Alutiiq history and the ability to see and learn about more artifacts.

Second, tribal leaders note the need for a more accurate historical portrayal of Alutiiq people. At a 2015 advisory luncheon, they asked AMAR to start sharing colonial history. They want this history conveyed to both Alutiiq people and the broader community, to promote understanding and healing. This same issue surfaced in discussions at the 2019 Museums Alaska / Alaska Historical Society Conference held in Kodiak. Participants advised AMAR to openly discuss the forces that have shaped today’s Native community. Alutiiq scholars have been researching recent Alutiiq history and are beginning to share their finds. Their presentations often leave audiences confused. People ask, “Why is this rarely shared?”, or “Why isn’t this part of educational materials?”

Third, the Alutiiq Studies program at Kodiak College, a program that provides culturally-responsive career preparation for Native students, is using an outdated, out-of-print summary of Alutiiq history. The instructor needs a new resource, particularly for use in a cultural orientation class offered to students (Attachment 3).

Fourth, the Rural Schools unit of the Kodiak Island Borough School District has just embarked on a five-year project to advance literacy. The READ (Reading English and Alutiiq Development) project aims to improve the achievement gap for Native students through the creation and distribution of literacy kits that engage students of all ages in rich language activities. They are expressly looking for culturally responsive materials to include.

In addition to addressing community needs, *Quliyanguarpet* is directly tied to AMAR’s long-range plan. Developed in 2018 by the organization’s entire board and staff, this document outlines a five-year strategic direction. Under Direction 3—*Re-establish connections to Alutiiq material culture dispersed worldwide and expand partnerships*, the plan calls for AMAR to expand its library (Attachment 4). In part, this goal reflects the need to fill gaps in library holdings, like works written for tribal and youth audiences and by tribal scholars.

Beyond the demand for these publications, AMAR’s 2019 audience survey indicates that tribal members prefer self-directed educational experiences over scheduled programs. After social media, over 50% of respondents said that browsing exhibits, publications, and circulating materials were their most favored ways of connecting to Alutiiq heritage. They are also available to all Alutiiq people, wherever they live. Website analytics support survey finds. Interactive resources—audio programs, videos, and downloadable items—consistently drive the most traffic to AMAR’s website. As such, the proposed books address both the community need for Alutiiq history resources and the preferred ways of accessing this information.

Project Design

Partnerships: Koniag, Inc. will provide the KCL at AMAR with IMLS funding for a two-year project. As the manager of the KCL, AMAR is our project partner (Attachment 1). AMAR has an excellent record of grant management and project completion. In 25 years of operation, it has managed many private and agency grants, including IMLS awards. As Koniag does not have a grant manager, AMAR Assistant Director Rose Wilson, MBA will track expenditures and complete reporting. Her work will be supported by project overhead. This model has worked well for many previous Koniag–AMAR partnerships. Additionally, the Kodiak Island Borough School

District has offered to distribute copies of printed books to rural schools and to share information about the project and its publications with teachers via its email system, with links to project resources (Attachment 5).

Work Plan & Activities: *Quliyanguarpet* will begin in September of 2020 under the daily direction of AMAR Chief Curator Amy Steffian, MA. Steffian is an archaeologist, museum professional, and the author of numerous popular and academic publications. This includes six books. She has worked for AMAR for 25 years and helped to develop this proposal. She will lead implementation under the general guidance of Executive Director April Counciller, PhD. To begin, Steffian will distribute a press release announcing the project and develop service agreements with contributors. Then, she will guide staff and contractors in the development of two books.

Year 1 of *Quliyanguarpet* will focus on the development of an Alutiiq history themed storybook written at a third grade level. The 40-page paperback (ca. 6,000 words) will feature a fictional story about an Alutiiq youth. It will be set at a fish camp on Karluk Lake and inspired by the finds of a recent archaeological excavation conducted by AMAR at this location. Following the fictional story, the book will include a non-fiction section discussing the excavation of the camp with pictures of the finds and information about how archaeologists study Alutiiq history. The fictional story will be written by tribal author and historian Alisha Drabek (Attachment 6) and illustrated with bright watercolor paintings created by a tribal artist Cheryl Lacy (Attachment 7). AMAR archaeologists will write about the archaeological site and illustrate the presentation with photos of the excavation and its finds (Attachment 8). Living Culture Coordinator, Dehrich Chya, MA will work with AMAR's Elders group to review the story and select Alutiiq vocabulary to include. About 40 words will be spread throughout the text and summarized in a glossary compiled by Chya. Chya is an Alutiiq speaker and the coordinator of AMAR's long-term Elders group (Attachment 9).

A professional copy editor will be hired to review the draft text (Attachments 10). Next AMAR designer Alex Painter will design the book and layout its contents. Painter has been creating AMAR exhibits, publications, and promotional materials for over four years (Attachment 8). Finally, AMAR will hire a professional proofreader (Attachment 11) to complete a final review of the work, and Painter will arrange for printing and shipping to Kodiak.

Midway through year 1, tribal historians and AMAR archaeologists will begin to develop chapters for the second book, an Alutiiq history book. This 120-page hardbound book (ca. 30,000 words, 5 chapters) will be written at a ninth grade level—suitable for use in high schools and by general audiences. Writing and completing these sections will take about six months. Archaeologists will focus on the deep history of the Kodiak region and tribal authors / historians will write chapters about the Russian and American eras to provide an Alutiiq perspective on recent history. They will include Alutiiq language vocabulary selected for the presentations by Elder speakers and summarized in a glossary by Chya. We chose a hard bound book to support long-term use of the print publication and to give it a similar appearance and weight as other history texts.

Year 2 of *Quliyanguarpet* will focus on the illustration, review, and production of the history book, through a similar process. Like the storybook, the text will be professionally copy edited, designed and laid out by Painter, and proofread. It will be illustrated with historic images, photos of museum objects, and illustrations. AMAR has enormous photo collections and a wealth of cultural objects that can be photographed by staff to add to the presentation. Painter will also develop illustrations—e.g., maps, timelines, diagrams of houses and tools.

Each book will be accompanied by a pair of lesson plans developed by AMAR educator Djuna Davidson, MPA with help from Kodiak teachers (Attachments 12 and 13). For each book, one lesson will focus on culture (e.g., Alutiiq family life, preserving food for winter) and the other on a STEM subject (e.g., barrier fishing technology, estimating ancient populations). The lesson plans will be tied to Alaska state standards for social studies at the target grade level. They will be formatted in a template developed by Painter, posted on the KCL webpage with PDF copies of the books for free download, and provided to the school district for wide distribution.

Each publication will be celebrated with a debut event videotaped for sharing. Alisha Drabek, PhD, the author of the fictional story, will hold a story reading event at the KCL. Each family in attendance will receive a free paper copy of the book to follow along. Drabek will also share touchable examples of artifacts from the

story from AMAR's teaching collections. A video of the reading will be made and edited for posting on the KCL webpage and sharing on social media. Patrick Saltonstall, curator of archaeology, will give a PowerPoint presentation on Kodiak history, focusing on the deep past. Each family attending will receive a complimentary copy of the history book. Afterwards, Saltonstall will dub the presentation and transform it into a video for posting and sharing. Following each event, ca. 500 physical copies of the publication will be distributed at no charge to schools and tribes, and ca. 200 copies reserved for future distribution through the KCL (Attachment 13). PDF and ePub files will be shared for free on the KCL webpage and by national ebook distributors.

Importantly, AMAR is uniquely positioned to create these publications for the KCL. It has (1) extensive experience in publication development, (2) a team of talented cultural experts and archaeologists with deep knowledge of local history, (3) large collections of artifacts and photographs that can be used to illustrate the publication, (4) strong relationships with culture bearers, artists, and educators that will facilitate formative evaluation to develop useful, enduring educational resources, (5) the ability to archive project contents to secure their long-term stewardship, and (6) extensive book publication experience.

Ties to Program Objectives: This project ties closely to both IMLS agency goals and the educational programming objective of the Tribal Library Enhancement program. At the broadest level, *Quliyanguarpet* advances the services of the Koniag Cultural Library by developing and sharing written resources needed but not available in our community. The project contributes to filling a hole in KCL holdings by developing culturally responsive works for youth and the general public, and by sharing tribal perspectives on local history in these works. Importantly, these resources will be developed by a respected tribal organization with a strong record of advancing productive community dialog on Alutiiq heritage. Moreover, the project will support life-long learning. The widespread distribution of the books will engage a diversity audience—Native and non-Native, Kodiak resident and diaspora member in reading about little known subject, Alutiiq history.

Digital content: *Quliyanguarpet* will create the following digital content, detailed in the attached Digital Product Form: 2 books (PDF, ePub), 4 lesson plans (PDF), 2 short digital videos (AVI, MP4), 3 press releases (PDF), 2 newsletter articles (PDF), 5 social media posts (PDF of screen shot), 10 scans of original artwork (Jpeg, TIFF), ca. 100 digital photos and illustrations (Jpeg, TIFF).

Impact

Goals: *Quliyanguarpet* has three broad related goals: (1) to enhance access to accurate tribal history; (2) to promote learning about Alutiiq heritage, and (3) to provide teachers with culturally responsive publications that will help to advance Native youth education.

Results: This project will result in a set of trustworthy, enduring, and widely used education materials on Alutiiq history. By working with local experts to develop books, lesson plans, and presentations/videos, and reviewing these resources with educators, peers, and community members, AMAR will create resources that contain the most up-to-date, reliable information. They will transform academic research into engaging, user-friendly references that can be used for many years. Every year, hundreds of people contact AMAR and the KCL for historical information. The book will be references for these request—places where people can be direct for additional information. Moreover, by sharing these resource for free, both through print and national digital distribution, the information they contain will be widely accessible and discoverable. Tribal members in any community and a world-wide Internet audience will have free access. Creative Commons licensing will support this wide distribution. Finally, by putting the books in the hands of educator, with lesson plans and presentations available to support their use, this project will advance the education of our youth. It will provide culturally responsive materials that will better engage Native students in learning and support current school district efforts to improve the educational outcomes for the next generation.

Outcomes: *Quliyanguarpet* in expressly designed to enhance knowledge of Kodiak Alutiiq history while changing the way our history is told. As with many AMAR projects, *Quliyanguarpet* will broaden awareness of the Alutiiq world. Although progress has been made, there are still hurtful stereotypes about Native people

circulating in Kodiak. These misunderstandings are based on poor information. The best way to change such views, is to educate youth of all heritages and to provide community members with accurate, accessible information. *Quliyanguarpet* will create such resources. It will transform decades of AMAR research into trustworthy, accurate books, lessons, and presentations. These resources will be filled with Alutiiq words and images and will be written and presented in easily read and understood formats. Together they will engage exploration and broaden community understanding of Alutiiq people and their heritage.

Another long term outcome of *Quliyanguarpet* will be the ability of tribal people to control the content and messaging of long-lasting educational resources about our own tribal history. The project will allow tribal members to tell stories important to our people and help to share those stories. Alutiiq students will benefit from seeing their history portrayed in an honest way and by building a personal understandings of the ingenuity and artistry of ancestors. Such understandings create dignity and combat the many forces that weigh down our communities. The public will benefit from exposure to previously overlooked topics, historical events, and cultural issues—like the Alaska Native Claims Settlement Act, repatriation, and language revitalization. Ultimately this project will enable the KCL, tribes, educators, and schools to share a fuller, more truthful account of Alutiiq history. It will allow us to tell stories of ingenuity and strength not just loss.

Data Collection: To document project results and progress toward goals, AMAR will collect the data summarized in the table below. This data will be gathered from project records (e.g., communications, reviews), digital sources (e.g., Google analytics for the KCL webpage, statistics from digital accounts like Vimeo and Kindle Direct), as well as planned evaluation.

Table 1. Project Impact Summary

Goals	Results	Data to be Collected
1. Enhance access to accurate tribal history	Two Alutiiq history themed books and two videos widely available	Number of print books distributed Number and variety of locations sharing print books and ebooks Number & type of social media interactions Number of video views Attendance at debut events
2. Promote learning about Alutiiq heritage	Two Alutiiq history themed books and two videos widely used	Number of Alutiiq vocabulary words included in books Number of Alutiiq cultural images included in books Number of digital book copies downloaded Evaluation from debut events & after action reviews Reviewer comments: Elders, language club, community, & peer
3. Provide teachers with culturally responsive resources to advance Native youth education	Two Alutiiq history themed books and four lesson plans in use by Kodiak region teachers	Teacher review comments on books and lessons Number of schools receiving books Number of books distributed to each school Number of lesson plans downloads Uses reported by school district Uses reported by Kodiak College Alutiiq Studies program

Risks: Importantly, the design of *Quliyanguarpet* anticipates possible disruptions to normal work due to the Covid-19 pandemic. Our project can be completed without travel and by staff and contractors working from home if needed.

Communication Plan

Communication Plan: AMAR will share news of *Quliyanguarpet* in multiple ways. The goals of our communication plan will be to (1) promote knowledge of the project and its purpose, (2) to invite people to participate in project events, and (3) to promote the availability of project resources. These messages will be targeted at three key audiences, the Alutiiq tribal community, the Kodiak community, and Kodiak educators. We are planning five major announcements—funding of the grant, two book debut events, and two book & video

releases. Messages will be shared by press release, website posts, social media posts, emails to established tribal, educator, and member distribution lists, free public radio service announcements, newspaper advertisements, fliers posted on community bulletin boards, and newsletter articles as outlined in a project communications matrix (Attachment 15).

Distributing free print copies of the publications will also be an important step in sharing project results. AMAR is intentionally creating print copies to aid use in classrooms, libraries, and in tribal organizations. As such, they will print 700 copies of each book. About 500 will be distributed immediately and 200 saved for use at the KCL and future free distribution. Distribution is based on organization size and use and summarized in a project distribution plan (Attachment 14). Importantly, the plan includes sharing copies with the Alaska State Library's depository program. AMAR will send 7 copies to this program for placement in the major depository libraries in our state and the Library of Congress.

To support enduring public use of project resources, AMAR will publish digital copies of the books to the KCL webpage (PDF) and to three national distributors—Apple Books, Amazon's Kindle Direct, Google Play (ePub). The KCL webpage will also include the free downloadable lesson plans for each book and a video of each book debut presentation. Through these methods project products will be effectively advertised and openly shared.

Community Involvement: A hallmark of this project is the involvement of community members in the creation and evaluation of resources. First, tribal and local experts will develop the content for both books. The fictional story will be written by Alutiiq author and historian Alisha Drabek (Attachment 6) and illustrated by Alutiiq artist Cheryl Lacy, a professional painter (Attachment 7). Museum archaeologists Steffian and Molly Odell will write the supporting summary of the archaeological site that inspired the story. Odell led the excavations at this site. Similarly, a team of local archaeologists and historians will write the Alutiiq History book, Drabek and AMAR Director Counciller, also a tribal member and historian, will write chapters on Russian and American era history to provide an Alutiiq perspective. Chapters on early Alutiiq history will be written by archaeologists Steffian and Patrick Saltonstall, MA, staff archaeologists and the leading active researchers in the region. For both books, Elders Alutiiq speakers will work with AMAR Living Culture Coordinator Dehrich Chya, a tribal member, to identify appropriate Alutiiq vocabulary to include and develop a glossary (Attachment 9).

During production of the books, a team of reviewers will review the book both before and after development. The Alutiiq Language Club—a community cultural group (Attachment 16), a local teacher (Attachments 12 and 13), and a peer reviewer with experience in archaeological education (Attachment 17) will review draft text of both books and provide comments to improve the presentation. Following publication, AMAR will solicit community review—two per book—as part of summative evaluation. Reviewers will be asked to write a short summary of the publication, including its strengths, weaknesses, likely audience, and personal response to the work.

Staffing: AMAR Education and Public Outreach Coordinator Djuna Davidson, MPA, will lead outreach, promotion, and dissemination with assistance and supervision from Steffian. Davidson will make all arrangements for both book debut events, promote the project with newspaper advertisements, emails, fliers, and social media posts, and mail or deliver paper copies of the publications as outlined in the attached distribution plan (Attachment 14). She will also lead evaluation. She will act as a liaison with community and peer reviewers to collect honest feedback. This will include working with the Alutiiq Language Club, teachers, and an archaeologist/educator to review drafts. She will also find and invite four community members to write a short review of the books (2 reviewers per book), create simple audience polling tools for each debut event (e.g., observational worksheet, Likert scale voting), and complete after action reviews. Steffian will write and distribute 3 press releases, 2 newsletter articles, and update the KCL webpage with project materials. As appropriate this will include copies of community reviews. AMAR project often gain attention from tribal organizations and the media. As needed, Steffian will also work to share text and images to help others report on the project. IMLS will be acknowledged for its support throughout promotional materials.

Supporting Documentation: To preserve project materials, Collections Manager Lancaster, will create a *Quliyanguarpet* archive for the KCL. The archive will include copies of all digital files generated, the original paintings by Lacy, and related correspondence and agreements. These materials will be summarized in a finding aid with the following sections: Creators, Extent, Collection Summary, Languages, Processing Archivist, Collection Description, Arrangement Description, Separated Materials, Related Materials, Sources of Acquisition, Subject Headings, Processing Notes, Access Statement, Rights Statement, and Preferred Citation. Additionally, all digital imagery added to the archive will be individually cataloged with the following fields: Catalog Number, Image Description, Photographer, Date, Place, People, and Media.

Sustainability

This project is specifically designed to create educational resources that can be used and distributed for many years. First, *Quliyanguarpet*'s digital files will be developed in stable, widely used digital formats—PDF, ePub, MP4—designed to function over the long-term. Second, AMAR will make project materials available through its website, a well-used resource the organization has sustained with operating funds since 1998. Third, by distributing digital copies of the ebooks through three industry leaders—Amazon's Kindle Direct, Apple Books, and Google Play—the publications will be widely discoverable and accessible for years. These national distributors will supplement AMAR's website and provide another long-term mechanism for access. Fifth, by distributing physical copies of the books to schools, tribal organizations, Kodiak College, and the Alaska State Library's depository program, other institutions will hold copies of the works and help to sustain availability.

To preserve project materials, AMAR will create a project archive for the KCL. The archive will be a central location to store all files, include an accounting of the materials, and allow staff and patrons to access the files indefinitely. If the KCL wishes to reprint or create a new edition of either book, the original files will be available. Importantly, the archive will be copied to both AMAR's inhouse server and secure cloud based server to provide redundant on and off-site back up. Maintaining professional file storage is also a long-term function of AMAR's accredited repository, supported by annual operating costs.

By developing accurate publications about our history, putting these works in teachers hands with instructional aids, sharing the publications broadly, and maintaining them, *Quliyanguarpet* will help to return Alutiiq history to community dialog. No single project can fully awaken knowledge of our history. However, carefully planned and implemented projects can contribute to long-term change, particularly when they build on previous efforts. We see this at work in the Kodiak region. When AMAR opened its doors, there were few practicing Alutiiq artists and even fewer making a living from their work. In the past 25 years, a series of related research, arts education, and advocacy efforts have built capacity for artists. Artists have grown in their understanding and production of works, the museum store is now filled with cultural creations, and increased community appreciation has led to growth in art sales and artists' wages. Similarly, we see *Quliyanguarpet* as an essential piece of AMAR's long-term efforts to document, preserve, and share our history. Developing these books is a logical next step. They build upon the archaeological research and historic preservation work conducted in the last two decades and add capacity for community education. They will help to grow understanding of the Alutiiq past in a new generation of students, contribute to dismantling the hurtful stereotypes that persist in our community, and build dignity in our people.

SCHEDULE OF COMPLETION

YEAR 1 - September 2020 through August 2021

Activity	Personnel	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Publish press release	CC												
Develop contracts with authors & consultants	CC												
Write children's story	Drabek												
Write about archaeological site for storybook	CC, PMA												
Write introduction to storybook	ED												
Review and edit storybook text	OC, CC, Simpler, Club												
Illustrate storybook	Lacy, EC												
Develop storybook glossary	LCC, Elders												
Complete storybook manuscript copyedit	Inkworks, OC												
Write history book chapters & introduction	CC, ED, CA, Drabek												
Design and layout storybook	EC, CC												
Proofread storybook	Fudge, OC												
Print storybook & ship to Kodiak	EC												
Develop lessons plans for storybook	OC												
Review lesson plans for storybook	OC, CC, Simpler												
Format lesson plans for distribution	EC												
Complete community reviews	OC, Reviewers												
Promote and host story time event	OC, Drabek												
Distribute books and upload to distribution services	OC, CFM												
Update library webpage with storybook & lesson plans	CC												
Publish newsletter article	CC												

General Activities
 Storybook Development
 History Book Development

KEY

STAFF: CA=Curator of Archaeology, CC=Chief Curator, CFM=Collections & Facilities Manager, EC=Exhibits Coordinator, ED=Executive Director, OC=Public Outreach Coordinator, PMA=Project Manager/Archaeologist

CONTRACTORS: Drabek=Alisha Drabek, culture bearer; Elders=Alutiiq Museum Elders’ group; Fudge=Rachel Fudge, proof-reader; Inkworks=Sue Mitchell, copy editor; Lacy=Cheryl Lacy, Alutiiq artist; Simpler=Kathy Simpler, third grade teacher

VOLUNTEERS: Club=Alutiiq Language Club, Reviewers=volunteer community reviewers

SCHEDULE OF COMPLETION

YEAR 2 - September 2021 through August 2022

Activity	Staff	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Review and edit history book text	OC, CC, Parnell, Club												
Develop history book glossary	LCC, Elders												
Complete history book manuscript copyedit	Inkwork, CC												
Design and layout history book	EC, CC, ED												
Index history book	EC, CC												
Proofread history book	Fudge, OC												
Print history book & ship to Kodiak	EC												
Develop lessons plans for history book	OC												
Review lesson plans for history book	OC, CC, Parnell												
Format lesson plans for distribution	EC												
Complete community reviews	OC, Reviewers												
Develop project archive	CFM												
Promote and host lecture / distribution event	OC, CA												
Distribute books and upload to distribution services	OC, CFM												
Update library webpage with history book & lesson plans	CC												
Publish newsletter article	CC												

General Activities History Book Development

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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.

Response:

In partnership with Koniag, Inc., the Alutiiq Museum (AMAR) will publish two books on Alutiiq history for the Koniag Cultural Library (KCL). Both books will be available digitally as PDF files and ePub files, and in hard copy. The project will also produce two short digital videos, four lesson plans, two newsletter articles, five social media posts, three press releases, approximately 100 digital images of artifacts and computer-drawn illustrations, and a set of ten original watercolor paintings (book illustrations) that will be saved as digital copies. All of these materials will be preserved in a project archive. All of these components will be the copyright of AMAR, and they will be shared widely and free of charge to promote cultural learning and sharing. The books, videos, lesson plans, newsletter articles, and press releases will be available free for download from the KCL webpage. Scans of the artwork, digital images, and copies of the social media posts will be archived at the KCL with all other project materials. AMAR will authorize use of the books, videos, lesson plans, digital images, and newsletter articles to anyone, free of charge, for educational, non-profit use. The project webpage will feature a copyright statement that enables users to utilize the materials for the above-mentioned purposes. For the books, videos, and lesson plans, AMAR will use the Creative Commons licensing "Attribution- NonCommercial-NoDerivatives 4.0 International (CC BY-NC-NC 4.0). These licenses will be shared on the KCL webpage, as well as in the credits of the books and videos themselves and affixed to the bottom of each lesson plan PDF.

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.

Response:

AMAR asserts copyright over any Quliyanguarpet—Our Story-related content created during the course of this project. These materials will be available under the Creative Commons license noted above, and available for free download by anyone using a standard web browser. The books, videos, lesson plans, digital images, and newsletter articles may be used for any educational, non-profit uses, provided the KCL at AMAR is credited. AMAR will encourage the public to make free use of the content by sharing news of its availability in three press releases, two newsletter articles, and five social media posts. The mark for the Creative Commons license listed above will be affixed to content and the KCL webpage.

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.

Response:

None of the materials created for this project will infringe upon privacy concerns. All those working on the project will participate in of their own volition. We have included letters of support that indicate this willingness. Additionally, services agreements from Alisha Drabek and Cheryl Lacy will contain language that transfers any copyrighted materials generated during the project to the KCL at AMAR as a work for hire. This includes the illustrations created by Lacy, the text by Drabek, and the video of Drabek reading the storybook aloud. The other content contributors are AMAR staff, and permissions for their work are already secured under established employment agreements. To ensure resources that are both historically accurate and sensitive, the content of both books and the lesson plans will be created in consultation with members of the Alutiiq community, and carefully reviewed by Kodiak educators, professional editors, a peer reviewer, and knowledgeable staff members.

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.

Response:

For the *Quliyanguarpet*—Our Story project, AMAR will create two books, two short videos of public presentations, four lesson plans, approximately 100 digital images, and a set of promotional materials. Each book will be produced in two formats, ePub and PDF, for a total of 4 book files. Drabek’s read-along video will be saved in both AVI and MP4 format, for a total of two video files, Saltonstall’s video Powerpoint presentation will be saved as a MS Powerpoint presentation (.pptx), PDF, and WAV files, for a total of three files, and the four lesson plans will be saved in PDF format. Ten illustrations by Cheryl Lacy will be digitally scanned and saved as both TIFF and JPEG files, as will the digital artifact photos Two newsletter articles will be created in Adobe Creative Cloud and saved in PDF. Three press releases will be created in MS Word and saved as PDF. All of the above files will be saved in two separate locations, both on a private local server at AMAR and in AMAR’s cloud server to provide secure storage.

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.

Response:

AMAR staff will use computers already assigned to them and contractors will provide their own computers. Drabek’s read-along video will be filmed with the AMAR’s Sony digital video recorder and edited using iMovie software. Saltonstall’s lecture will be made as a MS Powerpoint video presentation with narration from Saltonstall recorded directly with the MS Powerpoint application, and saved as a Powerpoint file, using his existing Apple desktop computer. The audio will be extracted by the Collections Manager in order to create a Master copy of the audio file. Scanning of original watercolors for the project will be complete on an existing Canon CanoScan 9000F Mark II, owned by

AMAR. Photographs of artifacts for use as illustrations will be taken with an existing Canon EOS Rebel T1i digital camera. The ePub files will be created by BookBaby.com, contracted for this project. The Collections Manager will use existing programs like Preview on her Apple MacBook laptop to transform the text, image, and video files into appropriate formats for file preservation and storage.

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.

Response:

Text:

The text will be written and edited on staff and contractors on existing computers in MS Word. The ePub files will be created by BookBaby.com. A PDF copy will be saved as well. ePUB files can be read by a variety of reading systems and software programs, including, but not limited to, Adobe, Apple Books, Microsoft Edge, Google Play Books, Calibre, and Lucifox. Staff will upload the ePUB files to Apple Books, Google Play books and Amazon's Kindle Direct platforms and make them available for free. The lesson plans will also be written on staff computers and saved as PDF files. There are also materials that will go into the project archive and saved as PDF files. These include the newsletter articles, social media post screenshots, press releases, and contractor permissions.

Video:

Drabek's short video will be created using the museum's Sony video recorder. A master copy will be saved on our local private server in AVI format in the following resolution:

Sample rate: 4:2:2 Resolution: 480 x 720 Frames per second: 60

An access copy will be saved on our cloud server, Box.com, in MP4 format in the following resolution: Mp4/h.264 (wrapper) Resolution: 720 x 1280 Frames per second: 60

Saltonstall's Powerpoint video presentation will be created using the MS Powerpoint application on his Apple desktop computer. In order to create a Master copy, the MS Powerpoint text will be saved as a PDF file, and the audio will be extracted as a WAV file. Both files will be saved on our local private server. The WAV file will be saved in the following resolution:

Bit depth: 24-bit Sample rate: 96 KHz

An access copy will be saved on our cloud server, Box.com, in a MS Powerpoint file (.pptx) with the audio embedded.

Images:

Ten illustrations will be created for this project by Alutiiq artist Cheryl Lacy. These will be scanned on existing museum hardware and saved in the project file. The Master copies will be saved as uncompressed TIFF files at the following resolutions:

Color bit-depth: 16 bits/channel (16-bit grayscale or 48-bit color)

Resolution: 4000 pixels

Access copies will be saved on our online cloud server in the following resolutions:

Color-bit depth: 8-bit grayscale or 24-bit color Resolution: 150 dpi or 600 pixels

Up to 100 digital photos of artifacts from the museum's collections will be taken to illustrate the history book. These will be taken with AMAR's Canon EOS Rebel T1i digital camera and preserved in both TIFF (master copies) and Jpeg (access copies) formats. They will be saved in the resolutions listed above.

Workflow and Asset Maintenance/Preservation

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

Response:

The *Quliyanguarpet*—Our Story project will lead to the creation of text, image, and video files. Culture bearers, archaeologists, museum professionals, and professional contractors have been chosen to generate this content specifically because of their skill sets. Once completed, their files will be uploaded to a folder on AMAR's online server while awaiting archival processing. At the end of the project, Collections Manager will follow an existing set of procedures for creating archives. These include using standardized technical specifications for image, text, and video files. Once they assembled the archive, they will share with AMAR's chief curator for final review. This will ensure that all important files are saved in the archive and appropriately documented

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).

Response:

The digital assets for the *Quliyanguarpet*—Our Story project are its publications and promotional materials as well as a project archive. The component parts of the project include digital images, text files, digital photographs, and digital video files. As part of the archival processing, the AMAR collections manager will add all the master files to a private local server and access copies to a secure online cloud server, and complete checksums to ensure the integrity and fixity of the digital assets. The collections manager will perform fixity checks on the master archive once every two years and run fixity checks on the access copies twice a year. AMAR has also developed a schedule for migrating digital collections onto new storage devices every five years.

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).

Response:

AMAR will continue to use DublinCore for its metadata schema. This is the structure currently in place and used by staff members.

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

Response:

The metadata used in this library project will come from library and collection catalogs that have been in use at the museum for years. In addition, the metadata fields are codified in our library and collections management database, CollectiveAccess. This effort ensures that our metadata schema are used consistently across projects.

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).

Response:

The PDF version of the books, videos, and lesson plans will be available on AMAR's website and by request. The ePub version of the e-book will be uploaded onto three major e-book platforms for free distribution. In addition, AMAR will distribute press releases, post to social media, and publish newsletter articles to facilitate widespread discovery and use of the digital content generated from the Quliyanguarpet—Our Story project. The Kodiak Island Borough School District has also offered to share links to project resources with their staff via email.

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).

Response:

The digital content generated by this project will include two books, two short videos, four lesson plans, ten digital scans of original artwork, roughly 100 digital photographs, and a project archive that includes these materials and related promotional items—newsletter articles, social media posts, and press releases. The books will be made available on the KCL webpage through free downloadable PDF files, as well as by free download in e-book form Apple Books, Google Play Books, and Kindle Direct.

In addition, lesson plans will also be available free for download as a PDF by anyone using a standard web browser. The two project videos will be posted to AMAR's Vimeo channel and embedded in the KCL webpage. There is no log-in required for using AMAR's website. The full project archive can be accessed by any member of the public by request. The digitally scanned illustrations from the book and the digital photographs taken for the project may be accessed and/or reproduced by completing an Image Use Request form. AMAR reserves the right to charge for commercial use of these images.

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.

Response:

Alutiiq Museum & Archaeological Repository Website: <https://alutiiqmuseum.org>

Koniag Cultural Library at AMAR webpage: <https://alutiiqmuseum.org/research/library>

AMAR Vimeo Channel: <https://vimeo.com/alutiiqmuseum>

AMAR Newsletter: <https://alutiiqmuseum.org/newsletter>

AMAR Press Releases: <https://alutiiqmuseum.org/press-releases>

AMAR Facebook: <https://www.facebook.com/AlutiiqMuseum/>

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?