Pyramid Lake Paiute Tribe

Project Justification

The Pyramid Lake Paiute Tribe is applying for funding through the Native American Library Services Enhancement Grant under Preservation and Revitalization as well as improving educational programs related to specific topics that are of interest to community-based users. The proposed Kooyooe Tukadu Library Enhancement Initiative (KTLEI) II will serve residents of the Pyramid Lake Paiute Tribe. The Pyramid Lake Paiute Tribe, also known as the Kooyooe Tukadu (fish eater) Band of Northern Paiutes, is a federally recognized Tribe with a total enrollment of 2,986. 1,379 members reside on the Reservation (according to the tribal enrollment officer, Joann Leyva; 4/2021). The largest Reservation located in the state of Nevada it encompasses 475,000 acres (or approx. 742.2 sq. miles) of the Northwestern area. Located within our traditional homelands and situated on the shores of Pyramid Lake, the Tribal population reside in three communities of Nixon (tribal headquarters), Wadsworth (the largest population of tribal members) and Sutcliff (closest to Pyramid Lake). There are two schools located on the Reservation, an Elementary School in Wadsworth and a Junior-Senior High School that is located in Nixon. Poverty and unemployment on the Reservation is pervasive. Much of the economy on the Reservation is centered around fishing and recreational activities at Pyramid Lake. The poverty rate on the Reservation ranges from 16.5 to more than 40% (US Census Bureau data, 2016) and the unemployment rate is at 44%. The majority of the Reservation residents median age is 41.5 (ACS 2019).

The Pyramid Lake Paiute Library is a vital community resource supporting preservation and revitalization of our Paiute culture and Paiute language, as well as the overall social, educational and economic well-being of tribal residents. To that end, the Library offers free-WIFI and computer stations to enable tribal residents of all ages to conduct research, complete homework assignments, enhance their job skills, or conduct job searches, among other functions. The Library also offers free printing, 1,979 books written by or about Native Americans, magazines, favorite Native American DVD titles, Paiute language books and audio, a children's reading area, and native craft classes focusing on beadwork, weaving, buckskin work, gardening, and food sovereignty.

The Library is located in the town of Nixon on the Pyramid Lake Paiute Reservation. The Library encompasses approximately 2,500 square feet and is near other community resources such as the Nixon Gym and other spots where local youth and residents gather. The library has been operating for 20 years. Recently, the library has focused on growing its Native American section with a wide variety of topics including Ethnobotany, Native language material, Traditional crafts, Nevada and California tribal history, traditional stories, and Great Basin archival resources. One full time Librarian and one Aide staff the Library. The library is open Monday – Thursday 8:00-4:30 P.M., with hours adjusting for evening activities. On average, the library serves approximately 30 persons per month.

The purpose of the Kooyooe Tukadu Library Enhancement Initiative (KTLEI) II is to increase the capacity of the Pyramid Lake Community Library to serve as a resource for the preservation and revival of our languages, traditions, and livelihood for future generations. We support the educational life-long learning, workforce development, and digital literacy improvement needs of our Tribal residents. The importance of preserving our Paiute language and livelihood as well as learning how technology can help us is our priority and the foundation for the survival of our Paiute language and culture into the future.

We believe language and culture are cohesively intertwined and through efforts to regenerate our Kooyooe Tukadu Language among our people it will strengthen our families and communities. The strongest identified tribal language learning resource is our elders, as they are our most fluent speakers. As our elders pass on, they take our language and knowledge with them, we lose their expertise. Their knowledge must be documented using modern technology and the information collected for both current and future generations.

Language is the foundation of who we are, therefore, it is essential that as a Tribe, we preserve the uniqueness of our culture and teach our northern Paiute language. The Kooyooe Tukada (Kooyooe eater) Band of Northern Paiute, in our earnest effort to preserve its northern Paiute language and culture, established a language program and hired a Cultural Coordinator, bringing ongoing instruction to youth and adults alike. Initial efforts, although important, simply aren't enough.

Native Language Fluency and Academic Achievement: The Kooyooe Tukadu Language is at risk of disappearing. The last reservation wide survey measuring Kooyooe Tukadu language speakers was conducted in 2003. At that time, there were 64 fluent speakers. In 2017, when the Language Coordinator was hired, voting records were used to determine the status of the Kooyooe Tukadu speakers and it was determined that the number had been reduced by 50%, with only 34 fluent speakers remaining. Today, there are approximately 20 fluent speakers, with most of them being over the age of 75. Within the last couple of years, due to old age and with the COVID-19 Pandemic, our community has lost many of our fluent speakers (according to the 2019 tribal voters list). A startling realization that something must be done, today.

	2003	2017	2021
Fluent Female, over 62	40	22	12
Fluent Male, over 62	24	12	8
Total	64	34	20

At the current rate of decline, the Kooyooe Tukadu Language could die out within 10 years. We know of one fluent speaker who is in his 40's and another who is in her 50's. Anecdotally, we also know that many tribal residents are familiar with various words and phrases of the language, but in terms of proficiency, they are far below the level of 'basic' and would be unable to hold a conversation with a fluent Kooyooe Tukadu speaker. Language instruction is limited. Currently, the following groups benefit from the Kooyooe Tukadu classes and exposure:

- Head Start - 40 children, two classrooms, ages 3-5 years old, 30-minute sessions twice a week.
- Day Care - 28 children, two classrooms, ages 3-10 years old, 30 minutes sessions twice a week.
- Natchez Elementary School - 167 students, grades K-6, 30-minute weekly sessions.
- Pyramid Lake High School - 100 students, grade 7-12, 45-minute weekly sessions.
- Community language classes - 15 adult students, 60-minute weekly session.
- Summer Day Camp Program - 75 children, ages 5-13, 30-minute sessions four times per week for one month.

Tribal youth living on the Pyramid Lake Reservation are desperately in need of academic support and intervention. The most recent data (2017) obtained from the Nevada Department of Education shows that just 10 percent of students attending Natchez Elementary School (located on the Reservation) are proficient in Math and just 15 percent are proficient in Reading. This is a stark contrast to academic achievement for students across the rest of Nevada (40% proficient in Math and 45% proficient in Reading). Similarly, students attending Pyramid Lake High School are also struggling academically in comparison to their peers as evidenced by the fact that just 38% of Pyramid Lake High School students are proficient in Reading (52% Nevada average proficiency rate) and only 18.75% are proficient in Math (48% Nevada average proficiency rate).

The goals of KTLEI include: 1) Increase the preservation and revival of our native language and culture, 2) support educational life-long learning among community members, and 3) promote access to library collections. Objectives include: 1) Native language programming and tutoring for youth at the Library. Classes for adults will include job training and tech/computer literacy classes for the elders. Project outcomes include increase native language fluency and cultural knowledge among tribal youth, increase life-long learning among all residents of the tribe by offering classes to support student success, workforce readiness skills, tech learning and on the job training opportunities.

To increase the preservation and revival of our native language through KTLEI, the Library will offer:
- Weekly Paiute language and discussion groups and classes led by tribal elders.
- Twice a week in-school Paiute language classes for the Daycare, Head Start and High School students.
- Weekly Culture/craft classes that will emphasize tribal customs as well as a subsistence
- Develop Paiute Language Legend Books for children of all ages. These books will be written in the Paiute language and they will be about customs, traditional legends, oral traditions and ethnobotany.
- Working closely with fluent elder speakers, the program will provide Language and Culture Classes to youth involved in the Summer Day Month-long Camp program.

To support educational life-long learning among our community members, KTLEI will offer:
- Technology classes for our elders once a week, for a month in the spring and fall.

- The Library will host twice weekly after school homework assistance for children provided by High School students.
- Host resume building and interview techniques workshops.
- Host Native Craft Entrepreneur Workshops, as we have a lot of community members who depend on the sale of their own handmade items.
- Weekly Culture/craft classes that will emphasize tribal customs as well as a subsistence livelihood including gardening, hunting, fishing, canning, beading, sewing and ethnobotany.

To improve digital services, KTLEI will:
- Document, store, and catalogue our library books and our oral history through recordings of elders, language, traditional songs, and stories. These items are a sustainable resource in our community that enables language revitalization and archival work.
- Document library books, cultural resource material and archival media using the Destiny Follett Library system.
- Using the Indigenous Languages Digital Archive (IDLA), KTLEI will archive language material. The ILDA is a web-based software designed to assemble primary source materials of endangered languages into a digital archiving space in order to facilitate linguistic analysis and development of language learning materials. As a research tool, ILDA is intended to serve the needs of language and cultural teachers, linguists and others in the community as they access archives to inform language and cultural revitalization. Through our collaboration with Myaamia University and the Breath of Life (Smithsonian Institute), staff of the Pyramid Lake Community Library are helping to Pilot the program. We will eventually develop a dictionary containing written and audio recording of the Paiute language that can be accessed via smartphones.
- Edit, enhance, transcribe, and archive Paiute language, song, video and pictures of the local Paiute.

Project Work Plan

The activities outlined below were decided upon after a careful analysis of assessment data gathered in 2017 and 2018. The Pyramid Lake Paiute Tribe meets regularly to conduct leadership, management, and needs assessment activities. In 2017, surveys as well as open Council meetings were utilized to gather information and input from Tribal membership regarding the most critical needs facing the community. Council meeting attendees indicated a growing concern over the decline of the Kooyooe Tukadu Language and the lack of effective language education opportunities and resources. Survey results (2017) indicated identical concerns, aligning the loss of the Kooyooe Tukadu language with the loss of cultural identity, ancestral connections, and tribal pride. The assessment also revealed a strong community desire to provide our tribal youth with academic supports and interventions and to explore activities to increase the workforce readiness of Tribal residents. To that end, KTLEI II includes the following activities:

Native Culture and Native Language: To increase Native language fluency through KTLEI II, the Library will offer:
- Weekly Paiute language and discussion groups and classes led by tribal elders.
- Twice a week in-school Paiute language classes for the Daycare, Head Start and High School students.
- Weekly Culture/craft classes that will emphasize tribal customs as well as a subsistence livelihood such as gardening, hunting, fishing, canning, beading, sewing and ethnobotany. Develop Paiute Language Legend Books for children of all ages. These books will be written in the Paiute language and they will be about customs, traditional legends, oral traditions and ethnobotany.
- Working closely with fluent elder speakers, the program will provide Language and Culture Classes to youth involved in the Summer Day Month-long Camp program.

Academic Support and Intervention for Tribal Youth: To increase academic proficiency in Math and Reading among Tribal youth through KTLEI II, the Library will offer twice-weekly, age-appropriate homework assistance and small group/one-on-one tutoring for youth. These sessions will be offered for 30 Minutes twice per week and will be facilitated by High School youth who wish to obtain on the job training skills. Based on individual need, tutoring and homework assistance will be provided in small groups or one-on-one sessions for students in need of extra assistance.

To support educational life-long learning and Workforce Readiness among our community members, KTLEI will offer:
- Computer and phone classes for our elders once a week, for a month in the spring and fall.
- The Library will host twice weekly after school homework assistance for children provided by High School students on job training or Fellow.
- Host resume building workshops and interview techniques.
- Native Craft entrepreneur Workshops, as we have a lot of community members who depend on the sale of their own handmade craft items.
- Summer youth on-the-job training (two youth) for a month.

Project Management Approach: Janine Barlese, Head Librarian for the Pyramid Lake Community Library will serve as Project Director, devoting 100% (FTE) of her time towards ensuring KTLEI II activities are carried out on time, as specified within the budget, and in full compliance with funding program requirements. She will be supported by the Elders, community stakeholders, tribal department heads, community partners, adults and youth. The traditional knowledge keepers meet at the least twice a month and will serve in an advisory capacity, guiding project development, implantation and sustainment while also receiving performance feedback on a regular basis, providing suggestion for refining, strengthening and improving the project approach as appropriate.

Year One Work Plan			
Activity	**Milestone**	**Timeframe**	**Responsible Party**
Community outreach to announce programming	Community outreach strategy is finalized and executed.	Months 1-12	PD and aide, and Elders.
Develop programming and programming schedules	Programming (e.g., Native language fluency, Academic Support, Workforce Development) is finalized and scheduled.	Months 1-2	PD, Aide, and elders
Collaborate with Elders to develop and deploy an outreach campaign to engage at least 15 traditional knowledge keepers for cultural and language classes.	Outreach strategy complete at least 15 tribal Elders are committed to support **KTLEI II.**	Month 1-2	PD and aide
Homework Support (tutors)	Tutors are recruited to lead academic support activities.	Months 1-3	PD and aide
Computer and supply needs are reviewed and finalized.	Final, approved list of computers and program supplies is complete, items acquired.	Months 1-2	PD
Research best practices in community driven Native language programming.	Best practices identified and selected for Native Language fluency programming to be led by Tribal elders.	Month 2	PD
Quarterly Progress Report	QPR is prepared and disseminated	Quarterly	PD
Programming	Native Language Fluency, Academic Support, Life-long learning workshops and Workforce Development activities are underway.	Months 3-12	PD, Aide, and Traditional Knowledge Keepers.
Secure Summer Youth personnel.	Summer youth personnel are recruited, hired and trained.	Month 10	PD, Aide.
Stakeholder Survey	Annual Survey is administrated	Month 11	Evaluator
Year End Report	Year end report is completed.	Month 12	PD

Year Two Work Plan			
Activity	**Milestone**	**Timeframe**	**Responsible Party**
Programming	Native Language Fluency, Academic Support, Life-long learning workshops and Workforce Development activities are underway.	Months 1-12	PD, Aide, and Traditional Knowledge Keepers.
Secure Summer Youth personnel.	Summer youth personnel are recruited, hired and trained.	Month 10	PD, Aide.
Review Year One program activities.	Advisory Council reviews Year One progress and makes programmed adjustments based on feedback.	Month 1	PD, Aide, Traditional Knowledge Keepers.
Review programming and programming schedules.	Programming schedules and activities are revised based on performance feedback as appropriate.	Month 1	PD, Aide, Traditional Knowledge Keepers.
Community Outreach continues	Community Outreach Continues	Months 1-12	PD, Aide, Traditional Knowledge Keepers
Quarterly Progress Report (QPR)	QPR is prepared and disseminated.	Quarterly	PD
Stakeholder Survey	Annual Survey is Administrated	Month 11	Evaluator
Year End Report	Year-end report is prepared and disseminated.	Month 12	PD

Project Results

To support the overall project purpose, KTLEI II has the following goals and objectives:
- **Goal 1**: Increase fluency of tribal members in the Kooyooe Tukadu Language.
  - ➢ **Objective 1:** Within 1 months of project start, establish language and cultural programming at the Library to increase language fluency and cultural knowledge among tribal members.
    - o **Outcome 1**: By the end of year one, at least 60% of tribal members participating in library based Native Language fluency programs will demonstrate growth towards fluency, as measured through pre- and post-assessments. At least percent will demonstrate fluency by the end of year two.
    - o **Outcome 2**: By the end of year one, community members will be engaged and knowledgeable in the cultural crafts of the Kooyooe Tukadu.
- **Goal 2**: To support educational life-long learning among our community members, **KTLEI** will offer:

➢ **Objective 1**: Within 12 months of project start, establish youth tutoring programs targeting elementary and middle school students on the Reservation.
  o **Outcome 1:** At the end of year, one, among tribal youth attending tutoring for 90 days or more, in comparison to the baseline (TBD), there will be an increase in English and Math achievement of at least 3 percent as measured by standardized assessments. By the end of year two, there will be an increase in English and Math achievement of at least 5 percent in comparison to the start-of-year baseline.
➢ **Objective 2:** Within 12 months of project start, establish computer and phone classes for tribal elders.
  o **Outcome 1:** Elders who attend the computer and phone tech classes will be able to turn on the computer, print and search the internet. They will learn how to take pictures, face time and text with their phones.
➢ **Objective 3:** Within 12 months of project start, establish a **Tribal Workforce Readiness Initiative** to boost the job readiness skills of tribal residents
  o **Outcome 1**: Each year of the grant, among participants of the initiative, as measured by a pre- and post-survey, at least 90% will indicate increased knowledge of workforce readiness skills, including how to prepare a resume. By the end of the project period, we are anticipating an increase of community involvement and engagement.

The Pyramid Lake Paiute Tribal community members were directly involved in designing the proposed Library Enhancement Initiative. Their participation in past workshops and classes have shown their eagerness to learn about their language and culture. Our community is close-knit, so word travels fast, community members offer encouragement and suggest what they are interested in learning. A survey is being developed and disseminated so we can find out what went well and where we need improvement. We collaborate with community partners to help develop recommendations of literature and specific approaches for cultural activates to ensure implementation is a success. Community partners are: Pyramid Lake Elders Program, Tribal Historic Preservation Office (THPO), Pyramid Lake Museum, Johnson 0'Malley (JOM) Program, Childcare, Head Start, Natchez Elementary School and Pyramid Lake High School. The Tribe is committed to sustaining KTLEI II, long before the grant-funded project period. The requested IMLS funding will support the organization framework necessary to achieve the desired goals, objectives and outcomes throughout the grant-funded project period and beyond. At the conclusion of the grant, the Tribe will continue to fund the program, search for new funding opportunities and is committed to, at a minimum, serving the same number of youth and community members each year. KTLEI II will have powerful and lasting benefits for the Pyramid Lake Paiute Tribal community. Culture and language are the cornerstone of our Paiute livelihood. Knowing who you are and where you come from is an essential part of one's self esteem. To that end, when you have a positive sense of self and you're proud of your culture and know where you come from, your possibilities are endless.

Schedule of Completion

Activity	Year One												Year Two											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Procurement Process for computers, materials, and contracts.	■	■										■	■	■										■
Weekly Paiute Language Discussion groups & Classes	■	■	■			■	■	■	■	■			■	■	■			■	■	■	■	■		
Paiute language classes for daycare, Head Start & high school.	■	■	■		■	■	■	■	■	■	■	■	■	■			■	■	■	■	■	■	■	■
Culture/Craft Classes	■	■	■			■	■	■	■	■	■	■						■	■	■	■	■	■	■
Develop Paiute Language Legend Books		■	■	■	■	■								■	■	■	■							
Summer Language and Culture Classes									■	■	■											■	■	■
Elder Technology Classes	■	■				■	■						■	■							■	■		

Schedule of Completion

Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Homework Assistance	X	X	X		X	X	X	X	X			X	X	X		X	X	X	X	X				
Resume Workshops				X				X												X			X	
Native Craft Entrepreneur Workshops						X							X					X						
Catalogue Library Books	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ILDA Archiving	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Transcribe and Archive Paiute Language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

DIGITAL PRODUCT FORM

INTRODUCTION

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

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

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

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

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

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

The intellectual property rights of the digital content created will be held exclusively by the individual participants that created the content, unless they provide written consent to assign property rights to the Pyramid Lake Paiute Tribe.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions. The Pyramid Lake Paiute Tribe will own the rights, but digital products will be held on an open platform such as You Tube, or the Tribe's website for anyone to access. Participants will sign a waiver to use their image or images, and/or voice recording.

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. For the most part, we will not create anything that is culturally sensitive.

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.

The project will create digital content as related to oral histories, traditional stories, and culturally relevant children's books. Oral histories will be in audio MP3 files and video formats accepted by Youtube. We plan to collect at least 30 aduio and video files.

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.

We will use a video camera, go Pro, lighting kit, audio software, microphones, cables, wires, camera batteries, tripods, DVD's, video editing software, external hard drives. The project staff will perform the work to film, edit, and making content available to the public.

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.

The file formats that we will use will be files such as PDF, WAV, MP3, MP4, WMV W4V, and formats accepted by youtube.

Workflow and Asset Maintenance/Preservation

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

Monitoring and evlauation will be provided by the Program's Officer, Shellay Katenay, who provides overall programmic and fiscal oversigh to the Library. Regular meetings and check-ins with program staff will be held to determine if workflow and products are up to standard.

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).

Video and audio files will be stored in an external hard drive to be held by the Pyramid Lake Communiy Library. All content submitted to youtube will be preserved there and maintained by Pyramid Lake Community Library Staff.

Metadata

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

CD's/DVD's created for check-out will be managed using MARC.

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

CD's/DVD's and   and other data will be saved using a external hard drive.

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).

N/A

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).

Digital content will be made available to the general public via Kooyooe Tukadu Youtube page. The links for the website will be placed on the tribal website to ensure easy access.

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.

N/A

SECTION III: SOFTWARE

General Information

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

N/A

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

N/A

Technical Information

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Access and Use

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

N/A

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

Name of publicly accessible source code repository: N/A

URL:

SECTION IV: RESEARCH DATA

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

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

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

N/A

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

N/A

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

N/A

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

N/A

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

N/A

A.7 Identify where you will deposit the data:

Name of repository: N/A

URL:

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

N/A