

Huna Totem Corporation – Bringing Our Archives Full Circle – FY 2022 Enhancement Grant

IMLS Agency Level Goal – Advance Collections Stewardship and Access

IMLS CATEGORY – Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users. **Objective** – Support the development and implementation of classes, events, teaching tools, resources, and other educational services.

Project Purpose: *Bringing Our Archives Full Circle* will **improve educational programs** that relate to the Tlingit cultural and historical materials held within our archives by creating educational materials and sharing them via our online digital archives and through our archives and office. These precious materials are available nowhere else and are currently not easily accessed.

We will create ten place-based cultural films, ten lesson plans with supporting materials, and three scholarly articles from information held in our Archives. We will work with project partners to identify topics, review best practices for creating educational materials incorporating Alaska Curriculum Standards, and provide in-person programming in the Hoonah School District, Tlingit Culture, Language and Literacy Program (TCLL) classes in Juneau, at professional conferences, and for the community-at-large. We will create ten new recorded interviews of local elders and culture bearers to document history in the making as well as supplement and enhance current archival holdings. This project will honor the work of our elders and culture bearers who preserved their knowledge and wisdom for current and future generations by facilitating the USE of our archives which we recognize as equally important as preservation. By doing this we help to fulfil our role as stewards of cultural and historic records by PERPETUATING our culture rather than merely preserving it.

Hoonah is a remote Alaskan village accessible only by air or water. It is the largest Tlingit Native community in the world and is the principal village for the Xúna Kaawu (people with indigenous ties to Hoonah), who have occupied the area since prehistory. Our village is steeped in rich culture and history. Hoonah has no museum or public library making the work of Huna Totem Corporation and Huna Heritage Foundation extremely important.

Our target audiences will benefit as they will gain access to newly created learning materials on local place-based history and culture. Shareholders, teachers, students, general public and anyone interested in the topics will have the opportunity to learn about our culture, traditional ways of being and our history and will gain knowledge and skills.

PROJECT JUSTIFICATION

Need: Huna Totem conducted shareholder surveys in 2012 and 2019 with over 1400 shareholders to identify priorities. In both surveys, respondents indicated the preservation of culture through library, archives, and historic collections activities as the second highest priority behind higher education scholarships.

Since those surveys were taken, Huna Heritage Foundation (HHF) incorporated a number of projects into their strategic plan to address this priority. We have kept and documented and preserved our history, culture, and ways of being. Elder knowledge has been recorded in existing audio and video interviews with respected Tlingit elders. These priceless stories, held within HHF's Library & Archives, represent a collective memory for Xúna Kaawu (people with indigenous Hoonah lineage) and Hoonah community and need to be available in a format easily shared. We have created an online digital archive containing photos, films, and other resources that thousands of people have accessed according to our online access count. We have worked on collections care, beginning with the basics of organizing, processing, creating finding aids and unique identifiers, and inputting items into a searchable database for locating holdings. These critical steps have been completed over the past two years through an IMLS funded Enhancement Grant project, *Collections Care for Access and Growth. Supporting Docs 3, 5, 7*

Problem: Our collection currently is in a state that is raw, unedited, lengthy, and challenging to use and learn from. Our work to date is not enough to truly fulfil the shareholder's desires or the elder's intended purpose of traditional knowledge transfer at the time of their interviews. The collection is unique with documents, photographs, films, and audio recordings that are only available at HHF. Each year we receive many requests relating to our content from educators, students, Tlingit and non-

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Native community members. As resources have been added to the archives HHF staff has observed the challenges patrons face when trying to use the raw footage and original recordings and materials to locate the information they want. The difficulties lie with access points, creating the need to develop and implement easily accessible, educational materials from the original sources. The following comments received during previous project evaluations are just a glimpse into what our shareholders and community members are telling us:

“Keep up the good work, and I would like to see a story book telling from people of long ago when they were kids, stories of before technology, short stories I can read to my granddaughter about long ago in Huna. That would be awesome.”

“This is things that need to be passed on to our children, my great Gma always said if we don’t teach our children who will.”

“Accessing information...is vital as it sets the foundation of who we are as community and organization.” “

“I reached out to Amelia and Michael and asked them if I could be part of a program that created a teacher resource page or document that took out much of the searching and instead provided a direct link to resources for teachers at various grade levels to easily access materials that they could then use in their own classes.”

Our **challenge** is to improve educational programs so that we can carry forward those lessons waiting to be shared in meaningful ways and honor the work of our elders and traditional knowledge bearers no longer with us. In the article from the Society of American Archivists website, “Using Archives: A Guide to Effective Research,” the author shares that “Archives exist both to preserve historic materials and to make them available for use.” (<https://www2.archivists.org/book/export/html/14460>) .

Assessment: Staff did a baseline assessment on the best next steps to increase accessibility of the Library and Archives collection of materials of elders sharing their knowledge and stories. With the successful establishment of HHF’s Digital Archives and the success experienced through the creation and implementation of a system of processing, description, arrangement and naming convention, the natural progression is to advance collections stewardship and access through improved educational programming and services.

HHF staff members met and communicated with teachers at the Hoonah School District and the Tlingit Culture, Language and Literacy Language Program (TCLL) in Juneau where a large number of shareholders reside, about their needs for place-based cultural materials to use with their students. Teachers confirmed that there is little available that addresses our language and culture, especially materials directly related to Huna culture. Teachers also expressed a willingness to help identify topics for cultural educational materials and to use the resources once they are created.

HHF staff conducted an environmental scan and found very few scholarly articles available on Huna culture and history. Even more difficult to find are works by indigenous Tlingit authors. It is vital to develop literary resources about us, written by us. The Executive Director has taught several college-level courses on Tlingit culture and history lending to firsthand knowledge of the lack of articles and support materials available to use in teaching college-level students. Staff further recognize through processing our archival holdings that it is essential to create new audio and video interviews of current elders and culture bearers that will improve the amount of content we have on topics of cultural and historical significance. We often have good content in our archives, but not enough material to tell a whole story. We must continue to record and document our history as it happens. Staff also surveyed or met with representatives from the following target groups to solicit their input: shareholders, online digital archive users, teachers, students, elders, community members, and staff at Hoonah Indian Association.

Hoonah residents and shareholders have a well-documented and ongoing interest in meaningful access to our elders’ and knowledge bearers’ stories.

“Would love to see more video! Thank you for saving and curating these wonderful snippets of history.”

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“I’ve been thinking about our culture and heritage dying. But this will be very beneficial to everybody. When you interviewed me, I was thinking about what I said and that people can see and hear about us. We need this.”

Our recent collection development and collection care projects have positioned HHF to move to the next step, advancing collections stewardship and access through improving educational programs for our one-of-a-kind materials. Hoonah Heritage Foundation Board has acknowledged improved educational programs as a priority. By creating learning materials that advance collections stewardship and access, HTC and HHF will enhance their role as strong community anchors and engage community members through improved educational programs.

Archival stewardship shares many cultural values that guide how we process our traditional foods. The materials that we process in our archival work can be metaphorically understood in the steps of gathering our traditional foods, processing it, preserving it, and sharing it. We catch salmon, process them, jar them, then share with our family and community- we don’t leave the salmon on our shelves to collect dust, that would be wasteful and could bring misfortune in future attempts to gather. Similarly, we understand that to truly steward the material in our archive we must share them with care and mindfulness of the responsibilities of honoring the voices, the images, the stories, and histories we are entrusted with. Our goal of improving educational programs related to our archives through the development and implementation of a variety of educational materials brings our stewardship cycle full circle. It brings what our elders and culture bearers started by documenting their knowledge and wisdom into the hands and minds of current and future generations, so they get to learn from what our elders saved for us, and what they had learned from generations before them. Through this project we are facilitating use of our archives while feasting on and sharing the harvests of those who came before us.

Target groups: HHF strives to provide maximum access to archive collections while protecting the cultural integrity of the Hoonah people. Intended audiences for *Bringing Our Archives Full Circle* include: Xúna Kaawu (1500); Huna Totem shareholders/descendants(1400/thousands); elders and others who reside in or are from Hoonah (1,000+); primary, secondary, and post-secondary students (200+) and instructors (21+); colleagues (75); those studying our cultural ways of being; researchers; and the public (unknown).

Project Beneficiaries:

- K-12 students and staff at Hoonah City Schools (127 students, 12 staff)
- Students/staff in Juneau School District’s TCLL (74 students, 9 staff)
- Staff of Huna Heritage Foundation (4)
- Writers and researchers interested in Tlingit culture/history and/or Hoonah culture/history (unknown)
- Tlingit language learners (approximately 300 statewide including University of Alaska)
- Upcoming mentees and future mentors of Tlingit language and culture (unknown)
- Elders, their families and community who are vested and/or interested in maintaining traditional ways of knowing and living for future generations (approximately 1,500)
- Huna Totem Corporation shareholders and their families who repeatedly asked for access and use of archival holdings
- according to the 2012 and 2019 Shareholder Survey (1,400 shareholders)
- Attendees of the 2024 ATALM conference who attend our session on this project (approximately 50)
- Attendees of the 2024 Alaska Library Association conference who attend our session on this project (approximately 25)
- Readers of the magazines and/or journals we publish our articles with (unknown)
- While most are no longer with us, we also wish to acknowledge the elders and culture bearers whose recordings we will honor by bringing their voices full circle to their intended audience (many)

PROJECT WORK PLAN

Bringing Our Archives Full Circle is a two-part project responding directly to the assessed shareholder, student, educator, Tribal Archive. Library and Museum professionals, and community needs for place-based educational materials. It addresses three critical project questions that came from our assessment: 1) How do we ensure that the knowledge shared by our elders is transmitted to current and future generations? 2) How can we support students through the development and implementation of teaching tools? 3) How can we ensure we do not miss opportunities to add to and enhance our collection in support of creating learning materials?

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The Executive Director's participation in Washington State University's Tribal Stewardship Cohort Program provides a solid foundation for this project and introduced our Project Team to the Digital Stewardship Lifecycle that identifies the stages for processing materials as get it; save it; check it; and share it. <https://sustainableheritagenetwork.org/digital-stewardship-curriculum-page> Our project's conceptual design and process is centered around the "share it" phase of the stewardship lifecycle as this integral step is one we have yet to develop and implement.

HHF staff discussed a work plan that addresses the project tasks both thoughtfully and strategically. HHF has budgeted for staff to take three courses from the Society of American Archivists which they will complete **prior** to the start of this grant funded project to help us with our goals and objectives. The courses include: 1) Nontraditional Advocacy and Outreach Practices from a DEI Perspective – designed to help transform collecting repositories into living departments that engage with the community in ways that are inclusive, equitable and impactful; 2) Designing and Presenting Effective Online Learning - an overview of online learning best practices with a focus on synchronous web conferencing; and 3) Train the Trainer: Building a Successful Continuing Education Course – how to design quality courses, write accurate descriptions, and develop useful content with learning outcomes that support core competencies.

To assist our creation of improved educational materials we will draw upon the lesson plans and other educational resources developed and shared by Library of Congress (<https://www.loc.gov/programs/teachers/about-this-program/>), Smithsonian's History Explorer (<https://historyexplorer.si.edu/teacher-resources>), National Archives Educators Resource Page (<https://www.archives.gov/education>) and others included in the our Educational Resources Bibliography. Supporting Doc 6

Assumptions: Partners will carry out their roles. Staff time allotted to project will be sufficient to create the targeted number of resources. Teachers, students, shareholders/descendants, and other target audience members will utilize the resources once they are created.

Project risks and mitigation plan: There is a risk of creating materials that are not useful to our intended audience. We will mitigate this risk by following the models of successful educational programs at national repositories and aligning our lesson plans with the Alaska curriculum standards. There is a risk that researching and creating the materials will take longer than anticipated. Our staff are well-acquainted with our archival resources and have the skills necessary to implement the project. We will monitor our schedule of completion to assure timely progress. There is a risk that project partners will not fulfill their planned roll in achieving project success. We see this as a minimal risk due to our established history of successfully partnering and working with them. There is also a potential risk of non-use of our newly developed learning materials that we will mitigate through instruction, assistance, modeling use, and publicizing availability.

Who will plan, implement, and manage project: The staff at Huna Heritage Foundation will be responsible for the day-to-day activities related to the development and implementation of educational programs, services, learning materials, scholarly articles, and conference presentations; reviewing existing films and audio to locate information to use in educational films; interviewing elders and tradition bearers to gather additional information; compiling information to include in lessons plans and support materials; creating films and developing lesson plans and support materials; developing metadata, cataloging new resources and uploading them to the online archives. They will organize and promote events for shareholders and community members, prepare reports and communicate with HTC staff and Board.

The Key Staff List, Consultant letters, and Résumés show the breadth of experience and skills held by project staff and the evaluator. Staff will use existing planning documents, archive policies and procedures, and our Collection and Digitization Policies to assure strong project management. We will work with partner agency staff, other corporation staff, consultants and shareholders to successfully implement this project. The Executive Director will serve as the Project Director. She will oversee the Archivist, Community Specialist, and Film Project Specialist. Supporting Docs 1, 2, Résumés

The HHF Board of Trustees has the ultimate authority over all operations to ensure numerous levels of care, protection and adherence to Tlingit cultural values, standards, practices, laws and protocols. The Board of Trustees wholeheartedly support the proposed project as the next archives priority for HHF. Supporting Docs 1, 5

Partner/collaborator roles: The following four long-term partners are critical to our success:

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The Alaska State Libraries, Archives, and Museums will provide expertise, project support, resources to support the development of learning materials, and guidance to project staff.

Washington State University's Center for Digital Scholarship and Curation will provide guidance, technical support and peer networking. For the past 6 years, HHF staff have maintained the mentor relationship with WSU that began with the Tribal Stewardship Cohort Program where we gained knowledge, skills, and a solid understanding of culturally responsive and ethically minded practices of collections stewardship for cultural heritage materials. Supporting Doc 1

Hoonah City Schools (HCS) has been a partner for local and Alaska History, culture and storytelling programs using archival materials as subject matter the past five years. We have presented Veteran's stories, introduced students and teachers to the Digital Archives, and assisted teachers with research questions when asked.

Tlingit Culture, Language, and Literacy Program (TCLL) The TCLL Program in the Juneau school district is a place-based, culture-based "school within a school" where the Tlingit language and culture are integral to daily instruction, where they are celebrated and respected. We have worked with TCLL over the past several years to facilitate their requests for information on Xúna Kaawu.

Resources needed: Permanent staff (ED and Archivist) funded by HHF; part-time grant-funded staff; guidance from the Alaska State Libraries, Archives and Museums; technical support from staff at Washington State University; time and feedback of school teachers, culture bearers, and elders; recording equipment, software, and computers (already owned by HTC and HHF); materials in the archive collection; general supplies (provided by HTC and HHF); stipends for elder and cultural bearer interviews; HHF's collections policies; funding for the evaluator, and staff travel..

Work plan: Tasks, responsible person(s) and timeline information is provided for each goal. The following abbreviations are used for individuals/groups/organizations carrying out tasks: Executive Director (ED), Archivist (AR), Film Project Specialist (FPS), Community Specialist (CS), Alaska State Archives (AK), Evaluator (EV), Washington State University (WSU).

Project Goals and Objectives

Goal 1: Shareholders/descendants, teachers and students, community members, and the general public will have increased access to educational information on Hoonah Tlingit traditions, history, and culture through locally created teaching tools (lesson plans, curriculum support materials) and films that share our elders' and Hoonah culture bearers' knowledge.

Objective 1: *Identify topics for a series of films and teaching tools that focus on culture, history, and traditional life skills– Team – Months 1-6*

- Communicate with target audiences to identify topics of interest and get feedback and suggestions on the development of the teaching tools and films; finalize list of final topics and share with teachers – Team – Months 1-6
- Research archival holdings to identify source materials for the creation of films and teaching tools – AR, FPS, & CS – Months 1-6
- Identify elders and tradition bearers who hold knowledge needed to create educational materials –Team– Months 1-8
- Finalize list of lesson plans, lesson topics, learning materials, articles to be created, etc. – Team – Months 6-12
- Align lesson plans for school use with the Alaska curriculum content and performance standards – AR, CS – Months 6-12

Objective 2: *Create and maintain targeted collections of films, articles, and teaching tools that combine information from source materials to provide easy access for learning by a wide variety of age groups*

- Use Adobe Premier Pro to create 10 short films (2 films – 20 minutes, 8 films – 5 minutes) on Hoonah Tlingit traditions, history and culture – FPS – Months 3-20
- Review and use existing repositories' learning materials as models for our educational materials – Team – Months 1-12
- Review resources at national repositories and institutions on creating teaching tools for primary source materials – Team – Ongoing
- Meet with and interview elders and tradition bearers to create audio recordings –Team– Months 6-24

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- Create 10 lesson plans and 10 educational support materials; Confer with teachers for input – AR, CS – Months 7-20
- Follow the digital media plan for copying, long-term storage, and maintenance of films – FPS – Months 7-20
- Develop metadata for and catalog all newly created resources – AR – Ongoing
- Share short films on social media, YouTube, and digital archives – FPS, ED – Months 7-24
- Publish all newly developed learning materials on our digital archives for greater access – FPS, ED – Months 10-20
- Publish 3 articles with two on Hoonah culture and history and one on the process of developing learning materials – ED, CS, AR – Months 12 -24

Goal 2: Shareholders/descendants, teachers and students, community members and the general public will use the newly created archival resources to increase their knowledge, enhance their base of information on Hoonah Tlingit traditions, history and culture, and to gain traditional life skills.

Objective 1: Initiate use of the newly created films/teaching tools focusing on culture, history, and traditional life skills

- Host storytelling workshops at 2 target schools once per year – Archivist – Months 6 & 12
- Contact target audiences quarterly to introduce materials and assist in their use – Project Team – Months 7-20
- Provide a descriptive new materials list to Hoonah Schools and TCLL program; Update quarterly – Team – Months 7-24
- Organize 2 in-class visits and film showings to promote use of materials – Project Team – Ongoing
- Share materials on social media – Team -- Ongoing

Goal 3: Teachers, colleagues and community members will benefit from improved educational programs relating to Hoonah Tlingit culture and history.

Objective 1: Facilitate learning opportunities for target audiences (use evaluation questionnaires at the end of each presentation)

- Host conference presentations two times per year (ATALM, AkLA) – ED – Months 2, 5, 13, and 17
- Host community presentations once per year in Hoonah and Juneau– Team – Months 9 & 18
- Facilitate teacher in-services in Hoonah and Juneau two times per year – Team – Months 2 & 14
- Utilize new learning materials in college level courses once per year through Tidelines Institute (see their letter of support) and the University of Alaska Southeast – ED – Months 8 & 16

Activities for all goals: The Executor Director, Archivist, Community Specialist, Film Project Specialist, Evaluator, Washington State University will:

- Review assignments, communicate with Project Team/partner agency; write final report – Team – Ongoing
- Communicate with target audiences and community-at-large about the projects – Team – Ongoing
- Review Digital Products Plan to assure we are meeting desired standards – Team – Ongoing
- Develop and disseminate publicity materials – Team – Ongoing
- Contract with evaluator – ED – Month 1
- Review and implement Performance Measurement Plan; revised as needed – TEAM, EV – Ongoing
- Create and distribute evaluation tools for various target groups – online, after in-person events. etc. – ED, EV - Ongoing
- Write articles for publication; contact journals/magazines; submit articles – ED – Ongoing
- Review and analyze responses; draft evaluation report – ED, EV – Ongoing
- Meet with HHF Board, HTC President and CEO, and Evaluator to review and report progress – Quarterly

Sharing findings:

Target audiences: Communications about our project success and findings will be aimed at Xúna Kaawu, shareholders/descendants, teachers and students, partner organization constituents, and community members of Hoonah. Other audiences include scholars, colleagues, and the public-at-large who access our collection and learning materials.

Sharing: The Project Team will promote and disseminate information on the project through regular press releases to news outlets; newsletters from Hoonah City Schools (delivered to every resident of Hoonah) and Sealaska Corporation; HHF, HTC and partner social media platforms such as Facebook and YouTube; and will post project updates on Huna Totem Corporation's website and through emails to shareholders. Outreach information and a link to the Mukurtu CMS site will be on HHF's website. Staff will present at HTC's Shareholder Information meetings, the schools, and community meetings. The ED

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will submit proposals for presentations at ATALM and the Alaska Library Association (AKLA) conferences on our process of improving educational programs that relate to our archive content as a model for other small communities. The Project Team will pursue journals and magazines for publication of articles. Some possible options for publishing include the Smithsonian Magazine, Sealaska Heritage Box of Knowledge Series, The Alaska Native Knowledge Network, and the Journal of Museum Education.

PROJECT RESULTS

We are confident our strong position in the community, our dedicated Project Team, involvement of community members, target audiences, and the assured commitment of partners will lead to success. HTC and HHF work together to enhance educational engagement, cultural opportunities, and community development. We anticipate that our target audiences will experience deeper understanding of our Tlingit culture, history, and traditional ways of being through the improved educational programs and services. Evaluating how the programs and services we offer make a difference in the lives of shareholders, students, community members, colleagues, and the public is integral not only to project success but fulfilling our organizational and Library and Archives missions.

Measuring success: Project staff will use IMLS performance measures for agency-related goal #3 Advance Collections Stewardship and Access. We will review the performance measurement and outcome-based evaluation tools included in this application at the start of the project. Effectiveness, quality, and timeliness will be evaluated using indicators, targets and evaluation tools as laid out in the Performance Measurement Plan. In addition, outcomes related to gaining knowledge/skills, change in attitude or behavior, and/or quality of life will also be measured. Surveys for online and program feedback will be developed and used to gather data on the targets established for: 1) shareholders/descendants; 2) Digital Archives visitors 3) students; 4) teachers; 5) colleagues; 6) community members and the public; 7) conference presentation attendees; and 8) staff and HTC/ HHF Boards. Evaluation data will be tabulated and analyzed to determine project results and also our performance as a grantee. Findings will be reported to HTC and HHF Boards and IMLS. Supporting Doc 4 and PerfMeas

Success will depend not only on reaching the anticipated outcomes and outputs listed, but also on unexpected outcomes that may arise. While our project focuses on the IMLS Enhancement Grant Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users and its Objective 2.2 regarding the development and implementation of educational tools and services; we also know that our project will result in positive outcomes and outputs as related to IMLS Grant Goal 3, “Enhance the preservation and revitalization of Native American cultures and languages,” including Objective 3.3, “Support the sharing of content within and/or beyond Native communities.”

Audience engagement: 1) Stakeholders in Hoonah and Juneau will provide feedback after utilizing the newly created educational materials; 2) Digital Archive online visitors will provide feedback about the learning materials via an online survey; 3) Teachers will be given surveys to evaluate the usefulness of the learning materials; 4) Student storytelling participants will provide feedback via on-site surveys about their experience utilizing the archives learning materials. 5) Conference session participants will complete a survey on the helpfulness of the presentation. Participants will also be given the opportunity to share their suggestions and ideas on how to improve our educational programming.

Tangible products: 10 short films (2 films – 20 minutes, 8 films – 5 minutes) on Hoonah Tlingit traditions, history and culture; 10 lesson plans, 10 educational support materials, 3 scholarly articles, and 10 newly created elder interviews.

Performance Measure Statements for Project Outcomes
IMLS Agency-Level Goal – Advance Collections Stewardship and Access
Objective: Promote access to museum and library collections.
Goal 1: Increase access: Shareholders, teachers and students, professional colleagues, community members, and the general public will have increased access to educational information on Hoonah Tlingit traditions, history, and culture through locally created, place-based teaching tools (lesson plans, curriculum support materials) and films that share our elders’ and Hoonah culture bearers’ knowledge.
Outcome 1: Target audiences have easy, organized access to a digitized collection of previously unavailable place-based films, lesson plans, and other educational support resources related to the Hoonah Tlingits.
Outcome 2: Target audiences value the place-based educational resources and HHF’s Digital Archives.

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Outcome 3: HHF’s role in the community will be strengthened through the access of the newly created educational tools.				
Goal 2: Increase knowledge: Shareholders/descendants, teachers and students, professional colleagues, community members and the general public will use the newly created archival resources to increase their knowledge in fields of interest, to enhance their base of information on Hoonah Tlingit traditions, history and culture, and to gain traditional life skills. Staff will have gained skills in the creation of the resources.				
Outcome 1: Teachers successfully use newly created educational materials in their classrooms.				
Outcome 2: Target audiences gain knowledge or skills related to Hoonah history, traditions, lifeways, and culture.				
Outcome 3: HHF staff will have gained skills related to developing educational materials.				
Goal 3: Teachers, colleagues and community members will benefit from improved educational programs relating to Hoonah Tlingit culture and history.				
Outcome 1: Teachers have access to place-based Tlingit culture resources that support their work with students.				
Outcome 2: Colleagues will have access to Tlingit culture resources to support their work in the field. or when sharing cultural information with their families.				
Outcome 3: Community members will have access to Tlingit culture resources to share with their families.				
Performance Measure Statement Responses				Information to Report/Data to Collect
Strongly Disagree	Agree/Agree/Neither	Agree	nor	# of total participants; # of total responses: # of responses per answer option; # of non-responses
Disagree/Disagree/Strongly Disagree		Disagree/N/A		

Overall results: New place-based educational resources will be created. Xúna Kaawu, shareholders/descendants, teachers, students and others will have easy access to the newly created educational materials online and at the local HHF offices. Teachers will have the resources they need to incorporate cultural lessons into their classrooms. Students will gain knowledge about Tlingit culture and our ways of being as teachers use the educational resources in their classrooms. HHF staff will have gained skills and knowledge needed to implement the project and continue work on educational services. HHF will be a stronger organization and more firmly established as an anchor in the community.

SUSTAINABILITY

Continued support: As part of its mission, HTC has an obligation to its shareholders to sustain and expand the digital archive and other cultural and educational services. Since 1990 HTC has committed to the perpetuation of our culture by making annual contributions and in-kind support to the Library & Archives. By widely sharing our newly developed educational programs and resources including online sharing through our digital archives we will ensure sustainability of use long after the grant project is completed. Improved capacity of project staff, including expanded skills creating sound and film resources, lessons plans, and support materials, will also help assure the sustainability of the development and implementation of educational services and provide a strong foundation for future work. Supporting Doc 1

Systemic change: By developing and maintaining strong partnerships and relationships with the organizations listed in this narrative, and individuals in our community and region, our collective sustainability increases, and the benefits of this project will continue to make a positive difference for our constituents. Past outcomes created strong connections and are seen by other institutions as a model for success in rural Alaskan villages. Our resources will continue to positively impact our audiences long after the project’s completion.

Sustaining benefits: As technology changes, HTC will work with HHF to ensure that staff receives professional development in new methods and techniques of preserving archival materials and creating educational materials. Continued partnerships with staff at WSU, the Alaska State Libraries, Archives and Museums, and Mukurtu assures that our staff has professionals to guide them through future decision-making processes. Steps necessary to assure future access to digital items will be included in HHF’s strategic plan when appropriate.

Digital Products Plan

Type:

The educational resources created during our project will utilize Dublin Core metadata. Metadata collected will be preserved by documenting metadata in a spreadsheet that will be stored in three secure locations and content created will be shared, in accordance with the HHF Digitization Policy, on the HHF Library and Archives Mukurtu CMS site. The materials that will be created include:

- 10 lesson plans and 10 educational support materials, PDF file format
- Publish 3 articles with two on Hoonah culture and history and one on the process of developing learning materials, PDF file format
- 10 short films (2 films – 20 minutes, 8 films – 5 minutes) on Hoonah Tlingit traditions, history, and culture. The films will consist of existing footage from our archives as well as newly created born digital assets to accompany the archival footage.
- 10 audio or video interviews of local elders or cultural knowledge bearers
 - Footage from our archives has been previously digitized from multiple formats
 - MiniDV: match source digitization
 - Format: .avi
 - Aspect Ratio: 4:3
 - Resolution: 720*480 pixels
 - Fps: 29.97
 - Bit Depth: 8 bits
 - Standard: NTSC
 - Color space: YUV
 - Chroma: 4:1:1
 - Reels: Super 8 & 16mm
 - Format: MPEG-4
 - Aspect Ratio: 16:9
 - Resolution: 1920*1080 pixels
 - Fps: 8-16
 - Bit Depth: 8 bits
 - Color Space: YUV
 - Chroma: 4:4:4
 - Born Digital assets will be recorded with a
 - “Canon EOS 5D Mark III”
 - Format: AVC
 - Aspect Ratio: 16:9
 - Resolution: 1920*1080p
 - Fps: 29.97
 - Bit Depth: 8 bits
 - Color Space: YUV
 - Chroma: 4:2:0
 - Audio: with the camera as well as a portable audio recorder “Zoom Hn1”
 - Format: PCM
 - 2 channel
 - 48 kHz

- 16 bit – 24 bit
 - Format: WAV
 - 2 channel
 - 48 kHz – 96 kHz
 - 24 bit
- Deliverables will be available in the format best suited for online streaming via YouTube with mp4 (H.264) as well as on DVD (mpeg2-DVD). Master preservation formats include TIFF/A, PDF/A, WAV, and JPEG 2000 or ffv1
- Note: this is edited video. Project team must consider storage space of raw unedited film and the required space on hard drive for editing process. Example: for 30-minute video you might have 1.5 to 4 hours of footage, or up to 120 GB of working space for video and audio.

Those interviewers recording interviews will follow these best practices:

- Plan for the anticipated file size and make sure they have enough storage capacity
 - 16-bit/44.1 KHz/Stereo/.wav = 635.04 **mb** per hour
 - 24-bit/96 KHz/Stereo/.wav = 2 **gb** per hour
- Use headphones to check levels at the beginning of the interview to assure high sound quality.
- Use AC power AND have charged batteries in the unit in case of power outage or accidental unplugging.
- Turn off all cell phones during an interview to avoid interference noise and interruption.
- Backup recordings and follow CIV procedures for storing backup files.

Availability:

Our resources will be made openly available to the public online through the Huna Heritage Foundation Digital Archives, (archives.hunaheritage.org) a Mukurtu Content Management System (CMS). Mukurtu CMS is grassroots, indigenous community driven and customizable site development system that allows for us to draw upon our own cultural protocols to direct the site and set our own access levels. All content created through this project will be available for public access.

Access:

Huna Heritage Foundation will maintain ownership of the interviews, short films, lesson plans and accompanying learning materials, and articles. The completed films will be showcased in the communities of Hoonah and Juneau at public events for a viewing. The films will then be uploaded onto the Huna Heritage Foundation Digital Archives at archives.hunaheritage.org for the public to access and ensure a wide-reaching audience.

Sustainability:

Files will be saved on the hard drive of the staff creating the materials, in addition to the shared drive network located in Juneau, Alaska. Back up of the materials will be stored on an external hard drive. All materials will be shared on the Huna Heritage Foundation Digital Archives, with the films stored on a YouTube account held by Huna Heritage Foundation. As appropriate materials will also be shared on Facebook.