

TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS



**Turtle Mountain Band of Chippewa Indians
Native American Library Services Enhancement**

NARRATIVE (8 pages)

The Turtle Mountain Band of Chippewa Indians (federally-recognized Tribe and Tribal Promise Zone) and Turtle Mountain Community College (Tribal College) have developed a partnership to implement an effective United States (US) Department of Education, Institute of Museum and Library Services (IMLS) Native American Library Services Enhancement (NALSE) Project to directly advance the operation of an **eligible** Native American library by improving its core services, strengthening community engagement, and advancing collections stewardship and access for this highly-challenged, underserved rural tribal community.

ELIGIBILITY: The Turtle Mountain Band of Chippewa Indians is an eligible Tribe and is currently operating a Basic Native American Library Services IMLS Grant. The Turtle Mountain Tribal Council authorized implementation of this much-needed project via tribal resolution. The TM Library meets the requirements of library service with regularly scheduled hours, staff, and materials available for users.

1. PROJECT JUSTIFICATION

- *What need, problem, or challenge will your project address relating to the goals and objectives of this grant program as articulated in Section A2 and the project category you have chosen? How was it identified? Describe any assessment that led you to identify this need, problem, or challenge as a priority for your organization.*

NEED DIRECTLY RELATES TO IMLS/NALSE GOALS AND OBJECTIVES: The TM NALSE Project will address a significant need related to IMLS Goals 2 (Strengthen Community Engagement) and 3 (Advance Collections Stewardship and Access). Furthermore, the Project will directly address the NALSE Goal 3: Enhance the preservation and revitalization of Native American (NA) cultures and languages via Objectives 3.2 Support the preservation of content of unique and specific value to Native communities and 3.3 Support the sharing of content within and beyond Native communities.



The Turtle Mountain (TM) Band of Chippewa Indians Reservation and encompassing Rolette County in North Dakota (ND) lies in the wooded Turtle Mountains, only ten miles from the Canadian border. The TM Reservation is but a mere shadow of the original 11,000,000 acres of tribal lands traversed by the Chippewa. Today, the Reservation is restricted to a six by twelve-mile land base. While the Reservation is geographically isolated (nearest urban community is 120 miles away), it is one of the most densely populated reservations in the US.

Despite its natural beauty, TM suffers from multi-generational distress; poverty (44%), unemployment (59.25%), and insufficient education (30.9% lack a high school diploma). The Tribe’s enrollment is 32,700 members, of which 14,000 live on or near the Reservation (Bureau of Indian Affairs Enrollment Office). Tribal data reveals that 48% of the Reservation population is under the age of 21.

INTENSE POVERTY: TM/Rolette County has been repeatedly named as one of the poorest counties in the United States (US). US Department of Agriculture identifies it as a persistent poverty area with > 20% of residents in poverty for the past sixty years. This is one of the many reasons it was designated as a Promise Zone in 2016. The Socioeconomic Mapping and Resource Topography Community Disadvantage Index of 10 confirms the area as **one of the most disadvantaged in the US**. According to Rolette Social Services, 27% of the entire State's Temporary Aid for Needy Families (TANF) caseload is in Rolette County.

POVERTY (ND KIDS COUNT, 2019)	TM/ ROLETTE	NORTH DAKOTA	US
Children 0-17 living in Poverty	45.8%	11%	17%
Children in Extreme Poverty	32.1%	6.4%	10%

The economic challenges of the Tribe make it difficult to invest in language or cultural preservation. Rural schools struggle on small budgets that do not allow for enrichment. That is one of the many reasons this project is so important – there is a great appreciation for the TM heritage and culture, but little has been undertaken to preserve or promote it due a lack of resources. The TM Library is an answer to that need.

CHALLENGES WITH EDUCATION: Boarding schools removed children from their homes. Their hair was cut, and they were forced into uniforms. Teachers punished students who spoke their native language. They were not raised to know and respect their families' traditional religion and the ceremonies, which had previously fostered a strong and healthy community.

In her 2019 book, *Stringing Rosaries: The History, the Unforgivable, and the Healing of Northern Plains American Indian Boarding School Survivors* (Contemporary Voices of Indigenous Peoples),¹ Denise Lajimodiere (Ojibwe, TM member, career educator) reports how the experiences of those children, now with children and grandchildren of their own, have left deep scars on many and shadows on the generations that came after. Almost every survivor in the book experienced sexual abuse, or they witnessed it. She tells of how her father was beaten and how children suffered blisters after lye soap was put in their mouth when they couldn't learn to speak English. These types of punishments continued until the 1960s at some schools.



Lajimodiere thinks connecting with traditional ceremony and culture is helping Native Americans across the country recover from the generational impact of the boarding school era. This Enhancement Project will play a key role in helping the TM community to heal as well.

CRITICAL NEED: With lingering distrust of “educational institutions” it is important that TM/TMCC find a way to engage K-12 students, college students, and the community in ways that light the path to the Library and the important resources it offers. By connecting those populations with their positive NA heritage, culture, and language, the Library will become a welcoming focal point ~ echoing out like a drummed heartbeat through displays, activities, and community gatherings both in-person and online.

In fact, the TM Tribe has a tremendous need to preserve its unique heritage, a rich blend of cultures (Ojibwa and Métis) that embrace the Anishinaabe philosophy of interconnectedness among all generations. Based on community assessment, there are fewer than five remaining fluent speakers of Anishinaabemowin, the TM native language. Recording the voices of elders and their heritage stories and making those available to the community through the Library is a tremendous need.

To meet the need to engage community members, K-12 students, college scholars, and those who do not find educational institutions all that welcoming, the TM NALSE Enhancement project will record elder/community member stories, digitize existing cultural audio-visual recordings that need to be preserved and shared (e.g., KEYA recordings), and gather the community at the Library in exciting activities.

The Tribal Council designated the Library as the official library of the TM Tribe in 1998. Located on the TMCC campus, the Library serves as a public library for the Tribe/tribal members, the community, and as a college library. Chartered by the TM Tribe in 1972 as one of the first tribal colleges, TMCC (organized as a 501c3) is a fully accredited tribally controlled post-secondary institution, 1994 Land Grant college, and charter member of the American Indian Higher Education Consortium.

Library staff includes a Director and Assistant. The Library currently has 5,956 registered patrons. In 2021, the Library's holdings totaled 27,289 items in sections including Fiction, Non-fiction, Children's, Young Adults, Reference, audio books, DVD's, & periodicals, and 5,284 in TM/Native American. The library subscribes to many online academic journals and databases. The Library is open from 8:00 AM to 6:00 PM Monday thru Thursday and 8:00 AM to 4:30 PM on Friday during the academic year and 8:00 AM to 5:00 PM Monday thru Friday during the summer. The Library provides free internet access via 26 computers, E-readers and free Wi-Fi.

IDENTIFICATION & ASSESSMENT OF THE NEED: The College, including the Library, conducted a comprehensive assessment in 2020 to guide its strategic pursuit of institutional success. Top goals were

¹ <https://www.usnews.com/news/best-states/north-dakota/articles/2019-10-12/book-tells-of-american-indian-children-in-boarding-schools>

identified, including the priority of language/culture revitalization and preservation (languages, oral tradition and history, and creation of an enhanced collection of cultural artifacts). A range of needs related to the Library was noted by participants, including the digitization of the audio-video materials, as they felt it was crucial that important historical and cultural patrimony be preserved and made available online.

Based upon these needs, the Library conducted an assessment of the audio-visual holdings and further documented the need for a more permanent means of digital storage. The assessment showed the Library has audio-visual holdings in outdated formats and showing signs of deterioration, which if not remedied will lead to a lack of access for the community. These collections contain valuable cultural, historical and linguistic content that, if lost, would be irreplaceable.

Finally, TM researched and spoke with other Native Libraries and entities that have completed similar projects to gain knowledge about lessons learned and best practices. Those assessment efforts have resulted in this innovative application that will attain significant change for the Library and community. Online innovation is especially important in an underserved rural community like TM. As was learned during the COVID crisis, if families have an iPad and Internet at home, they are more likely to access materials online, especially if they do not have a working vehicle or means to regularly travel to the Library. With digital heritage access online, they can explore, enjoy, and integrate culture resources in their daily lives. This project directly achieves IMLS agency goals and the Enhancement program priorities.

- *Who will benefit from your project? Be specific by identifying particular age groups, community members with particular needs, and/or other types of target audiences.*

The purpose of the TM Library Enhancement effort is to (1) properly preserve and (2) make crucial culture/language/heritage resources available to the public. The project will record the oral heritage of elders/community members, digitize and migrate culturally relevant audio-visual holdings to a stable format, create item level metadata in conjunction with Machine-Readable Cataloging (MARC) records/finding aids, and implement a safe, dependable three-tiered digital back-up and preservation plan. Culturally appropriate material will be made accessible online using Mukurtu CMS, an open-source platform built for indigenous communities to manage and share digital cultural heritage (Center for Digital Scholarship and Curation at Washington State University, mukurtu.org). TMCC will download the Mukurtu CMS to run on a TMCC local server and/or web platform for the TM project. This process will preserve the holdings indefinitely, thus safeguarding TM's digital heritage for current and future generations.

Working to preserve, digitize, and share these collections allows TM to make these valuable cultural and historical materials accessible to a wide audience of stakeholders:

- K-12 teachers and students will access photos and historical records for classroom lessons, activities, and homework, including Belcourt (97% Native American (NA)), Dunseith (97% NA), Mt Pleasant (39% NA), Rolette (46% NA), St. John (89% NA), and Dunseith Indian/Ojibwa Indian Schools (100% NA).
- TMCC undergraduate scholars (94% NA) will benefit from having cultural/heritage/language resources available both onsite at the Library and online for their study related to language classes, NA history coursework, and for scholarly work and research. The need for online access became urgent during the COVID crisis; but mirrors similar needs when campus is shut down during annual winter blizzards.
- TM Tribal Members and Rolette community members will enjoy those same benefits. While patrons can still access materials at the Library and online, through Mukurtu CMS, tribal members will also be able to add narratives and valuable knowledge to the materials (e.g., family profiles) through the system.
- TM Members who live away from the Reservation will benefit from online access to ancestral resources.
- Finally, this project will assist historians who wish to gain knowledge about the TM Tribe.

2. PROJECT WORK PLAN

What specific activities will you carry out and in what sequence?

TM project activities have been informed by thorough review of IMLS grantee activities, recommendations by OHC and SHN, and review of best practices in each activity.

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GOAL, OBJECTIVES, AND ACTIVITIES FOR THE TM LIBRARY ENHANCEMENT PROJECT		
<p>The Goal of the Turtle Mountain Library Enhancement project is to meet the needs of the underserved, rural, impoverished Turtle Mountain tribal community by recording the oral stories of tribal elders and community members, digitizing and preserving cultural audio-visual assets, and making this digital heritage accessible for interested audiences at the Library and online. IMLS Goals 2/3 and NALSE Goal 3.</p>		
<p>TM Project Objectives and Activities are efficient, effective, and reasonable to accomplish the Goal.</p>		
<p>Objective 1: Prepare Library staff and Technician in best practices in recording elders/community members and in digitizing resources.</p>		
<p>Activity 1.1: Hire and train technician. Director will train technician using Oral History Centre (OHC) resources, IT support from Chad Davis and trainings (oral recordings, digitization, etc.) from the Sustainable Heritage Network sustainableheritagenetwork.org Director Allery will be joined by TM Alice Lunday, Library Staff, Dr. Terri Martin-Parisien, Alixena Patnaude (Language Instructor), and others as the Library Project Team (Team) to support the effort.</p>	<p>Person Responsible: Library Director (Director) and TM/TMCC staff, and Technician (Tech)</p>	<p>Timeline/Data: By end of first two project months as demonstrated by signed contract</p>
<p>Activity 1.2: Team will update documents recommended by SHN (collections management plan, emergency plan, and recording code of ethics). Team will finalize planning for recording and digitization priorities and schedule Language Day and Culture Fest.</p>	<p>Director and Library/Cultural Team (Team)</p>	<p>By end of first two months as evidenced by proj records</p>
<p>Objective 2: Record priority elders followed by community members, starting with the last remaining fluent speakers interviewed by Language expert/TMCC instructor Alixena Patnaude.</p>		
<p>Activity 2.1: Contact, schedule, and record fluent speakers based on their health and availability, as most are of advanced age.</p>	<p>Dir., Tech, and Lang. instructor</p>	<p>Ongoing (5/yr); logs</p>
<p>Activity 2.2: Tech will properly digitize, archive, store, create metadata, and other appropriate activities in an ongoing basis.</p>	<p>Tech overseen by Director</p>	<p>Ongoing/proj logs</p>
<p>Objective 3: Transfer cultural and historical audio-visual resources to digital for preservation and access, including "As We Remember" KEYA Radio reel-to-reel series recorded in Chippewa, Mitchif and Cree.</p>		
<p>Activity 3.1: Tech will organize, prepare, and digitize resources. The transfer of some formats may need to be contracted out, e.g., KEYA tapes in Betacam SP will be sent to Makoche Studios, which works closely with the ND Historical Society and tribal entities.</p>	<p>Tech overseen by Director</p>	<p>Ongoing basis as evidenced by proj logs</p>
<p>Activity 3.2: Material will be digitized in a three-tiered approach (1) archival master stored on TMCC server with copies on TMCC external hard drive and off-site storage in case of disaster, (2) an access copy will go on the server for web ready files, and (3) finally, the collection will be backed up to a Cloud service.</p>	<p>Tech overseen by Director</p>	<p>Ongoing basis as evidenced by progress reports and activity logs</p>
<p>Objective 4: Create appropriate metadata for digitized materials using standard Dublin Core format and develop content management for online accessibility and community engagement with the collection.</p>		
<p>Activity 4.1: Input of embedded item level metadata in Dublin Core will occur simultaneously with the digitization.</p>	<p>Tech overseen by Director</p>	<p>Ongoing; logs</p>
<p>Activity 4.2: Updating existing and creating new finding aids.</p>	<p>Tech</p>	<p>Ongoing; logs</p>
<p>Activity 4.3: Develop content management for variety of access points (e.g., Facebook, onsite computer access, and web/Mukurtu).</p>	<p>Tech overseen by Director</p>	<p>Ongoing; logs</p>
<p>Objective 5: Promote use of the resources through presentations, online, social media and poster sessions to both the local TM community and to the professional world of tribal archives, libraries and museums at the Association of Tribal Archives, Libraries and Museums (ATALM) conference.</p>		

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Activity 5.1: Library will host presentations at least once a year on the resources. The Library website and Facebook page will feature the materials. Finally, presentations to the Tribal Council and other key stakeholders will be made, encouraging the use of the resources.	Director	As scheduled
Activity 5.2: Library staff will work with community members to engage with Mukurtu to add additional information to the CMS.	Director and Tech	At community events
Activity 5.3: Director will present a poster at ATALM (Yr 1) and a presentation (Yr 2) for institutions considering a similar project.	Director	As scheduled
Objective 6: Promote use of the resources through two events held both in Years 1 and 2. TM Language Day (Fall) and the TM Culture Fest (Spring) will coordinate around topics in the recordings/digitized resources, e.g., Native Food and Healing Herbs and expand community engagement with presentations, hands-on experiences, and cultural practices) and enjoyment of the TM culture/language/heritage for all.		
Activity 6.1: Team will conduct the two events on the TMCC campus/in the Library. Presentations regarding the resources will be made throughout. Computers in the Library and demonstration booths with laptops/ipads manned by Team will allow community members to learn how to access the resources online. Recordings will collect stories from the community during these events.	Project Team led by Director	Two events/yr as evidenced by schedules, # of participants, and activities

This project framework incorporates strategies that adhere to accepted standards and best practices.²

Who will plan, implement, and manage your project?

TM Grants Compliance Officer, Alice Lunday, will be the contact for the Tribe (lead applicant). TM and partner TMCC will participate in planning for the project. The Library Director, staffed under TMCC as the official TM Tribal Library is based on the TMCC campus, will serve as the project director in partnership with TM as an eligible applicant as allowed per the IMLS guidance section C1.

The TM Library Director, Laisee Allery, will oversee the Technician and lead the Team in actualizing all activities and objectives including planning, implementation, and management. The Library Director holds a Bachelor of Science in Education and a Library Media Specialist certification. She has training and a certificate in Culture Stewardship and Historic Preservation from ATALM and participated in OHC training. Allery has served as the Library Director since 2011 and is an enrolled TM member. She will be assisted by the Technician (to be hired) who will have technology experience and an interest in TM culture.

Alixena Patnaude, a Native Language Instructor at TMCC, will help guide culture/language recordings and events. She holds a Bachelor of Arts in Psychology with a minor in Indian studies, a Masters in Management, a Bachelor of Science in Elementary Education, and a K-12 Native American Studies Teaching Endorsement and is an enrolled TM member. An enrolled TM member, Dr. Martin-Parisien will provide project oversight. She holds a Bachelor of Science in Social Work, Masters of Public Policy, and a Ph.D. in Educational Foundations and Research. She has served as the Dean of Academics since 2016. Chad Davis, IT Director, will aid technology implementation. His time will be provided by TMCC. He holds a Masters in Information Technology and is an enrolled TM member. Please see Resumes.

What time, financial, personnel, and other resources will you need to carry out the activities? Identify any partner and/or collaborator organizations that will contribute to your project and describe their roles.

The main time required will be that of the Director and Technician. Requested resources will support the technology and other project requirements. Please see the budget justification. TM and partners believe strongly in this project and are willing to contribute to the effort. TM will provide for the time of Alice Lunday to monitor the project as part of her duties as Grants Compliance Officer. TMCC will provide for

² Anike, Luke and Igwenagu, Chinelo, Digitization in Research for Cultural, Commercial and Scientific Development (2017). American Based Research Journal, February 2017.

the 0.05 fte of the Library Director to lead all aspects of the project and the time of Dr. Martin-Parisien, Alixena Patnaude, and Chad Davis to provide support for the project. KEYA Radio will provide access to the recordings to be digitized. Please see Support Letter and Resumes.

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

1. The main risk for the project is a potential loss of the fluent Native speakers. They are elderly and vulnerable. If their stories are not timely recorded, the TM people will experience deep loss. The way to mitigate that risk is to record them as soon as possible before they journey on.

2. The second risk is related to Covid. The TM community is still in semi-lock down. If the Team cannot hold events in person, the beauty of this project is that by specifically developing materials that can be shared online, access is possible despite pandemics or harsh winter weather.

3. Another risk to the project is lack of response when engaging the community. Mitigation will include ongoing outreach on social media, newspapers, KEYA Radio, and other platforms. TM community members are highly active on Facebook (e.g., a TM Chippewa Culture group has 1.8M members), so the Library will make use of it and the TMCC website as detailed herein.

What data will you collect, how often, and from what source(s) in order to measure your performance in terms of effectiveness, quality, and timeliness?

The TM Library understands the importance of collecting meaningful data to measure performance. Data will be collected, analyzed, interpreted, and reported to track project progress and outcomes, including but not limited to, signed contracts (one time), **project records**: logs of activities (daily) and quality control (monthly); **recording**: logs of recordings, signed releases, accompanying notes and commentary, and appropriate metadata (ongoing); **digitization**: logs of items digitized, quality control monitoring, metadata development, and assessment of proper repository/storage processes (ongoing); **preservation**: logs of items and quality monitoring of their storage post-digitization (ongoing); and **access/promotion**: tracking of use of digital resources, e.g., online and Mukurtu, tracking of Library usage along with logs of community meetings, presentations at ATALM and other activities (ongoing).

The project will be assisted with data and evaluation by Ace Charette Director of the TMCC Office of Institutional Research, Assessment and Accreditation (IRAA) that measures the performance of TMCC programs through the means of culturally responsive approaches.

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

The Library will conduct community meetings and outreach annually to inform stakeholders about the progress and outcomes of the project and gather their input via survey and commentary. Lessons learned will be shared on Facebook, the TMCC website, Mukurtu, and KEYA Radio to reach all audiences, especially the local tribal community. Announcements to schools will reach the K-12 teachers and students. TMCC student/faculty emails and announcements will reach the undergraduate audience. The project will share general lessons learned with other Tribes/Tribal Libraries/researchers via the ATALM presentations and articles in the American Indian Tribal College Journal of Higher Education or other relevant media.

3. PROJECT RESULTS

• *What are your project's intended results and how will they address the need, problem, or challenge you have identified in the Project Justification?*

This two-year TM Enhancement Goal 3 project will enhance the preservation of and access to Native culture and language resources and support the sharing of content within and beyond the TM community. The project has been specifically designed to address the identified tribal/community need by playing a key role in preserving and perpetuating TM culture, language, and heritage for current and future generations.

- ✓ The Library will record the voices of the last remaining fluent speakers of the Native language so their wisdom and stories can be vibrantly shared (Measure: number of recordings. Target: 10 minimum).
- ✓ The Library will digitize and migrate existing cultural audio-visual holdings to a stable format, create metadata and finding aids, and implement a three-tiered digital preservation strategy (Measure: number digitized and preserved. Target: 100 per year, minimum of 200 total).

- ✓ The Library will make these resources available in person and online and strengthen engagement with the community during a Fall Language Day (highlighting elder stories) and Spring Culture Fest (featuring cultural activities) (Measure: number of activities and attendees. Target: 2 events per year).
- ✓ These activities will increase Library number of patrons by at least 5% each year, annual circulation data will increase by at least 5% each year, and 75% of respondents will report increased interest in and knowledge of project subject matter on surveys.

The intended results of the TM Library project are to (1) record elders/community members' heritage stories, (2) convert existing resources (e.g., KEYA recordings) into useable digital format and (3) make the resources available by engaging the community through outreach and events. The physical resources will be appropriately preserved, and the digital format will be used to enhance access for numerous audiences. This approach has been endorsed by the Association of Research Libraries and the American Library Association.

The project **goals and objectives** (please see page 4) directly addresses the IMLS "indicators of successful projects" by expanding services for learning and access to resources in a variety of formats for individuals of all ages; improving partnerships; providing training to enhance the skills of library workforce and advance delivery of services; and targeting services to individuals of diverse backgrounds, especially those in underserved communities including those living below the poverty line.

The project will not only bring those intended performance goals/benefits to the TM community, but it will also establish high quality digital media available at no cost to the community and foster ease in using the resources, e.g., photographs. For example, just imagine how much more engaging youth book reports will become once these materials are available for download. The Library's hope is that by making the digital collection available in innovative ways, that knowledge about TM history and culture will thrive.

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

The project will result in audience change by preserving crucial heritage materials that will improve the **attitude** of the audiences, expressed as a sigh of relief that the elders' stories and cultural resources will be preserved as sources of wisdom for the TM community. The digitized, accessible resources will help school students, college scholars, and community members gain **knowledge** about their own culture/heritage. The engaging nature of this learning will bring light to and build trust in the Library. These key resources will enhance the **capabilities** of the Library and its users by building a body of research materials, e.g., a scholar might develop a study of healing herbs or Language Day might result in development of community language classes. Finally, preserving culture and language resources will hopefully lead toward a revitalization of the TM people, breaking down the bonds of the trauma and stressors they experience. In fact, the answer to reversing all the above sobering statistics may well lie within revitalizing Native culture and languages, lead to resilience building and strengthening of Native self-identities.³

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

The TM Library project will implement outcome-based evaluation to monitor and improve the project and measure its success. The evaluation will: (1) serve as a management tool (**formative**) to monitor progress and facilitate adjustments to enhance efficiency and performance through a scheduled review of activities and objectives and (2) provide quantitative and qualitative information (**summative**) to stakeholders (e.g., the Tribe, College, partners, and community) as to the project's success in achieving its objectives.

Part of ongoing operations, review of progress/evaluation will ensure that the project identifies weaknesses or concerns before they can undermine project effectiveness. The Library Director will collect objective quantitative data (extent of library services, patron counts, surveys, and material usage) and prepare monthly tracking reports. Additional quantitative data will track the number of patrons who use the material online and those that request copies to be made on CD and DVD. This can be compared to a baseline of usage prior to the implementation of the grant.

³ Treuer, A. (2020). *The Language Warrior's Manifesto*. Minnesota Historical Society Press. Ojibwa.
Turtle Mountain Library Enhancement Narrative

The target for meeting these performance indicators is a 25% increase in usage of the digitized collections compared to their current use. Data will include the number of materials digitized, the number of items uploaded into Mukurtu, the count of visitors to the Library web page pre/post inclusion of the digital heritage collection, as well as responses on a brief questionnaire asking visitors to rate their knowledge pre/post of the digital collection and TM heritage.

The project will track outreach activities conducted at community events, including schools, community centers, tribal programs, and community engagement during the Language Day and Culture Fest events (numbers of participants, number engaging directly with materials during events, etc.). The project will also collect qualitative feedback from patrons and event participants through survey comment sections. Data collection will be supported by Ace Charette Director of the TMCC Office of Institutional Research, Assessment and Accreditation that measures the performance of TMCC programs through the means of culturally responsive approaches.

Formative Evaluation will take place through weekly staff meetings/quarterly Team meetings and analysis of services provided. For example, staff will utilize internal data to make adjustments to the work as needed. Ongoing quality control measures are part of the digitization workflow. These will be documented using Excel spreadsheets and the workflow will be assessed, and adjustments made, if necessary.

Summative Evaluation will evidence to what extent project success has been achieved. This level of review will be completed with input from the Team. The public will participate in surveys regarding the value and quality of the resources. The Director will provide semiannual reports to the Dean of Academics, Sponsored Programs Officer, and TM Grants Compliance Officer. IMLS reports will be timely prepared and submitted as required.

- *What tangible products will result from your project?*

The TM Library will produce a number of tangible products, including (1) at least 10 recordings of elders/community members; (2) at least 200 digitized and preserved cultural/heritage resources including the KEYA Radio recordings; (3) development of engaging learning materials utilized as part of the Language Day and Culture Fests on topics of interest to the TM community, e.g., Ojibwe games, Michif language, regalia-making, and basket weaving; and (4) a project manual that documents the recording and preservation processes that can be used for reference and to train future staff. The manual can be made freely available and shared with other tribal and non-tribal institutions through the Sustainable Heritage Network website. The Director will announce its availability to the ATALM mailing list, Native American Archivists Roundtable, the TCLI listserv, and the American Indian Library Association listserv.

- *How will you sustain the benefit(s) of your project?*

TM, TMCC, and the TM Library are highly committed to the preservation and perpetuation of TM history and culture. The benefit of recording elders' stories will ensure their wisdom is available to guide and support future TM generations. The benefit of digitizing existing recordings (from TM and KEYA Radio) is preservation of culture/language/heritage resources that might otherwise degrade and be lost. This project has been specifically structured to develop, maintain, and enhance the Library's infrastructure to support sustainability through components such as staff training, technology infrastructure, and strengthening of community engagement.

TMCC will maintain the project's activities and benefits beyond the grant period by providing salary for the Library Director and the Assistant. TMCC will also maintain the three-tiered backup system (including Cloud storage) and online (website and Murkurtu platforms). TM/TMCC has proven experience in administering grants of similar size and has demonstrated capacity in successfully sustaining projects to maintain a continuity of service after grant funding ends.

The TM NALSE Enhancement project will bring honor to the Tribe, College, partners, elders, community members, and IMLS as it will establish a strong base in preserving and sustaining digital heritage.



**Turtle Mountain Band of Chippewa Indians
Native American Library Services Enhancement Project**

SCHEDULE OF COMPLETION (1 page per year)

The Schedule of Completion reflects each major activity identified in the Turtle Mountain application narrative:

YEAR ONE SCHEDULE													
	Sept 2021	O	N	D	Jan 2022	F	M	A	M	J	J	A	
Year One: Sept 1, 2021- Aug 31, 2022													
Turtle Mountain (TM) notified of award!													
Financial Award signed/returned to IMLS.													
TM Grants Clearinghouse establishes infrastructure and confirms procedures.													
Library Director leads orientation and final planning for project/Yr One. Technology purchased and systems established. Create data tracking and surveys.													
Conduct hiring procedures for Technician (Tech). Plan for Language Day.													
MILESTONE: Tech hired and oriented to implementation goals.													
MILESTONE: Language Day for TM.													
Staff trained in best practices for recording and digitization. Conduct 1 trial recording.													
Staff records elders/TM members.													
Sixth month report prepared and timely submitted.													
Staff transfers document and audiovisual resources to digital formats. Staff properly backs up and stores digital materials using the three-tiered approach.													
Director travel to IMLS-designated and ATALM.													
Staff creates appropriate metadata for digitized materials. Staff uploads appropriate content/metadata.													
Formative internal evaluation and monitoring.													
Staff organizes access to cultural materials at Library and prepares for Culture Fest.													
MILESTONE: Culture Fest for TM!													
Staff promotes use of new resources.													
Meet with partners to review progress.													
Team analyzes Year One ongoing implementation data and activities.													
All performance and financial reports submitted.													
MILESTONE: Success realized for Yr 1!													

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YEAR TWO SCHEDULE												
	Sept 2022	O	N	D	Jan 2023	F	M	A	M	J	J	A
Year Two: Sept 1, 2022 – Aug 30, 2023												
Library Director leads planning for Year Two, confirms schedule, and activities.												
Staff records elders/TM members.												
Prepare for and conduct Language Day.												
Staff transfers document and audiovisual resources to digital formats.												
Staff properly backs up and stores digital materials using the three-tiered approach.												
Staff creates appropriate metadata for digitized materials.												
Staff uploads appropriate content/metadata to Mukurtu CMS and online platforms.												
Formative internal evaluation and monitoring.												
Staff promotes Library resources via announcements, postings on social media, TMCC email, school alerts, and community media (newspapers and KEYA radio). Response data tracked monthly.												
Sixth month report prepared and timely submitted.												
Director travel to IMLS-designated and ATALM.												
Meet with partners to review progress.												
Prepare for and conduct Culture Fest.												
Team analyzes Yr Two ongoing implementation data and activities and develops written plan for sustaining digitization efforts.												
Year Two report due. All documentation required to close out the grant will be submitted on time and in good order.												
MILESTONE: Reports evidence success of Library Enhancement project!												
MILESTONE: TM community and Library stakeholders are able to access crucial cultural, language, and historic resources and use them to improve their knowledge and identity of TM heritage.												



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.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

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.

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.

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.

Workflow and Asset Maintenance/Preservation

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

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

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).

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

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

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).

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.

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?