

Organizational Profile

San Carlos Apache College is a new tribal college which operates as a campus of Tohono O'odham Community College during the time when it is seeking its own accreditation candidacy. Arizona State University provided assistance and guidance during the planning process for the College. In the chartering documents through which the San Carlos Tribal Council founded the San Carlos Apache College on April 14, 2014, the College was tasked with assessing and identifying community needs, developing programs and assisting other agencies with meeting community needs, and providing other services related to the overall education process of the community (see Supporting Document 2). In addition, the Board of Regents for the College further adopted a mission statement: To provide the Nnee an excellent higher education experience rooted in Nnee bi'at'e, translated to mean that the Apache people will be provided with higher education that is rooted in Apache wisdom and knowledge. (See Supporting Document 3). Further the Board of Regents approved the following four strategic goals: 1) Rekindle the language, traditions, and culture of the Apache People. language, tradition and culture, 2) Ensure the institution has the policies, processes, and resources required to maximize the success of every student. 3) Achieve educational excellence through competitive and relevant academic programs as well as innovative teaching methods appropriate for different learning styles. 4) Enable the institution to chart-its-own-course and successfully carry-out its unique mission by acquiring independent accreditation, financial self-sufficiency, and managerial autonomy. As noted in the second goal, the College is expected to provide (resources) space that will promote educational success for the entire community. This IMLS Library Enhancement Application fits nicely with these organizational goals. The College is grateful for previous IMLS funding which allowed it to open a joint community and college library in October of 2023. This joint library is funded by the Tribe in partnership with the Gila Country library district, and by the College, providing a seamless experience for users. This project expands on that recent opening and adds new educational programming, the very first community authored Apache history textbook, and builds organizational capacity to one day have the leadership of an MLS-level librarian.

The College has 28 full-time employees and 12 adjunct faculty. In the spring 2024 semester, it had 384 registered students. It offers the following degree programs: AA Business Administration, AAS Business Management, AA Computer Information Systems, AAS Computer Information Systems, AA Liberal Arts, AAS Management and Supervision, AA Social Work, as well as a Certificates in Management and Supervision, Social Services, and Substance Abuse and Addiction Studies. In addition to these programs, it also offers a high school equivalency degree program that allows adults to take college classes which count toward their high school equivalency diploma while pursuing a college degree at the same time. The College also offers dual credit courses at three high schools in the area. The library is starting to offer various kinds of training in basic computer skills, resume writing, webpage development, and interviewing skills in addition to a wide range of cultural programming. The same building that houses the new, joint library also houses the Tribe's Language Preservation department, faculty offices, and the College's Workforce Innovation and Opportunity Act program, making the space one where individuals from all walks of life visit. It's truly a community hub. Enhancement grant funding would help our organization to become even more of a centralized location for the study of Apache history and of other subjects of the greatest interest to the community.

Project Title: Strengthening our Home's Foundations: Building Library Programming Capacity

Synopsis

The San Carlos Apache Tribal community has benefitted greatly from the academic presence of the San Carlos Apache College (SCAC). Many classes are community oriented and provide services to the tribe that permits the advancement of the academic environment for members. To facilitate the continuation of this endeavor, this project is designed with the intention of cultivating a better understanding of both cultural and historical knowledge as it pertains to the tribal community. This will be accomplished in two very important and pertinent ways for the college and tribal communities.

1) **New Course: HIS 2XX Introduction to Historiography: The Apachean Peoples**

The first is in the development of a class to be offered at SCAC that furthers the comprehensive academic perspective of San Carlos Apache history with a course tentatively titled "Introduction to Historiography: The Apachean Peoples." In this course, students will move beyond the history explored in HIS 130 Apache History. They will also be introduced to standards and practices related to the development of a history research project that will include the utilization of the newly acquired resources of the San Carlos Public Library, which currently houses numerous titles that include the history of the Apachean peoples.

2) **New Open-Source Textbook/Reader**

The second goal of this project is to explore and develop an open-source text to be provided to both the tribal and academic communities. This text will be created with the specific needs of the tribe in mind and include moments in history that are relevant to the peoples' understanding of the multi-faceted dynamics that have impacted the creation of the tribe in a modern context. Moreover, consultations with tribal members and other Indigenous academics are necessary to ensure an accurate representation of the San Carlos Apache tribe within history.

3) **Tuition Support of a Tribal member to teach her Master of Library Science Degree**

This support will enable the joint community and college library to provide higher levels of service and educational offerings for the community.

This entire endeavor is designed with the entirety of the Tribe in mind. Community development and accurate historical representation are incredibly important for the future of the tribe and its members. This project will achieve such a measure with the implementation of an expansive course to expose both students and community members to the broad historiography of Apache history. It will also create a work to be used by the Apache History course and made available to the general community for the purpose of cultivating a better understanding of the history of the San Carlos Apache Tribe.

Project Justification

- *Which program goal and associated objective(s) of the Native American Library Services Enhancement Grants program will your project address?*

Although our project aligns in some ways with each of the three agency level goals for IMLS, the one that it most directly aligns with is Goal 1: Champion Lifelong Learning. San Carlos Apache College has developed a framework for building our wraparound student services and other academic support efforts: “Building a Home Together for Lifelong Learning.” This phrase can be found on t-shirts, flyers, community calendars, and many other marketing items, and it is used to frame meetings, partnerships, and other college relationships. In a recent issue of *Innovatus* (the magazine for the League for Innovation in the Community College), the concept was encapsulated: “The SCAC mission is reflected in the title of the college’s new approach: Building a Home Together for Lifelong Learning. In this approach, the team conceived and visualized their efforts as building a traditional Apache home structure, called a *gowa* in the Apache language. They began by acknowledging their cultural teachings to create a stronger and more meaningful approach for students. In the development process, there was a lot of discussion about wanting Apache students to feel that the college is their own, an extension of their heritage that offers support as they venture toward their futures. By providing Apache-centric wraparound student support services, SCAC began to culturally share experiences with students and allow them to reflect on their own personal journeys, which led to the concept of sharing the college as a home” (Supporting Doc 7). The library is central to that home that the San Carlos Apache Tribe wants to build for the community. By embedding the community library in the College space, they have invited the College to create pathways for youth, adults and elders to further their education throughout their lives. See the Tribal Resolution supporting the project. (Supporting Doc 1).

The project aligns with both objectives.

- o Objective 1.1: Advance shared knowledge and learning opportunities for all.

There is a need for resources to share knowledge about San Carlos Apache history, culture and language. There are no textbooks used to teach Apache language at the K-12 or college levels, and there has never been an Apache history textbook, or any Apache history book of any kind, authored by an Apache historian with connections to the community. The community is hungry for this knowledge, and it is losing cultural teachings and historical memories kept with its elders. This project will fill a gap by creating a new course on Apache history, and more importantly, an open-source textbook for use both at the College, for K-12 teachers looking for resources to incorporate students’ histories into their curriculum, and for any community member who wants to learn more about their history in a way framed by and for Apaches.

- o Objective 1.2: Support the training and professional development of the museum and library workforce.

Currently, there is no Master of Library Science level librarian serving the public library (or the college part of that library). This project will change that by investing in a tribal member to earn

her MLS degree. The community deserves to have a fully trained librarian spearheading all kinds of efforts related to collection stewardship, cultural preservation, and cultural education. A staff member is fully prepared for this program, and is excited to get started. Our project fully aligns with the goal, and both objectives.

• What need, problem, or challenge will your project address and how was it identified? Describe how you have used demographic information, economic circumstances, condition assessments, and other relevant data from reliable sources to define the need, problem, or challenge and develop the scope for the project.

The Tribe conducted a community needs assessment in 2011 which led to the chartering of San Carlos Apache College in 2014 because of the importance that the community placed on improving education levels and opportunities in the community. (See the Charter, Supporting Document 3). In the words of Tribal Chairman Terry Rambler, “This dream [the tribal college] has been reinforced through a survey of our people who have stated education is the most important issue facing us today.” However, for many in the community, seeking a college degree seems impossible due to tribal members lacking high school diplomas, GEDs, or the basic skills and resources needed to attain these. There are scattered resources and programs in the community to address some of these problems, but they aren’t centralized in a place where community members in need can learn about them all in one location and receive tutoring and career counseling at times of the day that meet their needs. Making the library the nexus of these services and activities and having the library offer tailored educational programs to serve the greatest community needs is the best solution to reach those in the community with the greatest needs because it brings together entities that are in the best position to create change.

The Tribe identified the need to prevent cultural deterioration as one of its most critical goals in its 2021 Comprehensive Economic Development Strategy: “... by supporting programs that preserve culture and lifeways: Tribes are unique in that they act as sovereign governments, businesses and large connected families, all at once simultaneously. This unique situation causes a Tribal Nation to view economic development equally as important as environmental protection and cultural preservation. The College is playing a key role in being a nation-building unit of the Tribe, assisting with all of these efforts at once, with the need to develop a state-of-the-art Apache-centric library as a major part of those efforts. The College is becoming the hub that was envisioned having grown from 58 students in 2017 to 384 students in the Spring 2024 semester. It now needs new programming and resources to support its grown and community outreach.

• Who is the target group for your project and how have they been involved in the planning? “Target group” refers to those who will be most immediately and positively affected by your project. Be specific by identifying particular age groups, community members with particular needs, and/or other types of target audiences. Identify the number of individuals in the target group or in each target group, if you identify more than one.

All three age levels of community members will benefit from this project: youth, adult and elders.

When it comes to youth, this is a disproportionately large group whose needs must be planned for. According to the Tribe's Comprehensive Economic Development Strategy (2021), which uses census and other community data, "the San Carlos Apache Tribe is very young, with roughly 38 percent of all members under 18 years of age. The median age for the community is 23.9, compared to a median age of 35.9 for the State of Arizona. The statistics are from the 2015-2019 American Community Survey 5-Year Estimates. One of the College's strategic plan objectives is to "foster the development of student's deep understanding of, and appreciation for, their Apache identities and the extraordinary resilience, unique strengths, and other special 'gifts'—they possess and can wield." The San Carlos Apache Tribe is one of the most economically-challenged tribes in the country with soaring unemployment rates, low levels of educational attainment, substance abuse stemming from historical trauma, and often a general sense of hopelessness. Our project creates tools and capacity to work with this group of young people who very much need and deserve safe and supportive spaces for their educational growth.

Adults, individuals from their mid 20s to their 50s are our largest college student demographic and they are the parents of the very large group of youth mentioned above. Our students tend to be moms with young children and with full-time jobs with no college, or little college preparation. This is the generation (unlike their parents, the elders) who, for the most part, missed out on many cultural teachings and who speak their language only in low rates: 5% fluency based on a Language Preservation survey. They are coming to SCAC to become more grounded in their cultural identities, and the College now needs more resources to serve them. We have many students who self-report immediately teaching their young children what they are learning about their culture after they attend class sessions. Many of them have no other place to go to get this knowledge. Unfortunately, for many of them, they grew up more encouraged to learn the Western ways to be successful in that world. Not only did that not work, but it also created feeling of shame in this population because they want to teach their children what it means to be Apache without resources to do so, and without their own understanding of what this means.

Elders, possessing cultural knowledge, are also targeted in this project as sources of knowledge and wisdom. Ensuring that they have trusted individuals with whom to speak, and respectful plans for using their knowledge, is important to this project. It's worth noting that when the Tribal Council approved the resolution for this project, they engaged in lively conversation about many elders whom the college should reach out to for this project. Having this level of tribal endorsement shows the need and desire for the new textbook and course being developed.

• Who are the ultimate beneficiaries for this project? "Beneficiaries" refers to those who are likely to be aided in the long-term by your project. They may or may not be the same as your target group. Identify the number of individuals who will benefit from your project in the long term, if reliable and defensible counts are possible. Otherwise describe the characteristics of the beneficiaries you expect to be served eventually by your project.

Long term, the College has identified this objective as part of its strategic plan: "to become the community's primary hub and repository for events and resources that will cultivate proficiency in, and genuine appreciation for, Apache history, culture, and traditions." This identifies the entire community as a beneficiary of the college's work. Of

course, serving college students is its primary purpose, but the entire community is our market, and our resource base. Elders with no formal education benefit from having a college where they can guest lecture or teach cultural arts and crafts, for example. The Tribe in its recent CEDS documents, mentioned wanting the college, over time, “to eventually begin offering bachelors and master’s degrees. Additional long-term goals are to recruit additional faculty, have a campus and gym, become a research institution, achieve enrollment of between 500 to 1000 students and serve as a national model for culturally relevant competitive higher education.” Having a library with an MLS-level librarian takes one step in this direction because the College, and community, will need to have a legitimate library to help to achieve these longer- term goals. It’s not an exaggeration to say that the entire nearly 16,000 San Carlos Apache tribal members will benefit in some way from this project. It will touch the K-12 schools locally, and individuals residing off the reservation will have access to our Apache history course, which will be available remotely. In addition, about 20% of our student population comes from the White Mountain Apache Tribe. These online students will also benefit.

Project Work Plan

- *What specific activities will you carry out and in what sequence?*

This will be a two-year project, and it is three-pronged. For the purpose of this section, we are dividing the project activities into three discrete parts, even though many of them will be happening concurrently, and this can be seen on the “Schedule” document. The numbering of the activities here corresponds to that document.

Part 1: Development of 200-level Apache History Course.

- Activity 1 Develop course and receive curriculum committee approval for HIS 2xx (Fall 2024)
- Activity 2 Hire Student Worker (Fall 2024)
- Activity 5 Begin mentoring of new HIS 130 instructors
- Activity 6 Begin offering HIS 2xx once per semester (Spring 2025)
- Activity 13 Continue Mentoring of new HIS 130 Instructors
- Activity 14 Continue Offering HIS 2xx each semester

Part 2: Research and Development of Apache History Textbook

- Activity 4 Set up academic consultations (Fall 2024)
- Activity 8 Research Trip 1 - Tucson Area (ASM/AHS) (Spring 2025)
- Activity 9 Research Trip 2 - Tempe Area (AHS/ASU) (Spring 2025)
- Activity 10 Set up elder consultations
- Activity 11 Travel to White River Cultural Center/Finish Academic and Elder Consultations
- Activity 15 Prepare Draft Outline of Potential Reader/Book
- Activity 16 Identify Draft Readers
- Activity 17 Submit Draft to Readers
- Activity 18 Finalize Draft
- Activity 19 Share Document Widely

Part 3: Professional Development and MLS Attainment for Staff Member

Activity 3 Admission to MLS Program

Activity 7 Begin and then complete all MLS Coursework Year One

Activity 12 Complete Year Two MLS Coursework

- *What are the risks to the project, and how will you mitigate them?*

Any project has risks, both things that can be anticipated and things which cannot. Our last Enhancement grant was awarded in September of 2019, and it was impacted as we all were, by the COVID 19 pandemic. The project required bringing two entities together under one roof...while everything was closed. IMLS worked with us, was understanding of these delays beyond our control, and we eventually managed to achieve all project goals and complete all activities. We also experienced some delays that were more predictable, like renovation times, delays in the ordering of shelves, etc. For this particular new project which will see a staff member through an MLS degree, there could be a semester impacted by life circumstances. The same could happen with our Apache historian, who may experience delays with elder consultations, unexpected problems with the material for the textbook, or any number of factors we won't experience until the project begins. Overall, we view this as a low-risk project due to the high motivation of the staff members involved. This is something we all want to do, and our gratitude for the funding will propel us to achieve at a high level. At the same time, adversity breeds innovation, and our approach when problems occur has always been to innovate, and to encourage innovation. We have a track record of completing what we start.

- *Who will plan, implement, and manage your project?*

The bulk of the planning for this project has already happened prior to writing of this proposal. This "Plan" is being written by Lisa Eutsey, the College's Executive Vice President and Provost who oversees the faculty, and academic and student affairs for the College. She also oversees the Tribe's Library Manager position on a day-to-day basis. Seeing the library grow, expand staffing and services, and meet the cultural needs of the community are things she works toward every day. Lisa directly supervises Ms. Tia Early, who will be completing the MLS program, and she will make sure that Tia has the release time and support necessary to complete the program. During Tia's time at the College, she earned an associate's degree (May 2023) and she completes her bachelor's degree (May 2024) with another institution in the next month. The same amount of flexibility and support will be provided to Tia during her completion of the MLS degree. Dr. Macktima, who will be teaching HIS 2xx and authoring/compiling the textbook has already committed his life and work to the study of Apache history and to serving his San Carlos Apache community. He completed a PhD with a dissertation on Apache History, and he now teaches history as an assistant professor at Northern Arizona University. He will be motivated to complete this project for his own career and tenure aspirations. We have listed Dr. Macktima as the overall project director, but he will have support from me, Tia, and our two new people who will be teaching his older 100 level Apache History course: Rick Chavolla and Xina Uhl. Their resumes are provided.

- *What time, financial, personnel, and other resources will you need to carry out the*

activities?

The budget lays out the bulk of the resources needed for this project. Compensation for the time for Dr. Macktima to teach a new course four times, to mentor individuals taking over his existing HIS 130 Apache History I course, and to put together an Apache History textbook for college and community use is included, as is the compensation for a student worker to assist the project team and to help with sharing new resources at the Library. Tuition for Ms. Tia Early to attend the University of Arizona's Online MLS program is also included along with fees and potential textbook costs. The budget also includes honorariums for elders and academic experts who will contribute to the textbook, as well as office supplies, computing devices, microphones, and printing costs for distributing the first batches of textbooks.

• What existing resources within the tribe, assets within the library or community, and/or potential partners will be utilized during this project to aid in its success? Resources and assets can include both tangible and intangible. Potential partners can include other departments within the tribe, tribal colleges and universities, etc.

The Gila County Library District is already a partner of the Tribe, and it provides approximately \$38,000 per year through a contract, and the Tribe matches this amount, for the upkeep of the tribal library (See Supporting Document 4). These funds are modest, but through the new partnership with the College, the College maintains the space when it comes to custodial services, security, student workers, tutors, and additional staff members doing programming under the library umbrella. The College also provides overflow space (classrooms) for library programming. These three partners will continue to support each other. Northern Arizona University is also a long-term partner with an IGA signing with the College slated for April of 2024. Dr. Macktima's department chair is supportive of his continued work with the College; this connects with NAU's strategic goal to "become the nation's leading universities serving Native Americans." The new IGA with NAU includes library resource sharing for college students, for example. In addition, the San Carlos Unified School District is a close partner, and it the recipient of dual enrollment courses offered by the College. The high school principal has already expressed interest in the new textbook and in possible Apache history courses being offered at the high school in the future.

•How and with whom will you share your work's general findings and lessons learned?

The new Apache History textbook will be open source and shared freely with the community and others who want to use it. The new HIS 2xx course will be offered on a regular basis during and after the project period. As an open enrollment institution, currently any Native American from a federally recognized tribe is eligible to take courses for free, with fees and books covered. Non-Natives pay a modest tuition of \$34.25 per credit hour. We are open to sharing anything about the project with other tribal libraries or interested parties. We would love to present on this project, and our most recent project, at an IMLS conference.

Project Results

What are your project's intended results and how will they address the need, problem, or

challenge you have identified in the Project Justification section?

The project will result in a 200-level, transferable, Apache History course to build upon the founding of HIS 130 Apache History 1. Seeing this course be transferable in Arizona legitimizes this important history publicly. HIS 130, which Dr. Macktima developed, is currently required of all students, but there is currently nothing for students to take next. This course will be a personal interest course for many students, and a liberal arts elective for others. It will help set the foundations long-term for an entire degree in Apache history, language and culture which is part of a five-year plan. It will also culminate in the production of an Apache history textbook, the first authored by an Apache historian, and it will be disseminated freely and widely in the community and used in the College and K-12 district. At the end of the project the joint community and college library will also have a fully-trained MLS-level librarian.

These three products (course, book, degree) contribute directly to preventing cultural deterioration, adding and enhancing educational opportunities for tribal members, and better positioning the Tribe's college in its accreditation efforts by raising the degree level of a staff member.

- How will the knowledge, skills, and/or appreciation of the target group's community values grow as a result of your project?

Students taking the new 200-level Apache History course, and current 100-level Apache History course by the newly mentored instructors, will learn about their unique and inspiring history, creating a foundation for resilience and community-rooted pride. Similarly, the wider community will have access to the new textbook which will making teaching their history more accessible at all levels. Also, the knowledge and skills of Ms. Tia Early will grow enormously as a result of her attainment of a master's degree. Her current work as the college's cultural education coordinator will help her to focus her studies on things that connect most to the community values she is already working to emphasize in educational programming.

- What product(s) will result from your project?

The products of this project will be a new course, a new textbook, and the earning of MLS diploma from the University of Arizona.

- How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?

This project is an easily sustainable one, as it will result in two permanent products: the approved, transferable college course and the textbook which can be used for years to come with potential revision and expansion. The staff member earning the degree is a community member who plan to have her career at the College and she will gladly put the things she learns to good use for years to come. After the project, we will folk the costs for the course being offered into the college general fund. Following the project period, the College will find new ways to keep growing and serving the community.

Year One

Sept-Dec 2024

Jan-Mar 2025

April-Jun 2025

July-Aug 2025

1. Develop course and receive curriculum committee approval for HIS 2xx2				
2. Hire Student Worker				
3. Admission to MLS Program				
4. Set up academic consultations				
5. Begin mentoring of new HIS 130 instructors				
6. Begin offering HIS 2xx once per semester				
7. Begin and then complete all MLS Coursework Year One				
8. Research Trip 1 - Tucson Area (ASM/AHS) - HIS 2XX (Semester 2)				
9. Research Trip 2 - Tempe Area (AHS/ASU)				
10. Set up elder consultations				
11. Travel to White River Cultural Center/Finish Academic and Elder Consultations				

Year Two

Sept-Dec 2025

Jan-Mar 2026

April-Jun 2026

July-Aug 2026

12. Complete Year Two MLS Coursework				
13. Continue Mentoring of new HIS 130 Instructors				
14. Continue Offering HIS 2xx each semester				
15. Prepare Draft Outline of Potential Reader/Book				
16. Identify Draft Readers				
17. Submit Draft to Readers				
18. Finalize Draft				
19. Share Document Widely				

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 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.

It is not the intention of this project to directly create digital products or content, however, the nature of the research investment does, inherently, allow for such items to be manufactured. Any and all material created through the research and interviews conducted in the process of fulfilling the purpose of the grant will be held by the San Carlos Apache College (SCAC). This includes the digital content transferred to the SCAC digital library. Moreover, these recorded interviews, whether they be in audio or video formats, are expected to be provided in a public holding to be made available to the entirety of the local tribal community for the benefit and use of the SCAC academic and San Carlos Apache Tribal (SCAT) communities in order to foster the continued advancement of the culture and history. Access to these mediums is to be administered by the San Carlos Public Library (SCPL) in cooperation with SCAC administrators. This will include the general admission and access requirements established for all public library materials by the San Carlos Public Library. In conjunction with both SCAC and the SCPL holding the general rights to the produced digital content and the prospect of providing these cultural and historical resources to the general public, it appears logical to filter the access through the SCPL.

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.

Ownership rights will remain with the San Carlos Apache College and San Carlos Public Library. These are to be used as an open-source access administered by the SCPL. The local tribal and academic community, along with other interested parties, are the intended audiences in order to provide for the continuation of the peoples' culture and understanding of history through an oral tradition.

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.

Prior to the recording any interviews, a general audio and video release form that includes details pertinent to the intention of this project, will be provided to the interviewees and acquired by the facilitators. The recordings that will be created will be viewed by cultural and academic advisors to ensure that only relevant details regarding significant cultural and historical knowledge is conveyed through these mediums. Moreover, these same advisors will

be consulted to ensure that restricted cultural knowledge is not imparted on those who are not intended to obtain the sensitive information.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

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

The digital content that will be produced throughout the course of this grant project will be video and audio recordings that will also be transcribed for other general applications. These recordings will be created from the 20 elder interviews and 10 academic interviews that will be conducted by the grant executors. Each of these videos and recordings will be saved as independent files stored on external hard drives. This project will also include the creation of a digital and printed book reader that will be formulated from both these interviews and the additional historical and cultural research.

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

The equipment used for the creation of these materials will include digital cameras, video recorders, audio recording devices, as well as computers already acquired and provided by the college/library to process and edit the digital files. The software used to edit the materials will be those pre-installed programs that are initially provided by Apple in their computers.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

The file formats that we intend to use are PDF, DOC(X), XLSX, JPEG, TIFF, PNG, MOV, MP4, & MP3. Resolution for video files will, at minimum, be in HD 1080P formatting to allow for the best video playback. Audio recordings will be recorded and maintained at a minimum sampling rate of 44.1 kHz, or 48 kHz if possible.

Workflow and Asset Maintenance/Preservation

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

Cultural and academic advisors, besides the grant facilitator, will be consulted to review the material to ensure that Traditional Knowledge (TK) is handled appropriately. Moreover, once the products are evaluated in an appropriate manner, library administrators will work to make the information available to designated community members, and researchers. This will include correct digital file formats suitable for public distribution.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should 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 grant facilitator will use the gathered digital products to create the desired material for the community, and after the completion of the initial research, the public library will be provided the generated digital components created from this work. Maintaining digital assets will fall within the purview of the public library and they will work within their own services, storage systems, and capacities to ensure continued preservation of any and all digital resources produced from this project.

Metadata

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

N/A

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

N/A

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).

N/A

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, delivery enabled by IIIF specifications).

The public library and tribal college will work in collaboration to create a mechanism by which these digital resources created from the project will be made available to both the local college and tribal community via the public library. Concurrently, the cultural history book/reader that will be developed as a result of this work will also be produced in a manner that allows for open-source extraction for students and community members. This will allow for this publication to be made available for the adoption of this source for use by the San Carlos Apache College as a required text in the Apache History courses offered at the college.

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

N/A

SECTION III: SOFTWARE

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 or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

N/A

Technical Information

B.1 List the programming languages, platforms, frameworks, 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), URL(s), and/or code repository locations for examples of any previous software your organization has created.

N/A

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

N/A

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

N/A

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

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 sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

N/A

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

N/A

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

N/A

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

N/A

A.7 Identify where you will deposit the data:

Name of repository:

URL:

N/A

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?

N/A