

Abstract

Project Title: Strength in Knowledge

Lead Applicant: Organized Village of Kake

Project Category: Preservation and Revitalization

Time Frame: 18-Months

There is an insufficient number of programs and activities in Kake that focus on Lingít culture, history, and the Lingít traditional way of life, that are consistently available and accessible for children, youth, and others. Learning and participating in traditional Lingít activities, and feeling like a valued part of the Tribal community are strong assets that can have a positive impact on addressing issues of low self-esteem, depression and suicide, drug and alcohol use, and violence towards others.

The OVK seeks through this IMLS proposal to use its archival collections in a targeted manner to assist the community and more specifically school-aged youth in combating some of the issues they face. These historic audio recordings of Lingít Elders and culture bearers include important information about subsistence hunting and gathering practices, cultural survival, community self-reliance, identity formation, self-worth, respect, and tribal law that offer broad and significant counsel to the community. The OVK Tribal Council and staff believe that using its archival collections through an expanded cooperation with the school district and making these digitized recordings and other materials more accessible to the general public, will help to foster positive and lasting improvements in the community.

The community of Kake faces high unemployment rates, and many of those who are employed work in part-time and seasonal jobs. Significant levels of social and emotional problems continue to exist in the community due to trans-generational trauma from forced relocation of children from the village to distant boarding schools, cultural oppression and appropriation, and other destructive factors. These historic events and the multi-generational damage they have caused are exhibited in the high levels of poverty, unemployment, domestic violence, alcohol and other drug use, depression, and suicide attempts.

The audience for the Tribal Library and for this proposed IMLS Enhancement project includes all of Kake's youth, Elders, families and other residents of the community as well as tourists and other visitors, and students and scholars of Lingít culture, language and history.

The goal of this IMLS Enhancement project is: *To preserve and revitalize Lingít culture and language for the residents of Kake Alaska, and others.*

Phase/Objective #1: *To arrange, describe, and migrate/digitize 152 audio cassettes made and collected by late Kake tribal historian Charles "Topsy" Johnson from 1975 to 2006.*

Phase/Objective #2: *To facilitate the access and use of the Charles "Topsy" Johnson Collection recordings by the local school, tribal citizens, and other students, scholars, and organizations.*

Narrative

Project Title: Strength in Knowledge

Introduction & Statement of Need:

Library's Audience

The Organized Village of Kake (OVK) is a federally recognized IRA tribal government established in 1947 that serves the community and tribal citizens of Kake, Alaska. Situated amid the beautiful and coastal Tongass National Forest, the largest national forest in the United States, Kake is a remote-access community located on the northwest coast of Kupreanof Island, Alexander Archipelago in Southeast Alaska and is accessible only by boat or small plane. The population of Kake according to 2017 data is 580 people with 69% of the population being Alaska Native, primarily of Lingít (Tlingít) and Haida descent. Because of Kake's geographic isolation, community members rely on the natural environment, tribal knowledge and practices, and subsistence hunting and food gathering to sustain each other and Kake's way of life.

The audience for the Tribal Library and for this proposed IMLS Enhancement project includes all of Kake's youth, Elders, families and other residents of the community as well as tourists and other visitors, and students and scholars of Lingít culture, language and history.

Specific Needs to be Addressed

The community of Kake faces high unemployment rates, and many of those who are employed work in part-time and seasonal jobs. Food, heating fuel, transportation, and other goods and services are very expensive due to the remote location of the village of Kake. Significant levels of social and emotional problems continue to exist in the community due to trans-generational trauma from forced relocation of children from the village to distant boarding schools, cultural oppression and appropriation, and other destructive factors. These historic events and the multi-generational damage they have caused are exhibited in the high levels of poverty, unemployment, domestic violence, alcohol and other drug use, depression, and suicide attempts. The community, the Tribe, and the Tribal Council have long been concerned about these factors. The OVK seeks through this IMLS proposal to use its archival collections in a targeted manner to assist the community in combating some of the issues it faces.

Specific to the Kake Library archives, there is extensive archival material that is inaccessible to the public in its current state. There are 152 audio cassettes recordings made and collected by late Kake tribal historian Charles "Topsy" Johnson from 1975 to 2006. These recordings were well labeled, dated, and documented by Johnson, but are in need of migration, digital preservation, metadata documentation, and creation of public use-copies on CD.

Assessments to Identify the Needs

The Strategic Plan for the Organized Village of Kake that was approved in Spring 2017, includes the following identified priorities:

1. *Strengthen opportunities for tribal citizens to learn about their culture clans, crests, family genealogy, names, history, and landmarks.*

2. *Proactively work to establish and strengthen partnerships in order to appropriately address and improve the social and cultural wellbeing of citizens.*

Since 2006, OVK staff have been working to preserve and archive a large collection of recordings, photographs, books and other written materials. Through a 2012 National Park Service - Historic Preservation Grant, sixty audio recordings from the OVK's Ruth Demmert Recordings Collection including 35 recordings of Lingít language speakers, were archived and digitized. The next major priority for the library is to do the same for the 152 audio cassettes recordings made and collected by late Kake tribal historian Charles "Topsy" Johnson, so that they too can be made available to Kake school children, Tribal members, and others.

Baseline data includes the fact that currently, none of Mr. Johnson's 152 audio recordings have been archived, digitized, and saved to CD's that are available to the school and community. And, to-date, this material has not been used in any classrooms, Lingít language classes, summer Culture Camp, or other public forums.

Library Role and Services

An important part of the OVK's "Tribal History and Lingít Language Department" is the *Charles "Topsy" Johnson Tribal Library & Archive*. The tribal archives program was officially established when the OVK tribal council passed a resolution on June 9, 2006 naming the tribal archive and library as the Charles "Topsy" Johnson Tribal Library & Archive. This name was given in honor of the late Charles "Topsy" Johnson (1930-2006), who was a respected Lingít elder and tribal historian. Mr. Johnson's numerous papers, recordings, photographs, and books were donated to the OVK by Johnson and the heirs of his estate. Today the Charles "Topsy" Johnson Tribal Library & Archive houses over 200 square feet of archival material, including textual materials, photographs, recordings, and objects. The primary mission of the library is *to collect and safely preserve its archive and library collections, and ensure that these materials are accessible and available to the community.*

In recent years the Charles "Topsy" Johnson Tribal Library & Archive's activities have been expanding in a direction that the OVK sees as significant and impactful. Some of this work began with a 2012 NPS Historic Preservation Grant that provided funding for the arrangement and description of select collection materials, and included funds for the migration of a collection of 60 archival audio recordings from the OVK's Ruth Demmert Recordings Collection. With the migration of these recordings to digital format the OVK's Language & Archives Specialist (at that time), who also held a part time position at the local K-12 school teaching Lingít language, began using these recordings in the classroom. This school-based programming is the primary "public program" that has been offered by the library to-date. The Kake City School District and the OVK have witnessed improvement in language learning through use of these recordings, and a increased sense of pride and achievement that young people have in learning about Lingít culture and speaking their language. It is believed by the OVK and school district that this cooperative venture has improved morale among students and has resulted in positive outcomes in scholastic and personal achievement.

Current staffing for the Charles "Topsy" Johnson Tribal Library & Archive's includes one part-time staff person. The library and archive is open to the public Monday through Friday, 8am –

4:30pm and upon request during other times of the week. Since the library is located in the OVK Tribal office building, it is open to the public during the days/hours noted, even when the part-time librarian is not on-site. Patron profiles include local community members, the school district's two Lingít language instructors, children and youth in Kake's schools, and visiting students and scholars who are researching Lingít culture, history, and language. Although Internet Wi-Fi is available, there is currently no computer available in the library itself to listen to digitized audio recordings.

Purpose of the Project as it Relates to the Needs

There is an insufficient number of programs and activities in Kake that focus on Lingít culture, history, and the Lingít traditional way of life, that are consistently available and accessible for children, youth, and others. There are also limited structured opportunities for youth to engage in activities that provide meaningful ways for youth to feel like they are a valued part of the Tribe and community. Learning and participating in traditional Lingít activities, and feeling like a valued part of the Tribal community are strong assets that can have a positive impact on addressing issues of low self-esteem, depression and suicide, drug and alcohol use, and violence towards others.

The OVK seeks through this IMLS proposal to use its archival collections in a targeted manner to assist the community and more specifically school-aged youth in combating some of the issues they face. The recordings that were previously migrated contain content on subsistence hunting and gathering practices, cultural survival, community self-reliance, identity formation, cultural values of self-worth and respect, and tribal law that offer broad and significant counsel to a community. The OVK Tribal Council and staff believe that using its archival collections through an expanded cooperation with the school district and by making these digitized recordings and other materials more accessible to the general public, will help to foster positive and lasting improvements in its community.

Project Design

Proposed Work Plan, Rationale, and Conceptual Design

The goal of this IMLS Enhancement project is: *To preserve and revitalize Lingít culture and language for the residents of Kake Alaska, and others.*

The objectives of this 18-month project will be carried out in two Phases. Each of the two phases represents a distinct project objective. Phase/Objective #1 includes arranging, describing, and preserving a significant archival collection. Phase/Objective #2 builds upon the activities of Phase 1 by providing meaningful and targeted use of archival materials for educational purposes in the local school, summer Culture Camp, other Tribal programs, and the overall community.

Phase/Objective #1: *To arrange, describe, and migrate/digitize 152 audio cassettes made and collected by late Kake tribal historian Charles "Topsy" Johnson from 1975 to 2006.*

These recordings include 30 years of oral history interviews conducted by Johnson with OVK tribal citizens, as well as significant recordings collected by and given to Johnson due to his

respected status as a tribal historian. Evaluation of the 152 recordings on cassette has found them to be well labeled, dated, and documented by Johnson, but in need of migration, digital preservation, full description, metadata documentation, and creation of public use-copies on CD.

This work is justified because the community has requested and continues to look to the OVK's tribal archives program to assist in tribal education. The work on these recordings is further justified because the Lingít and Haida people have transmitted knowledge orally for thousands of years and the information on these recordings is not documented in publications or in any other format. This collection of recordings is the most significant audio recordings collection of the Kake Indian community and contains detailed documentation of the community's history, heritage, languages, and culture. This collection contains information desperately needed by a community still dealing with various degrees of language and culture loss due to colonization, as well as economic and social difficulties present in Kake today.

The activities described below in the Schedule of Completion are designed to accomplish the project objective in three parts: organize/arrange the 152 audio tapes; describe the contents of each tape in a way that makes the material easy to research and organize; and have each of the tapes professionally digitized and then saved onto CD's.

Phase/Objective #2: *To facilitate the access too, and use of the Charles "Topsy" Johnson Collection recordings by the local school, tribal citizens, and other students, scholars, and organizations.*

The OVK Tribal Council believes that preserving a significant collection and then opening its doors for walk-in patrons is not enough. The OVK will target educational use through strategic collaboration that will result in the dissemination of the important knowledge contained in these recordings. This will occur as Charles "Topsy" Johnson Tribal Library & Archive staff work with OVK's various departments, and local school and Culture Camp staff to provide content, training, and methods for sharing important material with children, youth, and adults through various school and community based programs.

For example, the OVK's Tribal History and Lingít Language Department provides Lingít language education in the community and at the local K-12 Kake City School District. The OVK's two Language Specialists will work with the Charles "Topsy" Johnson Tribal Library & Archive's Archivist to select and make use of language materials from the archive for direct use in K-12 Kake City School District classrooms. This will occur as Tribal and school staff meet periodically to discuss needs of the language program, including how archival resources can be used in the classroom, the type of content and context on recordings that are most effective for language and culture education, and how to get other educators in the Kake City School District more engaged and involved. This inter-agency partnership is intended to assist in the direct placement and use of tribal archival material for student benefit.

A second example of how access to these archived materials will be facilitated is by having the project Archivist meet with the OVK's other departments that provide services related to education, economic development, and tribal justice. The recordings in the Charles "Topsy" Johnson Collection provide content in cross-cultural education on topics including: arts and

crafts, skin sewing, and weaving. The archived materials also contain Lingít values and historical information that will benefit local Tribal economic development activities, as well as discussions by Elders about the role an individual should play in society that will benefit the Tribe's work with youth and adult offenders in the tribal Justice Department.

Additionally, the OVK hosts the Keex' Kwaan Culture Camp each summer for local children, youth, and adults, offering an array of hands-on experiential opportunities to learn about Lingít culture, history, and ways of life.¹ The OVK is confident that the content in the Charles "Topsy" Johnson Collection will be a great benefit to the culture camp instructors and participants

Specific Activities to Implement the Project

Schedule of Completion 18-Month Project Period

Months 1 - 2: Review the IMLS grant award, reporting requirements, special conditions, and approved implementation plan and budget. Review draft job description for Project Coordinator/Archivist position. Recruit, hire and orient Project Coordinator/Archivist.

Months 3 - 4: The Project Coordinator/Archivist will migrate the 152 audio recordings of the Charles "Topsy" Johnson Collection with the most current version of *Adobe Audition*. The originals will be preserved, and CD use copies for patrons will be created. Digital files (compressed mp3 and uncompressed wav) will be preserved and stored in duplicate on sets of portable hard drives in separate locations.

Months 5 - 9: The Charles "Topsy" Johnson Collection finding aid will be enhanced to include an item-by-item documentation of each recording, including the pertinent metadata. The Project Coordinator/Archivist will work with Lingít language instructors and/or fluent speakers to provide metadata documentation for Lingít language recordings.

Months 9 - 10: The Project Coordinator/Archivist will hold meetings with OVK departments of education, culture and language, economic development, tribal justice, as well as School District staff, and summer Culture Camp organizers. The initial meeting will be a group meeting to describe the overall project and content of the recordings, followed by meetings with individual departments and organizations to discuss methods for targeted use of collection materials. Specific and more intensive training will also be provided to summer culture camp staff and instructors to identify specific information from the archival material that will be shared during the culture camp experience. A culture camp participant survey will also be developed to assess the impact that the sharing of this information has on camp instructors and participants.

Months 11-13: Specific and more intensive work will be conducted with the local school district staff and Lingít language instructors, to identify specific classes and classroom opportunities in which the archival information can be shared in classroom settings.

¹ The 30th Annual Keex' Kwaan Culture Camp will be held July 8 - 14, 2018.

Month 14: A public meeting will be held in Kake by the OVK's Archivist, to provide an overview of the project and how it intends to serve the community. A short survey will be administered to all attendees, to obtain community feedback about the project, level of community interest, and possible future uses of the archived materials.

Months 15 - 18: During this period the Project Coordinator/Archivist will develop and present a paper at the annual conferences of the International Conference of Indigenous Archives, Libraries, and Museums and the Alaska Library Association Conference, that provides an overview of the project, its impact, and lessons learned. An overview of the project will also be submitted for publication in State-wide and regional archival and educational organization newsletters so that others can learn from this model. These include organizations like Northwest Archivists, Inc., the Alaska State Division of Libraries, Archives, & Museums, and the Alaska State Department of Education & Early Development.

Digital Content

A "Digital Product Form" has been completed and is an attachment to this grant application

Project Impact

Expected Project Results

- A complete written description of each of the 152 audio tapes will be available at the library and on the Tribe's website.
- All 152 tapes will be digitized and saved on at least two external hard drives in different locations.
- CD copies of all digitized material will be available for public access at the library and school.
- Metadata documentation will be developed for archived Lingít language.
- List of individuals and their roles, Tribal departments, and other groups and organizations who receive an overview orientation to the archived material.
- Results from survey given to all attendees of a community forum, to obtain feedback about the project, level of community interest, and possible future uses of the archived materials.
- # of children and youth who are exposed to information from the archived tapes through annual culture camp and school classroom opportunities.
- Results from survey given to culture camp participants to assess the impact that the sharing of this information has on camp instructors and participants.
- A professional paper will be presented at annual conferences of the International Conference of Indigenous Archives, Libraries, and Museums and the Alaska Library Association Conference.
- An overview of the project will be submitted for publication to organizations including: Northwest Archivists, Inc., the Alaska State Division of Libraries, Archives, & Museums, and the Alaska State Department of Education & Early Development.

Specific Benefits to Individuals and Groups

The information contained in these audio tapes is desperately needed by a community still dealing with various degrees of language and culture loss due to colonization, as well as economic and social difficulties that are present in Kake today. As was noted above, there is an insufficient number of programs and activities in Kake that focus on Lingít culture, history, and

the Lingít traditional way of life, that are consistently available and accessible for children, youth, and others. Learning and participating in traditional Lingít activities, and feeling like a valued part of the Tribal community are strong assets that can have a positive impact on addressing issues of low self-esteem, depression and suicide, drug and alcohol use, and violence towards others. Learning more about the cultural values, beliefs and practices that have sustained Lingít people for millennia including subsistence hunting and gathering practices, cultural survival, community self-reliance, identity formation, self-worth, respect, and tribal law will help to foster healthier individuals, families and overall community.

Communications Plan

Who is the Audience and How They Will be Reached

As was noted above, the primary audience for this project is the children, youth, Elders and other residents of the village of Kake. The audience also includes tourists and other visitors to Kake, and students and scholars who are studying Lingít culture, language and history. These various audiences will be reached through the availability of the digitized CD's that will be created and available at the library; school-based programming that will be offered using the archived materials; programs and activities at Kake's annual summer Culture Camp that are informed by archival materials; and Tribal programs and services that are informed by the archival materials.

Audience Engagement and Feedback

As was noted above, audience feedback will be obtained through surveys conducted with youth and adult Culture Camp participants, as well as a survey given to all attendees of the community forum. Both surveys will obtain feedback about the project, the value of the archived materials, level of community interest in the project, and possible future uses of the archived materials.

Additional regional and statewide audiences will be engaged through the presentations of a professional paper at the annual conferences of the International Conference of Indigenous Archives, Libraries, and Museums and the Alaska Library Association Conference. An overview of the project will also be submitted for publication to organizations including: Northwest Archivists, Inc., the Alaska State Division of Libraries, Archives, & Museums, and the Alaska State Department of Education & Early Development.

Who will be Responsible for Outreach, Promotion and Dissemination

One full-time staff position will be hired for this project. The position will be a trained Archivist who will also serve as the IMLS grant Project Coordinator/Archivist. The project simply isn't big enough to warrant hiring two staff positions. This Project Coordinator/Archivist will be responsible for all project coordination, community and school outreach, and information dissemination. The Project Coordinator/Archivist will have the support and direct supervision of the OVK Executive Director. (See attached "Project Staff" document, and resume of potential applicant Ms. Allyssa Peterson.

Plans for Creating Digitized Collections

All plans relating to digitizing the collection of 152 audio tapes can be found on the attached completed Digital Product Form. Excerpts from the information provided on this form include:

*This project will migrate 152 audio recordings from cassette. For each recording migrated the OVK will generate clean (unedited) uncompressed files in .wav format, which will be kept for digital preservation, and compressed .mp3 files as use files. The OVK acknowledges the professional standards as outlined in the following publication, which guide OVK actions for the preservation and care of recorded sound. See National Recording Preservation Board of the Library of Congress, *The State of Recorded Sound Preservation in the United States: A National Legacy at Risk in the Digital Age* (Washington DC, Council on Library Information Resources and Library of Congress, 2010).*

After the collection is processed and each recording is assigned an Item number, migrations will occur in batches of ten cassettes by the Project Archivist. Ten recordings will be migrated, both compressed and uncompressed files generated, then these two files types saved on two separate portable hard drives in duplicate. The hard drives will be reviewed by OVK staff member F. Mills to confirm that the files are functional, in place, and properly named. The files will be named "CTJ Item 1, CTH Item 2," (CTH for Charles Topsy Johnson).

Sustainability

Ensuring Project Support Beyond the Grant Period

The key to ensuring the ongoing access too, and use of the archived and digitized materials is based on the number of OVK, school, and culture camp staff, and community youth and others, who are informed about the materials, and who have the opportunity to be exposed to the Lingít culture and language information included in the tapes. Integrating the archived materials into standardized school, Tribal, and Culture Camp programs, activities and curricula will ensure that the materials continue to be used in future years. Involving Lingít language instructors and/or fluent speakers to provide metadata documentation for Lingít language recordings will also help ensure that the materials will be utilized in future years.

Systemic Change

Significant and sustainable change will not be measured during the 18-month project period. However, as noted above, detailed documentation of the community's history, heritage, languages, and culture provides information is desperately needed by a community still dealing with various degrees of language and culture loss due to colonization, as well as economic and social difficulties present in Kake today.

Plans for Sustaining the Digitized Collection

The following information is found on the attached Digital Product Form:

After the project concludes the OVK will hold use copies of each recording on CD and duplicate copies of compressed and uncompressed files on two separate hard drives. These hard drives will be stored in two separate locations and spot checked annually for functionality. The OVK is currently engaging in planning on how to manage its digital assets for the long term, including cloud storage options.

Schedule of Completion **18-Month Project Period**

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Months 9 – 10: The Project Coordinator/Archivist will hold meetings with OVK departments of education, culture and language, economic development, tribal justice, as well as School District staff, and summer Culture Camp organizers. The initial meeting will be a group meeting to describe the overall project and content of the recordings, followed by meetings with individual departments and organizations to discuss methods for targeted use of collection materials. Specific and more intensive training will also be provided to summer culture camp staff and instructors to identify specific information from the archival material that will be shared during the culture camp experience. A culture camp participant survey will also be developed to assess the impact that the sharing of this information has on camp instructors and participants.

Months 11-13: Specific and more intensive work will be conducted with the local school district staff and Lingít language instructors, to identify specific classes and classroom opportunities in which the archival information can be shared in classroom settings.

Month 14: A public meeting will be held in Kake by the OVK’s Project Coordinator/Archivist, to provide an overview of the project and how it intends to serve the community. A short survey will be administered to all attendees, to obtain community feedback about the project, level of community interest, and possible future uses of the archived materials.

Months 15 - 18: During this period the Project Coordinator/Archivist will develop and present a paper at the annual conferences of the International Conference of Indigenous Archives, Libraries, and Museums and the Alaska Library Association Conference, that provides an overview of the project, its impact, and lessons learned. An overview of the project will also be submitted for publication in State-wide and regional archival and educational organization newsletters so that others can learn from this model. These include organizations like Northwest Archivists, Inc., the Alaska State Division of Libraries, Archives, & Museums, and the Alaska State Department of Education & Early Development.

Schedule of Completion Table

ACTIVITIES	2018			2019									2020					
	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Review IMLS Award	X																	
Review Job Description	X																	
Recruit & Hire PC/Arch	X	X																
Organize Audio Tapes			X															
Migrate 152 Tapes			X	X														
Make CD copies				X														
Describe Each Tape					X	X	X	X	X									
Transcribe Lingit Tapes					X	X	X	X	X									
Meet w/ Tribal Depts									X									
Meet w/ Culture Camp									X	X								
Train Cult. Camp Staff									X	X								
Conduct CC Survey										X								
Meet w/ School Staff											X	X	X					
Dev. Classroom Mater.											X	X	X					
Hold Public Meeting														X				
Conduct Public Survey														X				
Present at 2 Conf's															X	X	X	X
Publish Proj. Overview															X	X	X	X

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 recordings being migrated came to the OVK through a legal transfer of title from the estate of the late Charles "Topsy" Johnson. Title is held by the OVK, a federally recognized tribal government. The intent of this project is for the materials being migrated to educate the public, including through use in the public school system. The OVK seeks to have its materials used for educational purposes and not for commercial profit, and at this time the Attribution-NonCommercial-NoDerivs (CC BY-NC-ND) license seems to fit the OVK's needs the most appropriately.

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.

In line with the Attribution-NonCommercial-NoDerivs license, the OVK's current policies allow for the use of its archival materials for educational purposes, but not commercial profit. The OVK asserts title and rights of ownership over this content and allows public use for educational purposes.

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.

At this time the OVK does not see any known privacy concerns that require permissions. The possibility exists that after migration and review of the recordings that privacy concerns, mention of health care services (HIPPA), or cultural sensitivities could be documented. If such content is found, the OVK will review the recordings in reflection of law, privacy concerns, HIPPA laws, cultural sensitivities, etc., and made a determination if the record should be made public. While the objective of this project is open educational access, the OVK seeks to protect

privacy rights and adhere to law.

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.

This project will migrate 152 audio recordings from cassette. For each recording migrated the OVK will generate clean (unedited) uncompressed files in .wav format, which will be kept for digital preservation, and compressed .mp3 files as use files. The OVK acknowledges the professional standards as outlined in the following publication, which guide OVK actions for the preservation and care of recorded sound. See National Recording Preservation Board of the Library of Congress, *The State of Recorded Sound Preservation in the United States: A National Legacy at Risk in the Digital Age* (Washington DC, Council on Library Information Resources and Library of Congress, 2010).

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.

The 152 cassette recordings to be migrated with this project will be migrated on a PC, in-house by the Project Archivist, and with Adobe Audition software.

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 audio file (clean and uncompressed) for preservation and .mp3 audio file (edited for clarity and compressed) as a use file.

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).

After the collection is processed and each recording is assigned an Item number, migrations will occur in batches of ten cassettes by the Project Archivist. Ten recordings will be migrated, both compressed and uncompressed files generated, then these two files types saved on two separate portable harddrives in duplicate. The harddrives will be reviewed by the OVK Executive Director to confirm that the files are functional, in place, and properly named. The files will be named "CTJ Item 1, CTH Item 2," (CTH for Charles Topsy Johnson).

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).

After the project concludes the OVK will hold use copies of each recording on CD and duplicate copies of compressed and uncompressed files on two separate hard drives. These hard drives will be spot checked annually for functionality. They'll be stored in two separate locations. The OVK is currently engaging in planning on how to manage its digital assets for the long term. The OVK is aware of cloud storage options which some archives are pursuing, as well as management by private organizations like Preservica. At this time the cloud storage option is being considered, but OVK will engage in further planning to make a firm decision.

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 OVK favors the Dublin Core metadata scheme. In addition to creating a finding aid for the Charles "Topsy" Johnson recordings collection, for each individual recording a metadata sheet will be completed that records all the pertinent content. The OVK also leaves a open section at the bottom of each sheet for "General Notes," which allows for the user to input any special notes about the recording.

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

To preserve the metadata, since the metadata sheets and finding aid are digitally born, the OVK will seek to preserve hard copies and the digital files. Printed hard copies of the metadata sheets will be filed with the physical collection. Digital files will be preserved on the separate hard drives. As previously referenced, the OVK is in the planning stages of its digital preservation plan, but the OVK is aware of contractors (such as Preservica) that claim to have the tools to ensure the migration of old formats of material to modern versions (such as PDF files).

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 OVK will generate a Word document finding aid for the Charles “Topsy” Johnson Recordings Collection, which the OVK can share with researchers and the wider public. Because bandwidth is limited in the small community of Kake, some e-sharing methods are not as feasible. (see hereafter section on sharing and access). Publications and presentations about the project also seek to make the public outside of the community aware of the project and its final product.

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 core method for dissemination and discovery includes through departmental programs, annual culture camp, networking, and presentations at state-wide and regional conferences. The goal of this project is to ensure educational use by the school district, educators, community youth and adult culture institutes, and tribal government departments. This will often occur by providing gratis use copies on CD, with some digital file sharing when appropriate, for educational use by the entities that the OVK targets as being effective vehicles for disseminating the content. Additionally, these materials can be researched by patrons that come to the OVK's archive or contact staff through support of distance researchers. These methods of dissemination remain the most effective at this time. Internet options in the isolated village of Kake are limited because bandwidth does not allow for a strong web presence, including for online file sharing of audio files.

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.

Not Applicable.

Part III. Projects Developing Software

A. General Information

Not Applicable for this Project.

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

Not Applicable for this Project.

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

Not Applicable for this Project.

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?