Abstract

The Alaska Library Network, in collaboration with the Alaska Library Association Alaska Native Issues Roundtable, proposes to model a two-stage continuing education project for Alaska community and tribal library staff. The aim is to provide student-centered, community-centered training at a one-week institute in year one for up to 30 students. In year two, based on a competitive application process, five to seven of the participants will be selected for a week-long, on-site training to help their libraries initiate, improve, or complete a community cultural heritage project. The on-site training will require collaboration with other community anchor agencies or groups. Likely collaborators are staffs of museums, cultural centers, historical societies, tribal entities, schools, elders groups or the National Park Service. The site projects may be centered on improving cultural programming or collections; preservation or revitalization of the local indigenous language; preserving, maintaining, or expanding materials collections of oral histories, historical photographs or letters, local history or cultural videos, for example. Participants will be from Alaska Native communities, but may also be from larger communities with a significant indigenous population or important Alaska Native collections or programs.

The project builds off the national efforts of the Association of Tribal Archives, Libraries and Museums (ATLAM) and state initiatives, particularly the Alaska Native Libraries, Archives, and Museums (ANLAMS) project (2010-2013). It addresses the fact that there is no Alaska institution of higher education that offers professional training, that there are significant challenges with Alaska's geography and population distribution, and that Alaska communities see an urgency to preserve or revitalize their indigenous heritage and languages. Because libraries are relatively new and much of Alaska culture has not been captured in print, the training will prepare participants to craft their libraries to fit their communities and produce improvement in knowledge, skills, and attitudes in 85% of project participants, as demonstrated by pre- and post- training surveys. A contracted evaluator will report outcomes.

The key project staff will manage the project and serve as instructors; they have extensive experience working in or with Alaska Native communities and were organizers or participants in previous projects. A steering committee, a mix of Native and non-Native members, will provide guidance, instruction, technical expertise, or cultural preservation experience. Several members of the team are graduates of Knowledge River and Circle of Learning, IMLS-funded graduate library programs with a focus on service to indigenous populations. Others have been active in national organizations like ALA, ATALM, and the American Indian Library Association and will be able to provide appropriate suggestions for instructors at both the first-year institute and the second year site visits. The commitment of the staff and steering committee is strong as all are serving as volunteers or with the blessing of their institutions. The University of Alaska Fairbanks' Elmer E. Rasmuson Library is providing the facility for the Institute without charge.

The anticipated results are an improved workforce for community and tribal libraries, but also profession-wide dissemination of course materials and project-produced webinars as well as reports to national and regional conferences and submissions to appropriate professional media.

The Alaska Library Network proposes a two-year project (October 2017-September 2019) with a budget of $93,820 of which $46,355 is devoted to student support.

Honoring Alaska Native Cultural Heritage: Continuing Education for Alaska Community Libraries

The Alaska Library Network (ALN), with the Alaska Library Association Native Issues Roundtable, proposes to provide student-centered, community-centered, continuing education for Alaska public and tribal library staff who work with indigenous cultural materials. The project's goal is to train librarians as they play a role in the preservation and revitalization of the heritage of their communities. In the proposed two-year project, ALN will offer an institute for 20-30 library staff at the University of Alaska Fairbanks in Year 1, followed in Year 2 by on-site visits by experts to 5-7 libraries that submit proposals for special training. These projects will improve library service to Alaska Native populations in their communities and involve collaborators in each community. After their community visits, the visiting instructors will each conduct a webinar that will be open to library staff in Alaska and elsewhere and be archived online. Any original course materials from the Institute will be made available online as well.

1. Statement of Need

My mother was a dictionary.
She was one of the last fluent speakers of our tribal language.
She knew dozens of words that nobody else knew.
When she died, we buried all of those words with her.
My mother was a dictionary.
She knew words that had been spoken for thousands of years.
She knew words that will never be spoken again.
She knew songs that will never be sung again.
She knew stories that will never be told again.
My mother was a dictionary.
My mother was a thesaurus,
My mother was an encyclopedia.
-Sherman Alexie, 2017

Alaska is the home of 11 major indigenous cultures and over 229 tribal entities, who make up approximately 17% (122,480) of the total population of Alaska (714,142) [2010 U.S. Census]. There are 11 main indigenous languages, with only 2 not considered endangered (according to the UNESCO definition of language endangerment), and 22 dialects. These heritages enrich the lives of all Alaskans and are key to the state's identity, but like many minority indigenous cultures, Alaska Natives face challenges as they see the effects of mass media and shifts in economic and social traditions. Much of this heritage has been passed on for generations through oral tradition, but in the 21st century, as local languages lose ground to English, the transmission of these traditions from grandparent to child is under duress. These days, seeing the cultural disconnect many Alaska communities experience, Alaskans seek to reclaim their unique languages and histories through a variety of efforts. Libraries work with museums, archives, and cultural centers to find ways to keep their community's language or cultures close. Especially in remote and rural communities, but also in urban areas, there are several generations who may see themselves as between two worlds. For example, Alaskan Native suicide rate is among the highest in the nation, and many communities see a revitalization of and pride in traditional values as a way of addressing issues like these, so community efforts are blooming all over the state.

Assumptions

Kawika Makanani writes about indigenous librarianship: "[I]ndigenous peoples deserve services that address their unique needs. One of the most pressing needs is the preservation and perpetuation of their language and culture…" (Roy, p. 35). He differentiates service to indigenous populations from immigrant populations: "Immigrant peoples generally come from societies in which their cultures are not in danger of disappearing; on the other hand, indigenous peoples have nowhere else to turn, or return, once their cultures are terminal" (Roy, p. 35).

Under the Alaska statutory definition of a public library, there are 93 public libraries ranging in size from the Anchorage Public Library that serves an urban area of almost 300,000 to the Lake Minchumina Community Library that serves a year-round population of 19. There is no Alaska definition of tribal libraries, but based on recent records of the Alaska State Library and awards of funds by IMLS in recent years there are approximately 50 tribal libraries varying in size from the Sealaska Heritage Foundation in Juneau and the Tuzzy Consortium Library in Utqiaġvik (a community library and tribal college library) to the Innoko River Tribal Library in Shageluk, which is a combined public/school library. There is some overlap in these types of libraries because some public libraries (22%) have been designated as tribal libraries by their local tribal entity. Remote and rural communities may have 55-98% Alaska Native residents. So, many smaller public libraries (36%) and all tribal libraries serve predominantly Alaska Native communities.

Because Alaska indigenous languages were traditionally unwritten and the amount of print materials available in Alaskan languages is limited, libraries extend cultural heritage collections to oral histories, programming, displays, photographs and even the collection of artifacts of traditional life. Language revitalization efforts are growing all over the state so the amount of print and recorded materials is growing. Some libraries are the only cultural preservation agency in their communities; others exist in combined facilities with museums or cultural centers. Traditional professional training for library staff does not always cover the roles that Alaska community and tribal libraries are asked to take on in this cultural context.

Alaska's vast expanses and largely roadless terrain combined with a population that is widely dispersed along coasts and rivers, create challenges for delivery of all sorts of services that are rarely faced in states to the south. The state's distance from the rest of the country adds additional challenge to delivering continuing education, for face-to-face networking, and hands-on training. Opportunities taken for granted in the Lower 48 like driving to a state conference or a car trip to visit a neighboring library are not possible for most Alaska library staff. Because most Alaskans are reliant on costly air travel to attend national conferences or to attend a workshop in another town in Alaska, the frequency of interaction and training is sporadic at best. Add to these challenges, the extremes of weather for a large part of the year, one finds many library staff work in an isolation not common elsewhere. At a 2011 summit of Alaska Native librarians, archivists, museum and cultural center staff, 55% of 150 attendees had never attended a conference or had only once attended a conference with their counterparts elsewhere. The Library Development staff of the Alaska State Library, in the past, made site visits, but because of the high cost of in-state airfare could visit less than half of the 97 community libraries in a decade. Now with budget shortfalls due to depressed oil revenues, the state library is even more restricted. Libraries themselves are relatively new institutions in Alaska, and many of these libraries are less than a decade or two old. They often rely on untrained staff who may never have even visited another library. At the 2011 summit, on-the-job or no training was the most frequent response to the question of how participants had received previous training.

In 1999 the Alaska Library Association adopted the *Culturally Responsive Guidelines for Alaska Public Libraries* under the leadership of Dr. Lotsee Patterson of the University of Oklahoma and David Ongley, then director of Tuzzy Consortium Library in Barrow. The guidelines were an effort to provide some guidance to librarians throughout the state. The guidelines have been reviewed and adapted all over the world. See http://akla.org/publications/culturally-responsive-guidelines-for-alaska-public-libraries/. Culturally responsive library service was a focus of a 2013 Alaska workshop where participants responded to questions based on an ALA cultural responsiveness inventory. When asked if culturally responsive services were addressed in their library statements, 14 of 27 participants reported "yes", but when asked "does your library have a policy for handling culturally sensitive materials," only three responded "yes." At the same workshop 17 out of 27 indicated that they were collecting language materials for the language used in their area. Asked if their library collected materials of local knowledge, most said yes. When asked what would allow better culturally responsive service, 21 out of 27 said more training would be the greatest help. Furthermore, when asked if their library provided training for staff to serve diverse populations only three said "yes." The gap between interest in providing culturally relevant library service and focused training is large.

A talking circle at this training event produced a recommendation that future training last three to five days with the opportunity to do hands-on work. Their request for training with real-world "mini-projects" was an impetus for this proposal. High on their list of ideas for future training were "increased knowledge of successful programs by other libraries" and "training in culturally appropriate guidelines specific to my situation." Target audience feedback has laid the groundwork for this proposal.

2. Project Design

The project design touches on each of IMLS three main goals as expressed in the 2012-2016 strategic plan by designing continuing education for a targeted group of library staff, by encouraging participants to strengthen their public or tribal library as a community anchor through collaborating on cultural heritage projects with other community agencies, and to provide appropriate stewardship of community and tribal cultural materials.

Project Goals
Goal 1) Extend culturally relevant library training to tribal and community librarians who work with Alaska Native populations and materials as they strive to preserve local traditional culture.
Goal 2) Make libraries relevant in communities where print/electronic materials and oral traditions live side-by-side. The libraries in these communities and the competencies for librarians may look different from standard library practice in the United States.
Goal 3) Strengthen rural libraries as community anchors as they build collaborations on projects with importance within their communities.
Goal 4) Disseminate widely information about the project and the availability of course materials and archived webinars to the world beyond Alaska, particularly other tribal and indigenous area libraries.

Project Management
The project principals and steering committee represent a team with decades of experience in remote and rural Alaska and in conducting training with our target population. They are Native and non-Native professionals with national and state experience in a broad range of libraries and cultural institutions. (See Key Project Staff and resumes and Steering Committee Supporting Document 3).

The project aims to improve library service to Alaska Native populations by providing training and continuing education to community and tribal library staff. The training will consist of a five-day institute in the first year. Applications will be screened on such factors as: answers to applications questions, amount of previous training, balance of tribal and geographic representation, and permission to attend from the applicant's employer. If there are more applicants than anticipated, each library may be limited to one attendee.

In the second year, five to seven libraries will be selected through an application process for a week of customized on-site, hands-on training offered to the community library staff and other community agencies. These might be staff from a local museum, native heritage cultural center, tribal cultural agency or project, or even the local high school. Applications for this phase will be distributed to May institute participants. The steering committee will locate visiting specialists based on the needs of each community. A specialist will spend a week training, assisting and assessing the community's project. Criteria for acceptance in the second phase visits will, at minimum, include: ability to describe a community library project that would benefit from an instructor with particular library, archives, oral history, indigenous language or cultural heritage expertise, the ability to partner with a community agency, and a community commitment to make local arrangements for lodging and meals during the week of the site visits, particularly in villages that have no hotels or restaurants.

After the visit, the specialist will present a topical webinar, based on their particular expertise and their on-site activities, to all libraries in Alaska and elsewhere. These will be streamed, archived, and made available on the both the Alaska Library Network and the Alaska State Library websites.

Also in the second year, if the Association of Tribal Archives, Libraries and Museums (ATALM) conference falls within our grant period, we will offer one travel scholarship for a student and the project director to the 2019 ATALM conference. The project director will apply to present at the conference when calls for programs are announced. The project staff will distribute applications to project participants. Criteria for selection will include among others: 1. Availability to travel out of state 2. Willingness to prepare a brief presentation as part of the director's conference session 3. Willingness to share information about the conference at large to other community and tribal librarians via the institute e-list, the Alaska Library Association online list, or as a post on the ALN website.

We anticipate increased knowledge and skills for library staff who normally work in isolation and with only minimal on-the-job training. The expected outcome is that participants in the workshops and the follow-up projects will report an increase in their skills and knowledge of culturally relevant library resources and be able to demonstrate how their libraries can contribute to the preservation and revitalization of indigenous cultural traditions and languages. The trainers will share their expertise through site-visits and follow-up webinars. It is anticipated that the instructors' remote community visits will educate them to the realities of library development and cultural preservation in rural Alaska.

Risks and Proposed Solutions
Members of the ALN team have been working together since 2007, when the Alaska State Library convened a focus group of Alaska Native library, museum, archive, and cultural center staff. The results of this focus group were a large-scale summit called the Alaska Native Libraries, Archives, and Museums Summit (2011), four smaller focused workshops (2011-2013), and an Alaska Library Association preconference in partnership with the Alaska Native Language Archives (2016). Due to this experience the project leadership anticipates that there will be little or no problem attracting 25-30 participants for the first year institute.

A normal obstacle in programs of this sort in Alaska is that participants would not be able to attend due to the high cost of in-state airfare. This concern is addressed by the high proportion of the project budget that will be devoted to scholarships for student travel, and reimbursements for instructor travel.

It is possible that students may not apply for a site visit, perhaps due to a lack of comfort writing grants, but we intend to hold one session during the institute to address questions regarding application for site-visits and hold a group discussion about possible project ideas. We will also have a follow-up audioconference and offer individual phone consultation to facilitate their applications. There might also be hesitancy to bring an outsider into the community, but it is anticipated that some of the institute instructors will be utilized as site visitors where appropriate, so some library staff will feel more comfortable working with someone whom they already know.

If, on the other hand, there are more applicants for site visits than funding allows the steering committee will screen applications using a rubric that will based on the basic criteria described above.

Also from our past experience, we know that the workshop will attract participants with a wide variety of skills and knowledge, ranging from master's level librarians to recently hired library aides. Therefore we intend to tailor the curriculum to skill level through tracks or pods, allowing students to select the sessions that will speak best to their level of experience. We have built in enough lead time to customize the workshop based on actual applicants' needs as expressed in our pre-workshop inventories early on in the grant period. Among the biggest barriers to attendance at off-site training are lack of travel funds and lack of support for training from one's own institution. The project aims to erase the barrier presented by high travel costs, but will not be able to address the question of institutional support except perhaps for the enticement of an opportunity for a follow-up, on-site training session.

Target Audience

The target audience for this project is library staff in the 97 public libraries and approximately 50 tribal libraries in Alaska. We will recruit Alaska Native library workers and also non-Native library staff who serve significant Alaska Native populations or work with important cultural materials. We expect most participants will represent rural libraries, but we will accept applications from larger population centers as well. After all, Anchorage is the US metropolitan area with the highest proportion of Native American/Alaska Native population according to the U.S. Census Bureau, and a greater number of Alaska Native people live there than in any Native community in the state. Juneau and Fairbanks also have significant Alaska Native populations.

Workshop curriculum

Because we will be tailoring the curriculum of the workshop to the actual participants, we expect to develop the agenda from responses to an inventory of interests and skills that will be sent to them early in the project as well as a self-assessment of library and community cultural resources. A sample tool to determine the existing level of culturally relevant activity can be found at Supporting Document 2. The agenda will offer sessions for participants with a wide range of experience and previous training, but will also provide opportunities for all students to interact and learn from each other.

Examples of possible institute sessions
- Basic library skills based on ALA's newest revision of TRAILS: Tribal Library Procedure Manual (4th edition currently in progress) and Alaska State Library training materials
- Intellectual property concerns
- Oral history
- Working with Native corporations and tribal councils
- Partnering with other community anchors
- Preservation of non-print materials (tapes, films, artifacts, photos/slides)
- Language preservation/revitalization (making language materials available)
- Using Native languages in the library interface (signage)
- Electronic resources such as the Alaska Digital Archive http://vilda.alaska.edu/, the Alaska and Polar Regions Index, SLED and statewide and its statewide databases http://lam.alaska.gov/sled/
- Overview of content management systems like Mukurtu http://mukurtu.org/
- Cross-generational programming
- Current successful cultural programming in libraries
- Engaging elders in the process of preserving their language and culture
- Appropriate use and consideration of Traditional Cultural Expressions

The project steering committee will meet via audioconference to guide the direction of the continuing education curriculum and to suggest potential site visitors. The project staff and steering committee members, their education, and areas of expertise in library instruction, oral history, linguistics, and digital resources are described in List of Key Project Staff and Supporting Document 3. A number of committee members have agreed to serve as instructors at the institute or, if appropriate, as site visitors. Two of the project key staff and two of the steering committee members were on the steering committee for the 2011-13 Alaska Native Libraries, Archives, and Museums Summit project. Several of the librarians have presented at the national ATALM Conference, and David Ongley and Sue Sherif served on the planning committee for the 2009 Portland Streams ATALM conference. David Ongley is a past president of the American Indian Library Association. Tyson Rinio and Erin Hollingsworth were participants in the 2011 summit and subsequent workshops. Erin Hollingsworth and David Ongley attend the Tribal College Libraries Institute. Through this network, we have worked with Dr. Lotsee Patterson, Dr. Loriene Roy, Sandy Littletree, Omar Poler, Sandy Tharp-Thee, Dr. Cheryl Metoyer, a team from the culturally responsive content management system Mukurtu, and a wide range of other outside experts from which to choose guest instructors or on-site experts as the curricular needs of the particular institute participants and training projects of the site visits are clear. Others on the steering committee have credentials in linguistics and oral history, so have similar networks in those fields.

Outcomes and Benchmarks
In the first year, we anticipate that 90% of applicants will report an increase in skills, knowledge, and abilities in pre- and post-workshop surveys. Student evaluations will be collected at the end of the first year. Evaluation of second year projects will follow a similar format, but will collect data from both the instructors/visiting experts and the student participants, including a review of their collaborations. In the second year we anticipate 85% of the librarians will report improvement.

The project staff and the evaluator will meet to design and review all project evaluation tools, and the team will review and analyze results. Data gathered before and after the workshop will allow us to tailor the IMLS-

provided model to address specific areas of curriculum (See Supporting Document 6 for a sample pre-/post-survey.) We will not only gather initial survey results based on the IMLS model, but we will also gather qualitative and anecdotal evidence of accomplishments, obstacles, and problem-solving that students encounter during the course of the project, including an account of community collaboration. We realize that continuing education projects like this often yield results far beyond the period of grant funding, but we will conduct a phone survey of all participants in August 2019 before the funding ends to capture any immediate library or community impacts at that point. Early in the project the steering committee, key personnel, and evaluator will meet via audioconference to refine indicators and discuss realistic benchmarks and targets for our desired outcomes, and to assess the proposed measurement tools.

- **Outcome 1)** Develop culturally relevant curriculum for the project institute to increase the skills, knowledge and attitudes of participating library staff by: analyzing initial student surveys and consultation with the project steering committee. **Method:** pre- and post- surveys of institute participants.
- **Outcome 2)** Tailoring site visits to match community needs. **Method:** Orientation of site visitors to the community they will be visiting. Pre- and post- surveys of site visit participants and follow-up telephone calls.
- **Outcome 3)** Demonstrated collaboration with community partners, to share training. **Method:** Anecdotal accounts through follow-up and telephone survey and reports from site visitors
- **Outcome 4)** Webinars and course materials posted online will be used by a wider audience inside Alaska and national wide. **Method:** Review activity on website and statistics for posted YouTube webinars.

Year One Activities
- Convene steering committee (Tyson Rinio) - October 2017 (meeting monthly)
- Evaluation (contracted evaluator) – October 2017 (ongoing)
- Secure institute space and housing (Tyson Rinio and Sue Sherif) - October 2017
- Publicize grant award and workshop opportunity (Sue Sherif, Tyson Rinio, Julie Niederhauser, steering committee) - October 2017
- Review and select applications for Institute (Erin Hollingsworth and David Ongley) - November 2017
- Initial survey of students; Inventory (Sue Sherif and Tyson Rinio, steering committee review) - November 2017
- Respond to applicants (project aide) - December 2017
- Formal speaker contracts (Tyson Rinio and ALN) - December 2017
- Begin travel arrangements for participants and speakers (Sue Sherif and project aide) - January 2018
- Produce agenda and curriculum materials (Erin Hollingsworth, David Ongley, Sue Sherif, and Tyson Rinio) - February – April 2018
- Send welcome packets to students (project aide) - April 2018
- Conduct workshop over 5 days (All) - May 2018
- Collect and analyze evaluations (contracted evaluator) - May 2018
- Settle and pay accounts (ALN treasurer) May – June 2018 (ongoing)
- Webinar and phone calls to answer questions about application process for site visits (Tyson Rinio and Sue Sherif) - August – September 2018
- Distribute and review applications for site visit projects (Tyson Rinio and Sue Sherif) - August – September 2018

- Prepare and send interim report to ALN and IMLS (Tyson Rinio and Sue Sherif) - September 2018

Year Two Activities
- Publicize scholarship to attend ATALM (TBD) (Erin Hollingsworth and David Ongley) - October 2018
- Announce site visits (Tyson Rinio) - October 2018
- Contract instructors and schedule site visits; obtain release for webinars and any curriculum materials that instructors permit to be posted and archived on the ALN and Alaska State Library websites. (Sue Sherif, Daniel Cornwall) - October 2018
- Construct pre-survey for site visits (steering committee and evaluator) - October – November 2018
  - Pre-survey for librarians
  - Post-survey for instructors and librarians.
- Steering committee consulted regarding site visits – October – November 2018, January 2019
- Evaluation (contracted evaluator) – October 2018 (ongoing)
- Site visits (guest instructors) - November 2018 – May 2019 (ongoing)
- Distribute post-survey for site visits (project aide) - December 2018 – June 2019 (ongoing)
- Webinars ongoing (guest instructors, Daniel Cornwall) - December 2018 – June 2019 (ongoing)
- Submit program proposal to ATALM (Tyson Rinio) - spring 2019
- Follow-up with phone calls to all participants at the end of the second year to discuss outcomes or impacts after the period of the site visit (project aide) - August 2019
- Prepare evaluation report (evaluator) – August - September 2019
- Deliver presentation to joint AkLA/PNLA conference (Tyson Rinio) - August 2019
- Attend national ATALM conference (Tyson Rinio, one student) – September 2019
- Prepare and submit final report (Tyson Rinio, Sue Sherif, and ALN) - September 2019

Our timeline will mark progress toward achieving intended results. When encountering unexpected issues, the director will adjust the timeline to meet the September 30, 2019 completion date.

Dissemination
We will announce the project on the state library and ALN websites. We will send out materials to the E-list for the Alaska Native Issues Roundtable and the Alaska Library Association, as well as the Alaska State Library's bi-weekly online bulletin. We will submit press releases to relevant organizations like the American Indian Library Association (AILA) newsletter, ATALM, to *First Alaskans* magazine and other news outlets used by the University of Alaska Fairbanks. We will promote the project at the AkLA 2018 conference. Near the project's completion we will make presentations at the 2019 AkLA Conference (possibly a joint conference with the Pacific Northwest Library Association). The project director and a project participant will apply to make a presentation at the 2018 or 2019 ATALM conference (dates and locations have not been set). The director will submit an article to one or more of the following journals: *Public Libraries*, *Libraries and Culture*, *Other Ways of Knowing*, *Tribal College Journal of American Indian Higher Education*, *American Indian Quarterly*, or the *Journal of American Indian Education*.

Collaboration
This project is founded in, and grew out of collaborations with community and tribal librarians. Consultations will involve students, and a knowledgeable and committed steering committee. The project will also feature collaboration between local libraries and other community anchors. Steering committee members were chosen

for their special knowledge of Alaska libraries and Native culture, but also their track record of professional activities at the national level.

Partners will include the Alaska Native Issues Roundtable of the Alaska Library Association, the University of Alaska Fairbanks, the Elmer E. Rasmuson Library, which will donate classroom space and facilities, and the Alaska Division of Libraries, Archives, and Museums, which will provide technical support, webinar support and archiving. Other collaborators will include the Oral History Program at the University of Alaska Fairbanks, the Tuzzy Consortium Library of Ilisaġvik Tribal College, and the Alaska Native Language Archive. These agencies will provide institute instructors and possibly some of the site visitors. This group has a recent history of collaboration and is able to build on past joint ventures. If funded, the project will also involve the Museum of the North and Tanana Chiefs Conference, the local regional corporation educational agency.

3. Diversity Plan

As indicated above, the workshop will be tailored to the reality and history of Alaska Native cultural traditions. We expect our audience to be diverse, primarily Alaska Native participants, but also non-Native participants who serve Alaska Native populations in their libraries.

The Alaska State Library's focus group from 2007 gave original guidance for proposed activities. Its recommendations were to focus on 1) indigenous property rights, 2) building partnerships between culture-keeping agencies, 3) give credit to, and name Alaska Native people in photographs and books, and digital archives, 4) preserve stories, language, and tradition through libraries, 5) educate leaders about preserving and sharing village knowledge and information. Both phases of this project have their genesis in the ideas of Alaska Native library staff, first in the 2007 focus group, in feed-back from the 2011 summit, and more recently in workshops in 2013 and 2016.

In some communities, libraries are only ten to twenty years old, so they are still in their formative years. The populations are often subsistence based and, while lacking cash, have a wealth of cultural resources and a sense of urgency for cultural preservation.

Community engagement will be a topic included in the workshop and, for the libraries that are selected for site visits, it will be mandatory that they include other agencies or other forms of community involvement in their project.

4. National Impact

Because the Alaska Library Network is a consortium of libraries, it is at the individual community or tribal library that we expect to have the most impact. Our previous experience in training demonstrates widespread desire for libraries to be partners in local efforts to preserve and honor local indigenous cultures. Many library workers are very interested in library training that will help them accomplish their community goals.

Members of the ALN team have experience based on participation and as presenters at national tribal library, archives, and museum conference and tribal college conferences, and in working in or with libraries that serve predominantly Alaska Native communities. Alaska tribal and community library workers speak for themselves when they write:

> *"I have been to various training conferences and trainings for my job at the Native Village of*
> *Afognak and have found this training to be the most informative and enjoyable one I have*

attended so far. The speakers were knowledgeable and inspirational, and the staff was helpful, warm, and friendly. Through my training I have been inspired to take back some of the information and knowledge I received, and along with a coworker hope to start the Best Beginnings program for children's literacy out of our tribal office. I also received inspiration through the speakers that spoke about oral history and tradition to start interviewing elders in our area and to document them so that they can inspire our youth and to keep our culture and beliefs alive even after these elders pass away. I also learned of the importance of the archives and how to care for documents, maps, pictures, letters, etc."

Another community librarian comments on the value of scholarships:

"As a member of a small tribe in Alaska, we have limited access in training. There are no roads in [or] out of the community, we have only air access. The cost of sending someone out of the community, which has a very high cost of living, fuel, electricity and transportation is double what you pay in cities, [and] is beyond our budget. I was very happy to receive a scholarship to attend … training. The presentations were very informative, and the speakers were very knowledgeable and handout's very practical. I came away with a lot of useful information which I can use on my job."

This proposal is part of a national recognition of the value of library involvement in cultural preservation and revitalization. The effort is a piece of a national movement to recognize the need to develop new library practices that will best serve indigenous populations. The project should lead to greater awareness of Traditional Cultural Expressions and may open library doors to a wider range of people. The project will create a model for libraries working with elders to contribute to programing, creation of original materials, and producing culturally significant metadata.

The project webinars have the potential to benefit multiple institutions, in Alaska and the nation at large, and can sustain the benefits of the expert instruction beyond the life of the project. Through webinars we will be able to share the training and expertise that the visiting instructors bring to communities. It is anticipated that the instructors will learn about these diverse communities from their direct experience during the site visits, and then carry that knowledge to larger audiences in future training and publications. At the state level we find that after people have face-to-face training they are more likely to engage in future distance training experiences.

Ultimately the immediate value will be a better trained library workforce in the State of Alaska. The longer term value will be in modeling continuing education with an emphasis on cultural relevance and classroom education with hands-on, community-based training. The webinars should be applicable to other communities working with indigenous library services, and perhaps service to other minority populations where language loss is occurring and where print materials in those languages are scarce. While individual site visit projects may be specific to a community, the overall methodology of addressing concerns such as recognition of intellectual property rights and community engagement should be reproducible across institutions.

To frame the impetus for honoring Alaska traditional knowledge, we quote Qayaruak a Yup'ik mother speaking of her children: *"what we need to say is yes, learning the English language and culture will open many doors to further their education but the knowledge of the Yugtun language and [their] Yup'ik culture… …will give them the confidence to carry through."* (Michael, p. 54)

Schedule of Completion - Year One

Project Activity	2017			2018								
	October	November	December	January	February	March	April	May	June	July	August	September
Secure workshop space and housing	■											
Publicize grant award and workshop opportunity	■											
Steering committee	■	■	■	Monthly Meetings			■	■	■		■	■
Evaluation	■	■	■	■	■	■	■	■	■	■	■	■
Review and select applications for institute		Nov. 10										
Initial student survey		Nov. 10 - Nov 30										
Respond to applications			Dec. 1									
Formal speaker contracts			Dec. 1 - Dec. 15									
Begin travel arrangements for participants and speakers				Jan. 10 - Feb 15								
Produce agenda and curriculum materials					Feb. 1 - April 15							
Send welcome packets to students							■					
Five-day institute								■				
Collect evaluations								■				
Pay institute bills								■	■			
Webinar to answer questions about application process for site visits											■	■
Distribute and review applications for site visit projects											■	■
Interim report to ALN and IMLS												■

Schedule of Completion - Year Two

Project Activity	2018			2019								
	October	November	December	January	February	March	April	May	June	July	August	September
Publicize scholarship to attend ATALM	■											
Announce site visits	■											
Contract instructors and schedule site visits	■	■										
Pre-survey for site visits	■	■										
Steering committee	■	■		■							■	■
Evaluation	■	■	■	■	■	■	■	■	■	■	■	■
Site visits will occur (5-7)		■	■	■	■	■	■	■				
Post-survey for site visits			■	■	■	■	■	■	■			
Webinars (5-7)			■	■	■	■	■	■	■			
Submit program proposal to ATALM							■					
Follow-up phone survey to discuss outcomes											■	
Presentation to joint AkLA/PNLA conference											■	
Attend national ATALM conference												■
Prepare final report												■

Honoring Alaska Native Cultural Heritage / Alaska Library Network

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
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.

We will consult with our presenters to secure permission to post project-related materials to the web. We will adopt a non-restrictive license like Creative Commons, but will allow them to use other non-restrictive licenses for their materials should they have a strong preference for another. Our contract with them will require their webinars to be publicly available. We will encourage them to make their course materials available under non-restrictive licensing as well, but if they have developed the materials independently of the project we cannot require them to post them or license them.

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.

This project's new digital products will be the streaming and archived webinars mentioned above. If local sites' projects result in future digital products, ownership will be retained by the community. We will make available information about the various non-restrictive licenses should they choose to post their product on the Internet.

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 will be covering intellectual property rights as part of the workshop. We do not expect to produce or post any materials with proprietary cultural content. We will discuss protocols with each instructor if necessary.

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.

Digital videos

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 webinars will be created with WebEx, WebEx software will be used to convert the webinars in MP4 video, which will be posted to YouTube.

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).

MP4 (1080x720px)

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).

Recordings will be spot checked for audio and video quality prior to posting to YouTube.

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 original recordings will be stored with other digital assets of the Alaska State Library. Access copy will be left on YouTube. No additional funding is requested.

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).

For the limited number of webinar recordings to be provided by this project, only uncontrolled keyword access will be provided. If the need arises then we could burn the recordings onto a DVD and have the resulting disc cataloged in MARC.

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

This would depend on whether we wind up cataloging a disc of recordings. If this is the case the metadata will be maintained and preserved along with other holdings of the Alaska State Library through their Sirsi/Dynix system (Alaska Joint Library Catalog).

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).

We plan to mount the recordings on YouTube with multiple keywords. The recordings will be put into a YouTube playlist which will be publicized and possibly cataloged into Alaska's Joint Library Catalog.

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).

We will post the recordings onto YouTube using the channel of the Alaska Division of Libraries, Archives and Museums. The videos will be captioned. Links will be provided on the Alaska Library Network web page.

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.

The channel of the Division of Libraries, Archives and Museums is available at https://www.youtube.com/channel/UCb7SwQWnfWwwCm2hrFi2QeQ?view_as=public

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.

n/a

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.

n/a

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.

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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.

n/a

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

n/a

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

Name of publicly accessible source code repository:n/a

URL:n/a

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.

n/a

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

n/a

A.3 Will you collect any 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).

n/a

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.

n/a

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).

n/a

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?

n/a

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

n/a

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

Name of repository: n/a

URL: n/a

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

n/a