

Enterprise Rancheria Estom Yumeka Maidu. NAG-Enhancement Grant-FY-19 Project Abstract

“Mending a Tradition” (contest will be held to pick the appropriate Maidu word) since our tribe has utilized basketmaking since time immemorial and it was critical to all aspects of daily life. Basket weaving materials were tilled, sustained, gathered and prepared in a practice that involved the entire community. Therefore, we look at this project as part of weaving that is repairing a basket or “mending” since it will take the entire tribal community working together to preserve, enhance and continue traditions and culture through all the generations.

The Enterprise Rancheria Estom Yumeka Maidu (“Tribe”) territory ranges the expanse of the Feather River Drainage basin in Butte, Yuba and Sutter Counties in California. The Tribe is a federally recognized Indian Tribe enjoying a cultural history passed on through a language revitalization program, stories, oral histories, and traditional activities. The purpose of this project is to document, preserve and share our elders’ stories and to create an intergenerational bridge with tribal members of all ages, increasing knowledge about and interest in our cultural heritage and traditional knowledge using digital media and enhanced library services to bridge the divide of generational differences and use of technology, thus meeting the Tribes library mission. There is an urgent need to preserve our elders’ stories before and record them to provide future generations education and cultural literacy in the Estom Yumeka way. Based on the need’s assessments conducted with the elders, youth and cultural committees, the Tribe designed the proposed project to focus on digital recording of interviews with elders and other tribal members using storytelling to pass on information about their life experiences and knowledge. We will host storytelling events during traditional celebrations such as the Calling Back the Salmon time, monthly elders gathering, monthly youth and culture meetings, quarterly general membership meetings and other community events. We will collaborate with the Ipakanni Early College Charter school (a tribally managed school) and post audio and video interviews on a web site to be developed by the youth committee with support of this grant. The interviews and stories will be preserved on digital media to be checked out at the library and protected in the Tribal Archives.

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In our Annual General Council meeting (general membership meeting) in January, tribal members agreed that maintaining and preserving our cultural identity and language is at a critical moment in the Tribes history with the loss of several elders in the previous years. The members determined that preserving of traditional knowledge, increased cultural literacy utilizing digital and modern media was essential to the future of the tribe culturally, socially, economically, educationally and developing career skills for tribal members of all ages is of primary priority. Input on library services is sought by online surveys, personal interviews, tribal council forums, email, and conversations. We will further develop our library collection with a focus on Maidu history and culture; provide learning opportunities to build proficiencies for tribal members of all ages in native arts, traditional ways, and digital life skills; increase cultural knowledge through programs and improved access to resources; develop career competence for new library staff.

The current library has over 740 books, 47 historical maps, dozens of historical newspaper articles, magazines and a digital library of over a 1,000 documents and books relating to Maidu, local history and general Indian Country items. Circulation has increased, recreational reading, nonfiction related to our culture and history, and our digital collection are popular resources especially for our growing Cultural Site Protection program and Environmental department. Partnerships and collaboration with the Ipakanni school, Lake Oroville Visitors Center, Gold Nugget Museum and the Sutter County Memorial museum enhance both the Tribe and the partners.

Key project activities are: 1) Record audio interviews and collect photos to document and record elders' and tribal members' stories 2) Interpret stories into a form for digital sharing 3) Present cultural and skill building programs 4) Develop collections and provide increased access to historical and cultural resources 4) Help staff increase their knowledge and skills through mentoring and continuing education opportunities.

Expected outcomes from this project include: community members, students, teachers, and tribal members who use the library report improved access to local resources, and skills or knowledge gained that is beneficial in their daily lives; residents and tribal members gain cultural literacy, increased traditional environmental knowledge (TEK) traditional practices, and modern digital life skills; staff acquire knowledge and skills needed in their work; elders will know they have shared knowledge in an honorable way and by preserving it the knowledge will be passed to seven generations and beyond. Results will be measured using questionnaires, surveys and observation. The digital media recordings will be a tangible product.

Information about our Library Enhancement project will be shared informally at regional and statewide meetings such as the California Indian Education Conference, California Tribal Leadership meetings; on the new youth and cultural library's website, tribal Facebook account, quarterly tribal newsletter, school gatherings, Annual Health Fair, and the local newspaper. A video kiosk will be set up at the tribal office for a rotating display of current activities.

Funding of our IMLS Enhancement grant application is of fundamental importance to our ability to offer innovative approaches to improving community engagement and student achievement, generating new interest in our growing Maidu language program, increased history and cultural materials, providing needed training, and supporting the Tribes goals of enhancing all aspects of our tribal members.

INTRODUCTION AND ASSESSMENT OF NEED

Community, demographics, and economy: The Estom Yumeka Maidu Tribe of the Enterprise Rancheria ("Tribe") is a federally recognized Indian tribe comprised of over 1,050 Maidu Indians from the Feather River drainage area in the rural northern California counties of Butte, Sutter and Yuba.

Over the past two decades, the Tribe has sought to establish modern governing institutions out of rented office space in order to improve the lives of our Tribal Members, many of whom are desperately poor with only limited access to basic housing, healthcare, employment, and educational services. The Tribe leverages its very limited state and federal grant funding to operate the following tribal programs:

- Social Services – Administers the Tribal Elders Program, Disability Program, Low Income Heating Energy Assistance Program, Food Vouchers, Child Care, Indian Child Welfare, and Emergency Human Services.
- Indian Housing Authority – Rehabilitates existing homes and builds new homes and community buildings for tribal citizens. Administers a down payment assistance program, mortgage assistance, and rental assistance.
- EPA Department – Preserves and protects cultural resources and the environment through pollution prevention, restoration, community education, recycle/solid waste programs and state approved cultural site monitor programs.
- Education – Provides various programs to assist Tribal Citizens in Higher Education, Adult Vocational Training, Employment Assistance, Tribal Youth Education, among others.
- Cultural Resources Department – Through THPO grant protect ancestral and cultural resources.

The absence of a viable tribal land base for community housing has hindered the Tribe's ability to engage in economic development for the purpose of adequately funding the services mentioned above and providing for the general welfare of its Tribal Members. The Tribe struggles with viable jobs opportunities due to an under prepared workforce needing basic skills that employers need. With our social programs our unemployment rate is at 53%, significantly higher than the local rate of 12%. Per capita income is \$28,018.

Educational levels: The lack of adult learning opportunities and related resources negatively affects economic and social growth. Of tribal members over the age of 18, 31% have not graduated from High School or attained a GED. The graduation rate is improving.

Languages and culture: The Tribe is developing a language revitalization program since there are only two native speakers left, this is at a critical level. Revitalization of the Maidu language is a primary goal of our tribe. A key element of cultural revitalization are dances, ceremonies, songs, stories, dances, taught to youth.

Library Mission:

Provide quality library services, research facilities and archives for the preservation and enhancement of the Estom Yumeka Maidu tribal traditions, history and cultural renewal. To make these resources a vital aspect of our youths educational leading to life-long learning, encourage students to pursue professions in library and information services, cultural development, and a center of intergenerational contact for tribal elders.

The Tribe provides space, utilities, computers, phone, internet connection, and technical support for the members. The tribe supports staff, collection development, and programming costs.

Hours: 40 hours per week year-round: M - F: 8:00–5:00 p.m. (closed for lunch) **Staff:** 1 part-time tutor and 1 part time librarian who participate in training and conferences to keep learning library best practices. **Patrons:** 578 local enrolled tribal members; tribal members living elsewhere; students; Native/non-Native individuals who live nearby. **Additional Programming** is offered by volunteers, elders, and local presentations by the Ipakanni school.

Technology access: 2 public access stations; 1 laptop, printer and scanner and Broadband internet access and wireless.

Project purpose: The purpose of this project is to document, preserve and share our elders' stories and to create in intergenerational bridge with tribal members of all ages, increasing knowledge about and interest in our cultural heritage and traditional knowledge using digital media and enhanced library services to bridge the divide of generational differences and use of technology, thus meeting the Tribes library mission. There is an urgent need to preserve our elders' stories before and record them to provide future generations education and cultural literacy in the Estom Yumeka way. Based on the need's assessment conducted at the general membership meeting, the Tribe, designed the proposed project to focus on digitally recorded interviews with elders and other tribal members using storytelling to pass on information about their life experiences and knowledge.

Specific audiences: Local enrolled tribal members; tribal members living elsewhere (digital archives access through web portal); students; members of other tribal communities and non-native communities from diverse cultural and socioeconomic backgrounds.

Assessment methods: Input on library services from residents is regularly obtained through on library by personal interviews, tribal council forums, email, and conversations. Feedback is requested four times a year at quarterly general council meetings about the use of library services, suggestions for programs and collections. This information is used by the Tribal leaders to plan future programs.

Baseline data is gathered with program questionnaires on specific skills, knowledge, and training needs of attendees.

Assessment results and specific needs: Since tribal members have limited options for programs and resources other than the library's, use of library services demonstrates need. During the annual meeting assessment, 100% of those who had used the library or attended a cultural presentation reported they had learned something or gained a skill. A consensus of the tribal members thought it was critical to hear stories from elders and to archive stories from elders. 100% of the elder's present agreed to participate in the project.

Project approach is best solution:

Our continuing assessments on the efficacy of our reading program has shown the amount of cultural literacy of our tribal culture has improved across generations, but there is an ongoing need for increased literacy in reading and comprehension ability. This has been a repeated portion of the annual library plan since this challenge is a growing issue facing many tribal communities. The reliance on social media is hampering the interest and ability of younger generations in traditional reading materials so this must be mitigated otherwise we will start to lose the ability for future generations to conduct research with a comprehensive understanding. The library provides an essential gathering circle for intergenerational interaction which is critical to survival of literacy and cultural literacy, which is key to understanding our past, present and future.

The Tribe has learned that weaving subjects that have meaning in our daily lives into learning opportunities is the best approach for tribal members to feel engaged and to retain information, hence the title for the project Mending a Tradition. The library's location at the tribal office offers easy access for students and adults throughout the day as well as after school hours to attend cultural and life skills programs, access materials, and search the internet. By expanding the library's cultural and educational activities, building the general and Archive collections, mentoring tribal members, assessing long-term impacts of library services, and creating digital media interviews documenting tribal members' stories, the library will enhance its role as strong community anchor. The recordings will add to the collection, ensure this information is not lost, and help tribal members learn our history. Assessing the long-term impact of library services will help us better plan future services to meet community needs.

PERFORMANCE GOALS AND EXPECTED RESULTS

Four goals will guide the development of this project. Projected outcomes are listed after each goal. The planned activities and expected outcomes are priorities state by the general membership and support the library's mission. We believe that our solid base of resources of staff, elders, youth and culture committee will continue to build on previous methodology and our relationships with tribal members for the proposed project. Tribal members will have increased opportunity to share their stories and have them recorded, documented and available for future generations.

Goal 1: Tribal elders/interviewees will report the story recordation project will:

- Help them fulfill their desires to share and preserve stories for future generations (target 100%)

- successfully documented their story and they are satisfied with the final digital version (target 100%)
- strengthens the tribe through preservation of important tribal and cultural history (target 100%)

Tribal Council reports the recordation and cultural revitalization will:

- increase access to local history and cultural resources (target 100%)
- improve their awareness of tribal members' experiences and tribal history (target 90%)

Goal 2: Tribal and community members will have increased access to tribal history, cultural resources and traditional environmental knowledge that preserve our elders' stories and practices

Tribal members report they have:

- improved access to cultural and historical materials including personal histories of a variety of experiences related to tribal stories, ancestral connections and history.
- increased cultural/tribal history knowledge through access to the library's services/resources (target 60%)
- confidence that tribal and family collections are well-preserved (target 100%)

Goal 3: Tribal members will use the library to increase their knowledge in fields of interest and enhance their understanding on tribal history and culture to further educational, career and personal growth

Tribal members report they have:

- increased skills related to programming topics, i.e., weaving, gathering, beading, traditional foods and medicines (target 80%)
- increased knowledge related to identified areas of interest, learning elders' stories and traditional ways (target 70%)
- utilized library resources to explore and expand their own learning to gain expertise (target 50%)

Goal 4: Project staff will increase their knowledge and skills through a mentoring program and continuing education opportunities.

Library Staff members report and demonstrate: (target 100%)

- increased skills related to library operations; project planning and implementation (adapting to change, initiative, problem solving); and increased initiative and self-direction
- improved communication skills, record keeping, grant application preparation and grant reporting skills
- increased skills related to archival work and increased knowledge related to best practices for recording tribal member stories, record keeping, managing digitized resources
- increased media skills related to the digital recording and production of recorded interviews
- increased knowledge and skills related to web development and useable portal for tribal members.

PROJECT DESIGN AND REQUIRED RESOURCES

Expertise: This project that responds directly to the assessed tribal needs and a growing interest in preserving stories of elders, traditions and languages. Finding and sharing a story requires time, trust and improved intergenerational relationships. The attached Key Staff List demonstrate that the project team is a capable group who will bring the needed skills and experience to ensure the success of the project and allow the tribe to address its priorities for library services.

The Tribal Administrator, Financial Officer, Program Manager, Tribal Council and library tutor have worked together for more than a decade. Their familiarity with the tribe and its needs is essential to the library's success in supporting tribal goals in a culturally appropriate way. A new staff member dedicated to the library services program will be employed full time with indirect support from the above listed human resources and volunteers from the elders, youth and culture committees. Our partnership with the Ipakanni Early Charter School is key to the success of the project, the schools Director and the staff will collaborate and implement student involvement and training.

Resources needed to implement all goals include time and expertise of the Project Team, administrative staff, Library Consultant; new library staff member (Coordinator) and collection development space; library and archival supplies; funds to maintain the project; community engagement; and internet.

Activities for all goals: The Project Team will:

- Contract with web developer and hire full time staff member (Coordinator)
- Review project plans and work assignments, develop promotional materials – Ongoing
- Tribal Administrator and Library Consultant to provide progress reports to Tribal Council – Quarterly
- Report will be given at Annual General Membership meeting.

Goal 1: Resources needed to provide Tribal members with increased opportunities to share their stories and have them recorded, documented and available for future generations include; elders and tribal members willing to share their stories; recording equipment, software and photos. Specifications for equipment and software available for the story project are listed in the required Digital Specifications form and Digital Plan that addresses the project concepts and documentation techniques and methods, equipment, supplies, storage, use, ownership, and access to final products and specifications for the digital project.

- Order supplies for project.
- Finalize distribution expectations, copyright decision, other details – coordinator, Council
- Meet with committees to identify potential interviewees – Ongoing
- Contact potential interviewees, determine their willingness to participate, identify what story they want to share
- Develop interview best practices tip sheet; offer training on equipment use and interview process to High School students and other tribal members
- Set up web page for Library's webpage – Tribal Administrator, coordinator, consultants
- Plan/schedule pre-interviews/interviews, develop questions for each story teller – coordinator, High School students and others trained to perform interviews
- Collect recorded stories; all participants sign Personal Appearance Release Form –, student and other interviewers
- Edit stories - "limited editing" ex. coughing, loud noises, etc.; Elders and Tribal Council approves final release.
- Organize, promote, host Mending a Tradition events & displays – Staff
- Create copies of recordings (3 master copies) and 4 copies in CD format for the tribe. CDs are burned for the tribal office, library, archives, and all interviewees –, coordinator – ongoing,

Goal 2: Resources needed to increase access to tribal history, historic resources, and cultural resources include historical photos, tribal history documents and other resources, established policies and procedures for handling archival resources.

Objective 1: Expand the Tribal Archive Collection

- Catalog stories and process for circulating collection & archives – Staff – Ongoing
- Identify and gather photos related to stories; catalog and add to Archives – Staff – Ongoing
- Gather identified documents from archives, families; process and catalog – Staff – Ongoing
- Promote archival holdings on website, Facebook, at community meetings, newsletters – Staff – Ongoing

Objective 2: Build the library's Maidu culture, language, and Indian Country collection

Due to the special nature of this portion of our collection development, staff also consults with professional staff at Cal State University Chico special collections branch.

- Identify resources on tribal history, culture, language; purchase, catalog – Staff – Ongoing

Goal 3: Resources needed to assist patrons as they increase their knowledge, enhance their base of information, and gain life skills include presenter stipends; supplies for traditional art programs; funds for collection development, and needed topic specialists.

Objective 1: Initiate and provide increased life-long learning programs that focus on culture, history, and life skills

- Contact partner organizations to discuss programs that would best meet current needs – Staff – Biannually
- Identify/recruit elders, experts, presenters to share their knowledge; host 2 storytelling events and 4 traditional skills workshop – Staff – Annually
- Organize 8 school class visits including library skill development activities – Staff – Annually, school year
- Organize/host 8 children's programming activities – Staff – Annually
- Promote one-on-one technology training sessions in use of sound recording equipment for adults and High School students at youth, culture and elders committee meetings – Staff – Ongoing

Objective 2: Maintain and build targeted collections of materials to support learning and recreational reading

- Identify topics, age levels, genres needed; read reviews – Staff – Ongoing
- Select, purchase, catalog 300 collection items including traditional environmental knowledge and Indian Country cultural/history – Staff – Ongoing
- Present displays of materials at annual meetings and community events etc. – Staff – Ongoing

Goal 4: Resources needed to help staff increase their knowledge and skills through mentoring and continuing education opportunities include the Library Consultant, travel funds to attend conferences, and access to web-based learning tools. The Library Consultant will align training with staff development plans to help increase proficiencies and build self-confidence. Self-directed learning aimed at each staff member's personal goals will be encouraged and the Consultant will provide guidance in identifying resources and learning opportunities. Staff will receive mentoring on the use of the recording equipment from IT staff.

Objective 1: Support staff members to meet individual career and skill goals and build evaluation skills

- Draft individual plans for development; hold 1 monthly mentoring session – Staff, Consultant – Ongoing
- Attend California Indian Education Conference and CSUChico cultural week – Co-Directors – Annually
- Identify and participate in online classes and other self-directed learning – Team – Ongoing

Objective 2: Use evaluation results to build on demonstrated previous program strengths to design future library and culture services for strategic and long-range planning.

- Share evaluation results with the Tribal Council – Staff – Ongoing
- Share project information and results with community on website, in articles, and display at tribal office – Staff – Ongoing
- Plan for improvements based on findings– Coordinator, Council, Tribal Administrator – Ongoing

PERFORMANCE GOALS AND BENEFITS

Evaluating how the services we are offering make a difference in tribal members’ lives is very important. Success will depend not only on the anticipated outcomes being reached but also on the unexpected outcomes that arise. Short-term and long-term evaluation activities will be conducted as previously described.

The intended tangible products of this project are: recorded stories and related documentation; stories from select recordings for distribution. In addition programs include: 2 Storytelling Day events and 4 workshop; 8 school class visits including library skill development activities; 8 additional children’s programming activities; undetermined number of one-on-one technology training sessions in use of sound recording equipment for adults and high school students; historical photo and project kiosk; summer reading program events; one articles for 8 newsletters; posters, flyers, and other promotional materials. 300 materials will be added to the collection along with an undetermined number of photos added to the tribal photo archive.

The intangible results of this project are focused on building skills related to interviewing, storytelling and traditional ways, increasing knowledge about Tlingit culture and history, improving access to general, cultural, and tribal resources, and building the work and life skills of tribal members and project staff. We will incorporate the performance measure statements and information to be collected and reported for Learning Projects as stipulated by IMLS.

Outcome: The Evaluation Plan will show the successes of the project. A variety of tools will be used to gather information on performance measures. These include, but are not limited to the following (% is target):

- Exit questionnaires will be distributed after cultural and special programs at the library to measure improvements in 1) skills and/or 2) knowledge related to the program topic.
- Surveys, web feedback and personal interviews will be used to gather responses on the outcomes. For example, do respondents report: 1) skills, knowledge, and/or information gained through library programs or use of resources have been helpful in their daily life; 2) they gained knowledge about tribal stories, history and culture; 3) their use of the library and its resources has increased; 4) elder and other tribal member knowledge has been preserved for future generations, and 5) access and availability of cultural and historical materials improved.
- Observation and self-reporting will indicate improvement in skills of project staff.

COMMUNICATIONS

The Project Team, under Coordinators direction, will work together to implement communications plan. Project, administrative, staff and the Council will meet regularly.

Target audiences: Tribal members, surrounding area residents of all ages and researchers via collection, online resources, and story project; and the internet participants in workshops/programs; partner entities through resources and meetings

Sharing: Project information and results will be shared informally at the California Indian Education Conference, at the tribal office kiosk and the new webpage.

Technical details: Maintain recording documentation and technical specs in archives per adopted Digital Plan procedures.

SUSTAINABILITY

Our project builds staff capacity and creates a strong foundation for program planning, management, and excellent library service that are not dependent in the future on grant funding. Partnerships continue to be extremely important for long-term sustainability. The Ipakanni school assures that there is a facility and staff will work with the Tribe and other community partners to combine resources to implement programs.



DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

All applications must include a Digital Product Form.

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

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

Part I: Intellectual Property Rights and Permissions

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

The Tribal Council will retain final approval of the recordings and will hold the copyrights and the Tribe will own the recordings generated through this project and will copyright them as the Tribal Council deems appropriate. The recorded stories will be available for use by the public through our library and archives.

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 Tribe will own the recordings and the digitized resources acquired through this project. We envision that most resources will be fully accessible to the public. Tribal Archive Policies will guide any restrictions such as not sharing certain songs or stories during mourning or sacred tribal time periods. Collection materials will be available through interlibrary loan when that process is developed.

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.

We do not anticipate any sensitive or privacy concerns in this project, but will be guided by our elders and cultural resource specialist if something of a sacred nature could come up during the interview process. We will follow an established procedure which would require each interviewee to complete our approved Permission/Release form. The Coordinator will explain the form to the interviewees during a pre - recording meeting and secure signatures from all those to be recorded. Forms will be retained by library staff. Should a privacy concern arise during the project the Coordinator will work with the individual(s) to identify and clearly document the concern. The Tribal Council will be consulted as needed. Our goal is to honor our traditions and the knowledge of our elders as we document the stories of our tribal members.

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

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

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

100 digitized stories on DVD/CD that may be audio, video or a combination of both. Unknown number of digitized archival documents since scanning has not taken place.

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

Panasonic Full HD Camcorder HC-V770 with tripod. DVD Recordable media. Our internet is Comcast, our server is a Dell PowerEdge R840 Rack Server with secure cloud storage. Software is Adobe Premiere Pro CC.

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

6.03M effective pixels, Full-HD (1920 x 1080) at 120 fps. For NTSC area:60/120/240fps
Recording Format [AVCHD] AVCHD Progressive
Recording Format [iFrame / MP4] MP4
Compression Method MPEG-4 AVC/H.264
Recording/ Playback Mode 1080/60p (28Mbps / VBR), (1920 x 1080/60p)
For video: 360 VR content, 4K (and higher) and HDR video

Editing and Processing:

Interview Logs will be created for each interview. This will help locate and retrieve topics discussed in the interviews and assist Library staff when cataloging the resources. The Library staff will maintain these logs in the Archives along with the Masters.

B. Workflow and Asset Maintenance/Preservation

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

The Coordinator will work with the youth and culture committees to assure the project is successful. The Coordinator, with assistance from the Library Consultant (not paid by this grant) will monitor project progress. They will discuss the workflow and monitor the timeline. Discussion of potential changes will be done as need with adjustments.. The Coordinator and elders committee will carefully track content to assure that the story is being properly portrayed. Tribal Council, youth, culture and elders committees will review the recordings to confirm that project goals are being met.

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

Files will be saved on the Tribes server and secure cloud storage. Master copies will be stored in the fireproof archival fire at the Tribal Office.

C. Metadata

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

We will carefully curate each recording, including dates, information about interviewees, description of content, who created the recording, etc., using MARC 21 Format for Bibliographic Data

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

We will maintain our catalog.

A complete catalog will be developed and maintain for each recording which will be stored with the archival copy of the recording. Information recorded on the sheet will include dates, interviewee information, interviewer information (and relationship to interviewee when appropriate), recording session location information, description of contents, a list of specific documents/events mentioned in the recording, information about those responsible for planning and gathering the recordings, etc. This information would be useful if in the future there are opportunities to share metadata

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).

At this time we are not planning to do this, however, future partnering with an area educational institution has been discussed.

D. Access and Use

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

The recordings will be copied to DV and will be catalogued on our online catalog. Copies will be added to the circulating collection and a copy will be retained in the Tribal Archives collection. The story DVD will be available for check - out, for listening in the library, and through interlibrary loan. A rotation of the stories will be posted on the new website to provide access to listeners around the world.

The other digital resources (PDF files, tiff, jpg) acquired from research libraries/archives will be catalogued and added to the Tribal Archives collection. In most cases print versions of the digital documents will be added to the Archives collection as well.

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

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Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

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

C. Access and Use

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

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

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

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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

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

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

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

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

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

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

Name of repository:

URL:

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