

## Catawba Indian Nation, 2018 IMLS Native American Library Services Enhancement Grant

### ABSTRACT

**Lead Applicant:** Catawba Indian Nation; a federally recognized tribe

**Formal Collaborator:** Catawba Cultural Preservation Project

**Planned Accomplishments and Why:** The Catawba Indian Nation, through the Catawba Cultural Preservation Project, will create a project to preserve and revitalize endangered Catawba cultural histories and language. Through this project we will collect, preserve, and share oral interviews from Catawba elders, artisans, and active community members. These interviews will allow us to collect invaluable information regarding family history, traditional arts, Catawba stories, and recent Catawba history. Almost all historical information regarding Catawbans have been written by non-Catawbans. By allowing tribal members to speak for themselves we can empower their voices and the voices of future generations. We will also create an intensive, online curriculum for the Catawba language. The Catawba language is no longer fluently spoken by anyone within the tribe but language revitalization has been a priority of our community for more than 30 years. We have worked on language revitalization for many years and have seen the re-entry of important, everyday phrases into regular usage by tribal members. We are seeing much more community involvement, but we need to develop a language learning curriculum to help tribal members move from beginners to proficient speakers. This intergenerational curriculum will teach conversational Catawba. Finally, the Catawba Teen Center and Catawba Cultural Preservation Project will collaborate on a summer project for Catawba youth to learn the language and learn about oral histories and the preservation of tribal histories and stories.

**Project Time Frame:** October 2018 to September 2020

#### **Community Needs to be Addressed:**

**Increased Cultural Knowledge:** By the history collected during oral interviews and the information collected during the creation of the language curriculum, we will be able to increase invaluable knowledge on Catawba culture, history, and language.

**Community and Youth Involvement:** By involving Catawba Youth and Community members with the oral interviews, we are building a bridge between the generations in hopes that an abundance of information and cultural knowledge is passed down.

**Preservation of Culturally Significant Information:** All information that will be collected in this project is significant to Catawba culture and therefore will help in the preservation of the Catawba people and their histories.

**Intended Audience:** This project will serve Catawba people of all ages, as well as tourists, researchers, teachers, and other visitors in the community. **(shouldn't this be to our community?)**

#### **Specific Project Goals and Outcomes:**

1. Goal One: Create, preserve, and make accessible oral recordings of tribal elders, artisans, and active community members. *Outcome: Add invaluable cultural knowledge, family histories, and traditional art ways to the Catawba Archives collections where they can be accessed and used by present and future generations.*
2. Goal Two: Create and implement intermediate and advanced levels curricula of the Catawba Language. *Outcome: Revitalization of the Catawba Language and an increased use of "conversational" Catawba.*
3. Goal Three: Involve Catawba youth in as many cultural aspects of the project as possible. *Outcomes: Provides the youth with hands on learning experiences, as well as instilling the importance of the preservation of these materials.*

**Project Category:** Preservation and Revitalization

## **Catawba Indian Nation, 2018 IMLS Library Services Enhancement Grant**

### **NARRATIVE**

#### **Introduction/Statement of Need**

Of the 567 federally recognized tribes, the Catawba Indian Nation is the only one located in South Carolina. Our modern day tribal lands are located in York County, South Carolina. There are currently over 2800 enrolled members of the Nation. There are currently over 101 tribal households on the 1,210 acres of reservation land and many more households in the surrounding communities. In 1944, under the Indian Reorganization Act, the tribe created its first constitution that would allow them to govern themselves. Unfortunately, in 1959 the Catawba Indian Nation was terminated by the Federal government as part of the Indian Termination Act. A short time after that the tribe began the fight to regain its federal recognition. In 1973, the Catawba filed their petition with the United States Congress for federal recognition and also adopted their new constitution in 1975. The Catawba had a strong argument in this battle, because the Treaty of Nations Ford between the Catawba and the state of South Carolina was illegal due to it not being ratified by the federal government. The Treaty of Nations Ford relinquished 144,000 acres of Catawba land to the state of South Carolina, and in return the Catawba were promised land elsewhere by the state of South Carolina. Due to this illegal treaty, the Catawba fought and won the battle to regain their Federal recognition in 1993. During this period of distress, unfortunately, the Catawba lost many cultural practices, one of which was the Catawba Language. The language died because of the discrimination tribal members faced when communicating in their native tongue. The tribe was also unable to preserve important family histories during this battle. While there is an abundance of information regarding the lawsuit including legal documents, recordings of government sessions, press releases, and more, there was a failure to document the day to day lives of the Catawba people. Today, the Nation has many thriving programs provided for tribal members and the surrounding community including housing, child care facilities, a seniors program, and a healthcare facility run through Indian Health Services. This support for tribal families is crucial, but many tribal families are still experiencing poverty. Many adults within the Catawba Indian Nation did not complete school and in turn are unemployed or underemployed. By providing the above services, the tribe is able to offer affordable options to these families and provide help with educational and cultural services. Many of these services are offered by the Catawba Cultural Preservation Project.

The Catawba Cultural Preservation Project (CCPP) is a public center that tribal members and visitors from around the world visit to learn more about the rich culture and history of the Catawba Indian Nation. The CCPP is opened Monday through Saturday from 9 am to 5 pm. The mission of the CCPP is to preserve, promote, protect, and maintain the rich cultural heritage of the Catawba Indian Nation. With its staff of 12, the CCPP is able to offer many different departments including the Catawba Tribal Historic Preservation Office/Archaeology Department, Camp Kic-A-Wah Children Services Department, Educational Programming Department, Library and Archives Department, and a public Museum with permanent and changing exhibitions and a craft store that sells Catawba and other Native American products. The CCPP offers educational programming to child care facilities, public/private schools, historical societies, boy/girl scout troops, and many other groups that are interested in learning more about the Catawba. The CCPP is also a cultural center where tribal members can attend classes on cultural practices of the Catawba. These classes include pottery,

beadwork, language learning labs, dance, drum, basket making, and many more. The CCPP houses one of the tribe's child care facilities, Camp Kic-A-Wah. Camp Kic-A-Wah is an After School and Summer Enrichment program for school aged tribal children. During this program, children are immersed in their culture, language, and history. The CCPP also offers tutoring and other educational services to tribal families in the only Catawba Library offered on the reservation. The library contains not only Native American collections but also selections that participants of all ages can enjoy. With over 5,000 selections, the library is able to cater to many educational needs and wants of its patrons. With the location of the CCPP and its library being on the reservation, these services can easily be accessed by much of the community. The CCPP also houses the Catawba Archives which contains over 500 collections relating to the Catawba Indian Nation. These collections include oral histories, documents, photographs, pottery and other artifacts, videos, maps, and more. The Catawba Archives identifies, collects, preserves and makes accessible historical and cultural materials relating to the Catawba Indian Nation for use by tribal members and the community for educational and research purposes. The Catawba Archives can be accessed in person Monday through Friday from 9am to 5pm. Some collections can also be accessed online at our digital archives site, [www.catawbaarchives.libraries.wsu.edu](http://www.catawbaarchives.libraries.wsu.edu). This online digital platform is a new feature the archives can offer thanks to the Washington State University and their Tribal Stewardship Cohort Program. This feature has proven to be beneficial to tribal members and other users. It allows users to search digital collections within the archives on their own time wherever they like. The site also allows for the control of restricted items within the collections. The archives and libraries have been supported by the Institute of Museum and Library Services Basic Grant for over four years. The CCPP is also working on the revitalization of the Catawba Language. The language revitalization project started in 1999 in which CCPP staff compiled an abundance of Catawba vocabulary. Although the project was set aside for a short time period due to funding, the project is ongoing today thanks to CCPP Staff members and a young Catawba, DeLesslin "Roo" George-Warren. Before becoming a staff member in 2017, Roo received the Running Strong for American Indian Youth's Dreamstarter Grant for a Catawba language revitalization project. As part of this grant, he has created Catawba language learning resources and hosted many language workshops with tribal members. He has also created a website featuring language learning games and a Catawba keyboard, [www.catawbalanguage.org](http://www.catawbalanguage.org).

Through multiple assessments within the tribe, including one-on-one, feedback sessions, general council meetings, Executive Committee meetings, and other forums, the Catawba Indian Nation has established the following needs:

- Need One- Intermediate and Advanced Leveled Catawba Language Curricula- Many tribal members have studied the Catawba vocabulary, yet are unable to move past a beginner proficiency due to a lack of intermediate and advanced resources. By creating a curricula that can teach patrons how to construct sentences and carry on conversations within the Catawba language, we can push other initiatives such as full language immersion programs, intermediate and advanced language workshops, and the use of the Catawba language for personal and professional needs.
- Need Two- Increased Cultural Knowledge and Family Histories- While the Catawba Indian Nation has preserved and maintained important legal collections as well as family collections of photographs and documents, they lack information regarding the day to day life of the

Catawba people. The Catawba Indian Nation needs to start preserving and sharing the stories of Catawba Elders. By conducting interviews with tribal elders, artisans, and community leaders, the Catawba Indian Nation can increase cultural knowledge and honor all parts of the journey they have made and continue to make as Catawba people. These histories will help the archives to share and explain genealogy, family stories, traditional Catawba songs and stories, day to day life as a Catawba and much more.

- Need Three- Youth Involvement- The Catawba Indian Nation has established the need of youth involvement in the Catawba culture as they will be the ones responsible for preserving and revitalizing this cultural knowledge.

This project will focus on the preservation and revitalization of Catawba voices. This includes the voice of Catawba elders, youth, community leaders, and artisans as well as the revitalization of the Catawba language. By recording oral histories from tribal elders, artisans and community leaders, the Catawba Indian Nation and the CCPP will ensure the preservation of invaluable knowledge that only these people can share. Working with Catawba youth on a preservation project of their own ensures community understanding of the importance of cultural preservation and the continued protection of these resources for generations to come. By creating an intermediate and advanced language curricula, the Catawba Indian Nation and the CCPP can provide the means to revitalize the lost language of the Catawba and give Catawba people back their unique voice.

## **2. Project Design**

The Catawba Indian Nation through the Catawba Cultural Preservation Project (CCPP) has the following goals:

- Goal One- Create, preserve, and make accessible oral recordings of tribal elders, artisans, and active community members.
- Goal Two- Create and implement intermediate and advanced levels of curricula of the Catawba Language.
- Goal Three- Teach Catawba youth the importance of preservation by facilitating the documentation of their story and preservation of their voice.

### **Goal One**

Explanation of Goal: The first goal the Catawba Indian Nation and CCPP has set forth is the creation, preservation, and accessibility of oral recordings of tribal elders, artisans, and active community leaders. These materials will help in preserving the voices of tribal members of all ages. In these recordings, elders, artisans, and community leaders can share their personal history and life from their point of view while also documenting the rich history and culture of the Catawba Indian Nation. These oral histories will also increase cultural and historical knowledge within the archives, thus providing patrons with more accurate and detailed materials. Once these recordings are collected, the Catawba Archives can digitally and physically share them with tribal members and other interested community members, as well as preserve them for generations to come.

Activities Required: The following activities will need to be completed to ensure the full completion of Goal One:

1. Review of the IMLS Grant Award Letter and all grant conditions and requirements.
2. Work with all key staff and collaborators to review all grant objectives and to develop a plan of action, including policies for sharing the oral histories.

3. Purchase recording devices, storage devices, and workstations needed for the creation, storage, and editing of the recordings.
4. Research and train staff on how to use the recording devices, how to conduct oral interviews, and any additional training required in the success of the oral recording project.
5. Choose 10 Catawba elders, artisans, and community leaders who will partake in the interviews.
6. Conduct the oral interviews.
7. Give originals of the recordings to the Catawba Archives for accession and preservation.
8. Edit and modify oral interviews for sharing.
9. Post interviews and transcripts on the Catawba Online Digital Archives web page for viewing, sharing, and commenting by site users.

## **Goal Two**

Explanation of Goal: The second goal the Catawba Indian Nation and CCPP has set forth is the creation and implementation of intermediate and advanced levels of curricula of the Catawba Language. The creation of the curricula will aid in the revitalization process of the Catawba Language. The Catawba Indian Nation and the CCPP has already successfully implemented curricula for beginner learners. As part of this curricula, students have learned basic vocabulary and very generic conversational sentences such as “How are you” and “My name is...”. With the new curricula that will be created, classes can be taught on sentence construction and structure that will allow student to use words taught in beginner classes to make a more complex sentence and potentially open doors for conversational Catawba to once again be spoken. The curricula will be hosted on the Catawba Archives website and will be geared towards online learners, however it will be supplemented with a guide.

Activities Required: The following activities will need to be completed to ensure the full completion of Goal Two:

1. Review of the IMLS Grant Award Letter and all grant conditions and requirements.
2. Work with all key staff and collaborators to review all grant objectives and to develop a plan of action for creation and implementation of language learning curricula
3. Language Staff, Beckee Garris and Roo George-Warren, meet with Linguistics Consultant, Claudia Heinneman-Priest on a weekly basis to outline curricula proficiency areas and outlines.
4. Publication and upload of Intermediate Curriculum to Archives website
5. Beckee Garris and Roo George-Warren will introduce the online Intermediate Curriculum to tribal members through 3 language workshops. These workshops will be a mix of open community events and special workshops for tribal entities. The workshops will also cover accessing other Tribal Archives materials.
6. Staff and Consultants will begin reconvening to review implementation of Intermediate Curriculum, make edits, and begin developing the Advanced Curriculum.
7. Publication and Uploading of edited Intermediate Curriculum and Advanced Curriculum
8. Beckee Garris and Roo George-Warren will introduce the Advanced Curriculum to tribal members in workshops similar to those described in Step 5.

## **Goal Three**

Explanation of Goal: The third goal set forth in this project is to teach Catawba youth the importance of preservation by allowing them to document their story and preserve their voice. In collaboration with the Catawba Archives, the project will create a preservation curricula teaching the importance of preservation of the rich culture of the Catawba Indian Nation. The youth will be taught the importance of preserving not only the voices of previous generations, but their voices as well. As part of the curriculum, youth will create, preserve, and share digital heritage items in their very own section of the Catawba Online Digital Archives website. The youth will be able to collect information, edit that information, provide clear and informative knowledge on the material, and be taught how to post and share items on the website. Youth will document community events as well as facets of their everyday experiences. This goal will instill in the youth the importance of the collection and preservation of cultural knowledge and history.

Activities Required: The following activities will need to be completed to ensure the full completion of Goal Three:

1. Collaborate with the Catawba Archives and Catawba Teen Center Staff to create preservation curriculum.
2. Purchase materials needed to complete this goal.
3. Teach Catawba Youth the Preservation Curriculum.
4. Train the Catawba Youth on Mukurtu Mobile (the mobile version of the digital archives website)
5. Youth will collect information.
6. Teach youth how to edit, collect metadata, and provide a clear and thorough description of materials.
7. Share materials with the Catawba community.

### **Previous Related Projects**

The Catawba Indian Nation, the CCPP, and its staff has previously been supported for the following related projects:

- 2016 IMLS Native American Library Services Basic Grant- Routine archives and library work
- 2017 IMLS Native American Library Services Basic Grant- Routine archives and library work
- 2018 IMLS Native American Library Services Basic Grant- Routine archives and library work
- 2016-2017 Washington State University Tribal Stewardship Cohort Program- Ashley Sexton- Obtained training on managing a tribal archives, policy writings, and creation of the Catawba Online Digital Archives ([www.catawbaarchives.libraries.wsu.edu](http://www.catawbaarchives.libraries.wsu.edu))
- 2017 Billy Mill's Dreamstarter Grant- DeLesslin George Warren- Revitalization of the Catawba Language

With this project, the CCPP and the Catawba Archives are responsible for implementing the accepted practices and guidelines set forth within their policies and workflow guidelines. If, for any reason, any material may require deviation from these guidelines and policies, the Catawba Archives will meet with their governing body to find an appropriate solution.

The Catawba Indian Nation and the CCPP plan to preserve and share all portions of this project in digital format. This includes the sharing on the Catawba Online Digital Archives. Hard copies of all products and transcriptions of all recordings will also be kept within the Manuscript Collection of the CCPP. All digital preservation practices were taught and designed with collaboration of the Washington State University Tribal Stewardship Program.

### **3. Impact**

The three overall project goals, as stated above, are:

- Goal One- Create, preserve, and make accessible oral recordings of tribal elders, artisans, and active community members.
- Goal Two- Create and implement intermediate and advanced levels curricula of the Catawba Language.
- Goal Three- Teach Catawba youth the importance of preservation by allowing them to document their story and preserve their voice.

By following the required activities and plan of action above, the Catawba Indian Nation and the CCPP will be able to successfully carry out each of these goals. All goals together will provide the following intended outcomes:

- Outcome One: Increase the number of oral recordings in the Catawba Archives collections.
- Outcome Two: Intermediate and Advanced Catawba Language Curricula, accessible by all tribal members through the Archives.
- Outcome Three: Provide Catawba youth with the knowledge of the importance of preservation.
- Outcome Four: Collection and preservation of tribal and community events that Catawba youth were involved in.
- Outcome Five: Increase the proficiency levels of Catawba Language speakers beyond the Beginner level.

This project will benefit all age groups of the Catawba Indian Nation. The Catawba Indian Nation, with this project, will understand the importance of preserving Catawba voices. With this project, the Catawba Indian Nation and the CCPP will be able to assure the preservation and revitalization of the Catawba Language. The language curricula previously created and the new curricula will be available to be taught in all of the tribal child care facilities as well as throughout the community for all age and proficiency levels. This project is foreseen to increase interest in the history of the Catawba Indian Nation along with interest in learning and using the Catawba Language. While these topics are already a huge interest in the community, the number of interested members will gradually grow upon the release of the gathered information.

Progress will be measured in numerous ways. Creation of oral histories will be measured by the number of oral histories collected and the timing of each oral history. The accessibility of this oral histories will be measured by the number of different resources we use to share and use these recordings and the number of patrons who access them. The language curricula progress will be measured by the number of participants in language classes, the level of proficiency of the language after the completion of the intermediate and advanced level classes, and the number of child care facilities implementing the language curricula. The language classes will also offer surveys at the beginning and ending of each class to grade the curricula and measure the amount of information learned during each session. The youth preservation goal will be measured by the number of youth actively involved in the proposed project and the number of digital heritage items created by these youth.

#### **4. Communications Plan**

This project will reach its audience by a number of different means. The main method of communication that will be used is the Catawba Digital Archives Website. On this website, the audience will be able to access all information that is created, gathered, and preserved as part of this project. Site users can comment on all the materials on the website. They can use these comments to

communicate with other site users, teachers, the archivist, the librarian, and the CCPP staff. The Catawba Digital Archives Website is already seeing many comments posted by site users and have already used this method as a means of communication and collection of data. Another way the project will reach its audience is through tribal child care facilities. By working with the Catawba Head Start, Little People's Academy, Camp Kic-A-Wah, and Catawba Teen Center, the language curricula will be introduced to all students and campers enrolled at these locations. Between these four child care facilities, they serve approximately 200 Catawba youth. This project will also reach audiences through cultural classes offered at the CCPP every Saturday. The CCPP has been offering cultural classes in pottery, basketry, and medicinal plant usage since January 2018 through the Historic Preservation Fund and has seen over 100 participants so far. The CCPP regularly offers beginner and introductory Catawba language workshops. By offering the intermediate and advanced language classes, the CCPP will be able to increase the amount of returning learners to further their studies in the Catawba Language. The project will also be able to reach out to other tribal entities to offer staff training in the Catawba Language. These entities include the government offices, the CCPP, ISWA Housing, and the Catawba Service Unit.

Feedback on the project will be sought out through surveys given to all participants of the project. These surveys will be based upon which portion of the project that they participated in. Another source of feedback will be collected from the Catawba Digital Archives Website through the comment function. The Catawba Archives is currently using this as a source of feedback on materials already available on the site. Since the Catawba Archives already houses a fairly large digital collection, they already have constructed a plan for the digital items created as part of this project.

## **5. Sustainability**

After the grant period, this project will be supported by the CCPP and the Catawba Archives. The created information will be preserved and made accessible by the Catawba Archives. The language curricula will also be continued to be taught throughout the Catawba Indian Nation and the CCPP in hopes that one day the Catawba Indian Nation can again fluently speak their native tongue. All digitized collections will again be maintained by the Catawba Archives with support from the CCPP and the Catawba Indian Nation.

Through formal and informal surveys our community has consistently voiced its desire to learn more about Catawba history and language, however access to quality language and history resources remains a challenge. By creating these online resources and curricula and uploading them to a website accessible by all tribal members we can facilitate systemic change in our community through access.

Our Archives website is maintained by the CCPP Archivist as part of their regular duties ensuring that the resources created through this project will be stewarded well into the future. Our Archivist has been thoroughly trained by the makers of our Archival software and is capable of maintaining the integrity of these assets.



Catawba Indian Nation, 2018 IMLS Library Services Enhancement Grant

SCHEDULE OF COMPLETION

	Oct -18	Nov -18	Dec -18	Jan -19	Feb -19	Mar -19	Apr -19	May -19	Jun -19	July -19	Aug -19	Sep -19	Oct -19	Nov -19	Dec -19	Jan -20	Feb -20	Mar -20	Apr -20	May -20	Jun -20	Jul-20	Aug -20	Sep -20
1.1	■																							
1.2	■																							
1.3		■																						
1.4			■	■	■																			
1.5						■	■																	
1.6								■	■	■	■	■	■	■	■	■	■							
1.7											■	■	■	■	■	■	■	■						
1.8											■	■	■	■	■	■	■	■	■	■				
1.9																		■	■	■	■	■	■	■
2.1	■																							
2.2	■																							
2.3		■	■	■	■	■	■																	
2.4								■	■															
2.5										■	■	■	■	■	■									
2.6													■	■	■	■	■	■	■					
2.7																				■	■			
2.8																						■	■	■

	Oct -18	Nov -18	Dec -18	Jan -19	Feb -19	Mar -19	Apr -19	May -19	Jun -19	July -19	Aug -19	Sep -19	Oct -19	Nov -19	Dec -19	Jan -20	Feb -20	Mar -20	Apr -20	May -20	Jun -20	Jul-20	Aug -20	Sep -20	
3.1	■	■	■	■	■	■	■																		
3.2					■	■	■																		
3.3								■	■	■															
3.4											■	■	■												
3.5														■	■	■	■	■	■						
3.6															■	■	■	■	■		■	■			
3.7																					■	■	■	■	■

Activities Numbers- First number is the affiliated goal. Second number is the number activity in that goal. All goals and activities are listed out in the Narrative.

## DIGITAL PRODUCT FORM

### Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., 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. However, applying these principles to the development and management of digital products can be challenging. 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

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 Catawba Cultural Preservation Project Archives will hold the copyright of all digital products created during this project. The CCPP is the only designated entity responsible for collecting and preserving all archival materials regardless of the medium.*

**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.

*All digitized will be free to use for non-commercial purposes with proper attribution to the CCPP. We will include a clear license either in the content of the material itself or in accompanying literature.*

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

*For products that may require obtaining of specific permissions, such as materials under a strict tribal protocol, we will follow the developed and implemented Access and Use Policy of the Catawba Cultural Preservation Project Archives. This requires proof of tribal enrollment or permissions granted by the Catawba Indian Nation Executive Committee or the CCPP Board of Directors.*

## **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 format you will use.

*Oral History Recordings- at least 10 recordings in WAV format for archival copies and mp3 format for access copies*

*All photos that may be collected will be saved in TIFF format for archival copies and JPEG format for access copies*

*Any video recordings that may be collected will be saved in AVI format for archival copies and mp4 format for access copies.*

**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.

*Recording device to be purchased with grant funds- Tascam FR-100mkII Handheld Interviewer Kit.*

*Software used for digitization and editing- Adobe Photoshop, Adobe Premiere, and Audacity.*

**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).

*WAV- 24 bit PCM*

*MP3- 192 kbps*

*TIFF- 48 bits Bit Depth, 4000-6000 pixels per inch on long edge*

*JPEG- 16 bits Bit Depth, 150-200 pixels per inch*

*AVI- AVI 8-bit YUC*

*MP4- H.264 compression format*

### **B. Workflow and Asset Maintenance/Preservation**

**B.1** Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

*Quality control (QC) will be managed by the Catawba Archives as part of their Digitization Workflows. Ongoing QC occurring regularly includes the cleaning of recording devices and regular update and virus scans of the computer workstations. All digital product QC is reviewed through a checklist that features the following items: file management and storage, technical specifications, audio inspection, metadata, and fixity check.*

**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).

*The Catawba Archives is staffed with trained professionals that will be responsible for preserving and maintaining all digital assets. The archives follows strict guidelines set forth in the Catawba Cultural Center Archives Policies and Procedures document.*

## **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).

*The CCPP Archives follows Dublin Core metadata structure and has the metadata structure included in their policies and procedures.*

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

*The CCPP Archives will be solely responsible for preserving and maintaining the metadata belonging to the digital products 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).

*The CCPP Archives has a digital archives created through Mukurtu CMS digital platform. All digital content will be shared through this website. [www.catawbaarchives.libraries.wsu.edu](http://www.catawbaarchives.libraries.wsu.edu)*

## **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 digital content may be made available through several different formats including the Catawba Archives website, public website for the CCPP and the Catawba Indian Nation, and curriculum packages, as well as on-site viewing in the Catawba Archives.*

**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.

*CCPP Archives- [www.catawbaarchives.libraries.wsu.edu](http://www.catawbaarchives.libraries.wsu.edu)*

*Catawba Indian Nation site- [www.catawbaindian.net](http://www.catawbaindian.net)*

*CCPP site- [www.catawbaindiancrafts.com](http://www.catawbaindiancrafts.com)*

## **Part III. Projects Developing Software- NA**

### **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- NA**

**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?