Toward Gigabit Libraries for Tribal, Native Hawaiian, and Native Alaskan Libraries

IMLS Laura Bush 21st Century Librarian Grant Program by the University Corporation for Advanced Internet Development (UCAID) dba Internet2

Introduction

The University Corporation for Advanced Internet Development (UCAID), doing business as Internet2, requests a 2-year $249,994 Laura Bush 21st Century Librarian IMLS **implementation grant** for a project entitled "**Toward Gigabit Libraries for Tribal, Native Hawaiian, and Native Alaskan Libraries (RE-255186-OLS)**" to partner with the aforementioned communities to scale their adoption of the Toward Gigabit Libraries toolkit to assist in the self-transformation of Tribal, Native Hawaiian, and Native Alaskan library staff into informed consumers, advocates, and providers of technology, Internet access, and digital services.

This project aligns with the Laura Bush 21st Century Librarian Program because it will provide free, accessible tech training/professional development for all Indigenous library staff (Goal 3) that was developed in collaboration with and designed specifically for Tribal, Native Hawaiian, and Native Alaskan libraries to help participants understand, fund, and improve their library's IT and broadband infrastructure, which advances digital inclusion for the benefit of those libraries' communities (Objective 3.4).

This project uses the toolkit and our team's partnerships with Tribal, Native Hawaiian, and Native Alaskan libraries, organizations, and communities to help those libraries leverage landmark infrastructure and E-Rate funding opportunities to make once-in-a-generation technology and connectivity advancements, and builds on two previous IMLS-funded Laura Bush 21st Century Librarian grant projects: the "Toward Gigabit Libraries Toolkit and Broadband Action Plan" (RE-00-15-0110-15) and the "Gigabit Libraries and Beyond" project (RE-246219-OLS-20).[1] The updated and expanded Toward Gigabit Libraries toolkit version is "bigger and better" than the original–it is twice the number of pages of the original version, was redesigned for a modern feel and to be more functional with more pictures and graphics, added two comprehensive new sections on "Building a Network of Support and Advocating for your Library" and "Funding Broadband and IT Improvements," and more than doubled the Additional Resources and Best Practices section.

Like those previous grants, this project will include Carson Block Consulting as an integral partner and consultant as well as a deep bench of support from subject matter experts and champions from Tribal, Native Hawaiian, Native Alaskan, library, digital inclusion, and research and education organizations across the US.

<u>Project Justification</u>

Tribal, Native Hawaiian, and Native Alaskan libraries that lack the technical skills to assess, maintain, and upgrade their technology and internet connections risk being left behind in the post-pandemic digital age. This project aligns with the Laura Bush 21st Century Librarian Program's Goal 3 and Objective 3.4 because it provides vetted, free, accessible tech training and professional development for library staff members serving Indigenous communities (Goal 3). The project advances digital

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[1] The newly updated and expanded 118-page Toward Gigabit Libraries toolkit from the 2020 IMLS grant (RE-246219-OLS-20) is attached as **Supportingdoc1**. It is also available for free download at https://internet2.edu/tgl. The original "Toolkit Version 1.0" from the 2015 grant (RE-00-15-0110-15) is attached as **Supportingdoc2**.

inclusion by empowering Tribal, Native Hawaiian, and Native Alaskan library practitioners to improve their library's tech and internet connection to bring Indigenous communities critical access to tech devices, connectivity, and training (Objective 3.4).

Unique Challenges Mean the Digital Divide is Greater than Ever for Tribal Communities

Tribal, Native Hawaiian, and Native Alaskan libraries need robust, affordable, and scalable broadband infrastructure to bring resources and opportunities to their communities. There are nearly 10 million people throughout 574 federally-recognized American Indian or Alaskan Native communities, as well as Native Hawaiian communities,[2] and the libraries serving those communities face some of the most daunting challenges to bridge the digital divide. Tribal, Native Hawaiian, and Native Alaskan libraries often face unique challenges like geographic remoteness and limited access to technically skilled staff or resources; if a library lacks access to reliable and affordable broadband because it is in a remote location, or if it lacks staff with technical "know-how," it cannot effectively leverage its technology and connectivity to serve its community with adequate resources and opportunities.

Tribal, Native Hawaiian, and Native Alaskan Libraries are Uniquely Positioned to Harness Infrastructure and E-Rate Funding to Drive Dramatic Improvements to their Communities' IT and Broadband Infrastructure

At this moment in history, Tribal, Native Hawaiian, and Native Alaskan libraries[3] are uniquely positioned to harness the power of E-Rate funding to connect their communities like never before to bring the enhanced educational, health, training, and economic opportunities that accompany libraries' updated technology equipment, tech-proficient staff, and a fast broadband connection. The Federal Communication Commission's (FCC) recent orders adding "Tribal library" as a qualifying library for E-Rate funding (FCC 22-8) and expanding E-Rate eligibility to include Tribal College and University (TCU) libraries that also serve as a public library for their communities (FCC 23-56), and the FCC launched a Tribal Library Pilot Program to help Tribal libraries with the E-Rate process.

More importantly, Tribal, Native Hawaiian, and Native Alaskan libraries possess the necessary deep, cultural understanding of how to best communicate with, educate, and serve their communities. This unique perspective and partnership was critical to creating the Toward Gigabit Libraries toolkit, and it will be critical to effectively empowering Tribal communities to bridge the digital divide. A community's library has deep roots and cultural understanding that allows it to develop, share, and build digital skills across generations in a way that our grant team alone could not. With this project, we plan to deepen and expand our relationships with Tribal, Native Hawaiian, and Native Alaskan libraries and communities across the nation to build trust and lasting partnerships to empower the libraries to improve their IT and broadband infrastructure to promote digital inclusion and equity. With every toolkit workshop and visit, the feedback we receive will help us make the toolkit more inclusive of all Tribal libraries and their communities, and we plan to incorporate that feedback into toolkit improvements.

The Toward Gigabit Libraries Toolkit Helps Tribal Libraries Fund Improvements and Promote Digital Inclusion and Equity to Improve their Communities

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[2] https://ncoa.org/article/american-indians-and-alaska-natives-key-demographics-and-characteristics (citing the 2021 U.S. Census).
[3] While this proposal uses terms like "Native American libraries" and "Tribal libraries" (the latter of which is defined for purposes of E-Rate funding in FCC Orders FCC 22-8 and 23-56), a true "Tribal library" defies a singular definition and each Tribal or Native library is as unique as the community it serves. *See, e.g.*, "What is a Tribal Library?," American Indian Library Association, https://ailanet.org/what-is-a-Tribal-library/.

The Toward Gigabit Libraries toolkit and associated training opportunities build a library's capacity from *within*, training even the least "techie" staff member to identify and evaluate tech and broadband issues, advocate effectively for change within their community, and implement vital digital inclusion strategies and digital skills training. The Toward Gigabit Libraries toolkit aims to help nontechnical library staff bridge their technical awareness and knowledge gaps by walking them step-by-step through the process of surveying and assessing their library's IT and broadband setup. It uses questions, mini-training modules (via websites, videos, and other documents), and online tools to help library staff learn about and improve the library's tech and broadband infrastructure.

As chronicled by publications for the American Library Association[4] and American Libraries Magazine,[5] the toolkit takes a focused, "Broadband 101" look at the parts and pieces that make up the library's connection to the Internet, from the literal way the broadband comes into the library (from fiber to wireless and everything in-between) to the library's interior cabling and WiFi configurations, and all the way to its broadband-based applications, programming, and computer resources—all at a level designed for lay people.

By leveraging the Toolkit's workbook/training format, Tribal, Native Hawaiian, and Native Alaskan library staff will better understand the facility's broadband connection and its ability to support current and intended library broadband applications, and staff will be able to identify some short-term "quick wins" and longer-term actions to improve the library's broadband infrastructure. Using the toolkit, libraries can provide their communities with all three elements of digital inclusion– access to robust broadband connections, Internet-enabled devices to meet their needs, and the digital skills and readiness to explore, create, and succeed in the digital world. Further, library staff will also be able to better articulate to their leadership, policymakers, broadband service providers, and their community what the library needs in terms of broadband and IT infrastructure in order to improve how their library digitally serves the community.

Project Work Plan

The purpose of this project is to further leverage IMLS's investment in enhancing the training and professional development of the Tribal library and archival workforce to meet the needs of their communities by scaling the successful "Toward Gigabit Libraries" (TGL) and the "Gigabit Libraries and Beyond" (GLB) programs to reach significantly more Native American libraries to provide knowledge, skills, and resources to assist each participant to improve the well-being of their communities.

The focus areas of this project are:
1. Partnering with Tribal, Native Hawaiian and Native Alaskan communities to bring hands-on broadband and technology training workshops to five (5) locations in the continental US, Alaska, and Hawaiʻi.
2. Using the Toward Gigabit Libraries toolkit to support Tribal, Native Hawaiian, and Native Alaskan libraries' efforts to bridge the digital divide in their communities, including its use in:

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[4] The American Library Association (ALA) Technology Report, "Using the Toward Gigabit Libraries Toolkit," (2021) by Carson Block, is available as **Supportingdoc3**. It is also available for purchase at https://alastore.ala.org/LTR57n8. This is the one asset that is behind a paywall, although we received permission from the ALA to share the report with our 2020 IMLS grant's Advisory Board members.
[5] The American Libraries Magazine March/April 2022 digital equity-focused issue featured an article about the toolkit, "The Last Mile: Toolkit enables libraries to advocate for their broadband connections," by Greg Landgraf. The article is attached as **Supportingdoc4**, and the article is available on page 28 of the full issue, which is available at https://americanlibrariesmagazine.org/magazine/issues/march-april-2022/.

      a. Digital equity planning,
      b. Technology skills training,
      c. Funding library infrastructure and programming (including but not limited to E-Rate funding),
      d. Library staff professional development,
      e. Native language toolkit translation and training,
      f. General toolkit awareness via webinars and conference presentations, and
      g. Other initiatives as they emerge during the grant period.
3. Perform one-on-one toolkit visits to Tribal, Native Hawaiian, and Native Alaskan libraries
4. Further tailor the Toward Gigabit Libraries toolkit to the unique and diverse needs of Tribal, Native Hawaiian, and Native Alaskan libraries and communities.

Specific Activities and Sequence

High-level project activities (in this sequence) will focus on action-oriented activities in the field:

I. **Project Oversight** (performed throughout the project)
    A. **Form an active Advisory Board** that reflects the diversity of Tribal and Native communities within the US. **The Advisory Board will meet virtually four times during the course of the two-year project** and will guide the project team's efforts in key areas, including:
        1. **Identification of Tribal, Native Hawaiian, and Native Alaskan participants and training locations** to support five (5) trainings throughout the continental US, Hawaiʻi, and Alaska.
        2. **Identification and discussion of key issues that reflect diverse Tribal and Native library technology needs**. With 574 federally-recognized Indian/Alaskan Native communities, as well as Native Hawaiian communities, issues, and approaches will recognize and incorporate the nuance of local needs (including emerging regional and community Tribal networks) as well as emerging needs (including data sovereignty and others).
        3. **Identification of relevant Key Performance Indicators (KPIs)** to help with project progress monitoring and evaluation.
        4. **Other guidance and advice for the project team throughout the project.**
    B. **Design and deploy project management tools and frameworks**
        1. Project management tool (Monday.com)
        2. "Dashboard" to collect and report progress on Key Performance Indicators (KPIs)
        3. Establish communications channels (website, social media, others)

II. **Hands-On Technology Training** (performed in months 4 - 20 of the project)
    A. **Create a new hands-on training module** that walks laypeople through the process of building and diagnosing a simple digital network in a fun, interactive, and supportive training environment. The curriculum will include:
        1. Physical network setups and troubleshooting;
        2. Culturally appropriate adaptations of toolkit material and training modules via partnerships with local, trusted partner organizations;
        3. Cybersecurity measures including firewalls and simple configuration;
        4. Special topics of importance to the target audience based on our research, data collection, workshop feedback, and engagement consultants; and
        5. Exploration of technology funding options, including E-rate.

B. **Perform the new in-person, hands-on training workshops regionally throughout the US**, to build on the power of in-person connections and learning. Our target is to hold five regional trainings: three in the lower 48 United States, one in Alaska, and one in Hawai'i.

C. **Provide travel support for in-person, hands-on training workshop attendees.** In the GLB project, cost was often a big barrier for potential in-person workshop attendees. Some state librarians stated they could not have attended without help paying for their attendance. For Tribal, Native Hawaiian, and Native Alaskan library workers who are much more under-resourced than state librarians, that cost is even more difficult to bear. Providing financial assistance will enable Native Hawaiian, Alaska Native, and Tribal library representatives to attend the training workshops where they otherwise could not.

III. **Awareness and Promotion** (performed throughout the project)

A. **Promote the Toward Gigabit Libraries toolkit as a resource for tribes and Native communities as part of upcoming broadband equity plans.** Broadband equity plans and efforts are blossoming across the US. During the GLB project, the Hawai'i Broadband Initiative at the State of Hawai'i, Department of Business, Economic Development and Tourism chose to integrate the toolkit as a key part of its digital equity plan for the state. We will leverage Internet2 and its connections with state and regional R&E networks, many of which are active participants in their state digital equity planning process, as well as state broadband offices and digital inclusion coalitions to offer the toolkit as a resource to states.

B. **Pursue and support language translation of the toolkit into Native languages**. During site visits for the GLB project, the Hawai'i Broadband Initiative at the State of Hawai'i, Department of Business, Economic Development and Tourism expressed interest in translating the toolkit into the Native Hawaiian language through a possible partnership with the University of Hawai'i–Hilo to support young people raised as Native Hawaiian speakers and introduce them to technology concepts that could lead to career choices. There may be other, similar opportunities to explore in other Native and Tribal communities. We plan to reach out to the Alaska Native Language Center and similar organizations to gauge interest in toolkit translation.

C. **General awareness via webinars and conference presentations**, including the Association of Tribal Libraries and Archives (ATALM) conference; Tribal Broadband Development conferences; the American Library Association (ALA) conference; the Indigenous Connectivity Institute conference; and others.

D. **Regular general interest webinars about the toolkit** for interested Tribal, Native Hawaiian, and Native Alaskan library staff. The project team will schedule and promote approximately four ad-hoc webinars to introduce the toolkit to new users.

E. **Google Group for toolkit users.** A discussion board will help participating Tribal and Native libraries collaborate with each other to share resources, best practices, and their experience with the toolkit. As the participants share information, the group will become an important repository of information and the grant team can get insight into user experience with the toolkit, identify edits to make, and new resources.

F. **Other promotional opportunities that emerge during the grant period.**

IV. **In-Person Toolkit Visits** (performed throughout the project)

A. **Perform additional in-person toolkit visits** to help diagnose technology challenges; identify solutions for individual libraries and help connect Tribal libraries to any possible funding resources, including (but not limited to) State Library Resources and E-rate. Although in-person toolkit visits are not the primary focus of

this grant request, the project team wants to ensure that it has the opportunity to say "yes" for Tribal and Native libraries in need that request assistance. Some opportunities in previous grant projects often came serendipitously via word-of-mouth, and the project team desires to leave the same opportunities available during this grant period.

B. **Use grant money wisely by stacking opportunities and leveraging travel.** To focus project funds on the in-person workshops, the project team will seek opportunities for toolkit site visits that complement workshop and conference travel plans. In past grants, some in-person toolkit visits were made possible in conjunction with travel for other activities, including conference participation or other consultant travel. We will utilize this same approach in this grant to maximize our impact.

V. **Perform updates to the toolkit** as required by our deepened cultural understanding, changes in technology specifications, and updated resources. Due to the overhaul and expansion of the toolkit during the GLB project, resulting in "Toolkit 2.0," more minor attention will be needed, with an eye toward E-Rate funding process compatibility and cultural accessibility. Many updates will be limited to technical information (e.g. adding information about new WiFi standards), adjusting or adapting toolkit materials based on direct toolkit feedback from trainees or toolkit users, or updates to resource links. However, as we work with more Tribal communities, we anticipate making changes to the toolkit based on community feedback, especially to make the toolkit more accessible to Indigenous communities.

Project Planning, Execution and Management

The project will be planned, executed, and managed in the same structure as the TGL and Gigabit Libraries and Beyond (GLB) projects, both of which involved a partnership team between Internet2 and Carson Block Consulting. For the first time in this project, our team will use an online project management tool (Monday.com) which provides a framework for project planning and automates the process of tracking, monitoring, and reporting monthly progress. Our team also now has a PMP-certified project manager, Therese Perlowski.

Time, financial, personnel, and other resources to carry out the activities

The project team has provided for the time required for the activities as described in this grant proposal in this Narrative and and in a Gantt chart attached to this application as part of the Schedule of Completion (**Scheduleofcompletion.pdf**).

The project staff is comprised of staff from Internet2, which will work closely with consultant Carson Block Consulting (who partnered with the Applicant in the previous two grants), with additional project assistance from Tribal Engagement Consultant Matt Rantanen, an E-Rate Consultant (TBD), and 5 Workshop Engagement Consultants (TBD).[6]

Project Staff:
- Stephanie Stenberg, Director of Internet2's Community Anchor Program

[6] The estimates for hourly rates and the number of hours for Carson Block Consulting is attached as **Supportingdoc5.** Our estimate for Tribal Engagement Consultant Matthew Rantanen is based on our discussions with him and our research into similar consultants' rates. The E-Rate Consultant is TBD, but the proposed amount in the budget is based on research of E-Rate consultants' hourly wages. The proposed amount for the 5 local Workshop Engagement Consultants in our budget is based on research of cultural and Tribal consultants' hourly wages.

- Principal Investigator and Project Co-Director
● Therese Perlowski, PMP, Program Manager of Internet2's Community Anchor Program
  - Project Management Support

Consultants:
● Carson Block, President of Carson Block Consulting, Inc. - Project Co-Director and library technology consultant
● Bonnie Nichols, Administrative Assistant at Carson Block Consulting, Inc.
  - Administrative Support
● Matt Rantanen, Director of Technology for the Southern California Tribal Chairmen's Association (SCTCA) - Tribal Engagement Consultant
● E-Rate Consultant (TBD)
● Local Workshop Engagement Consultants (TBD; there will be 5–one per workshop location)

Tribal Engagement Consultant Matt Rantanen is also the co-founder of the Tribal Broadband Bootcamps[7] and offers deep expertise and experience in helping training participants build, maintain and troubleshoot wireless networks in Tribal communities.

We plan to hire an E-Rate consultant to work with us on the toolkit and workshops to tie the toolkit even more closely into the E-Rate funding process and lessons learned from the FCC's Tribal Library E-Rate Program.

At each of the 5 in-person workshop locations, we will partner closely with a local organization serving the target audience as a local Workshop Engagement Consultant, paying them a consulting fee for their expertise to help us adapt the toolkit and our training to the needs of the area community using a respectful, culturally-informed approach.

Letters of Support

This application includes thirteen (13) letters of support for the project from several past IMLS toolkit grant Advisory Board members, community partners, and supporters:[8]
● Mary Alice Ball, MLIS, PhD, Clifton M. Miller Dean of Library and Academic Technology
● Roger Blake, President and CEO of Merit Network, Inc.
● Sharon Strover, Professor of Communication, UT Austin, Technology & Information Policy Institute
● Susan Feller, Executive Director, ATALM
● Merida Kipp, Yakama Nation Human Services Deputy Director
● Marcia A. Mardis, Professor and Associate Dean for Research, Florida State University College of Communication & Information
● Mikhail Sundust, Executive Director, Digital Connect
● Dylan Baker, Deputy State Librarian, Idaho Commission for Libraries
● Blake Norton, Director of the Citizen Potawatomi Nation Cultural Heritage Center and the Nation's Tribal Historic Preservation Officer
● Mark Smith, Retired director, Texas State Library and Archives Commission
● Nicole Umayam, Digital Inclusion Library Consultant, Arizona State Library, Archives and Public Records (2017 – 2022)
● Stacey Aldrich, State Librarian of Hawai'i State Public LIbrary System
● Burt Lum, State Digital Equity Coordinator for Hawai'i Broadband and Digital Equity Office

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[7] https://tribalbroadbandbootcamp.org/
[8] The 13 Letters of Support are attached as **Supportingdoc6**.

Many of the people offering support also expressed interest in serving on the project's Advisory Board, which will be an active body to help guide the project to achieve the greatest impact.

Perspectives and contributions from target group(s)

Interactions and iteration with our target communities have been integral to the Towards Gigabit Libraries toolkit project throughout its two grant cycles. Our project was successful because of the generous feedback we received from Tribal, Native Hawaiian, and Native Alaskan project participants. We also incorporated our target groups from a governance perspective, with many Indigenous Advisory Board members. Their invaluable feedback has influenced revisions and improvements of the toolkit and training approaches at each step of the process.

This practice of incorporating the perspectives of the diversity of members of the target groups into the work plan will continue at an even deeper level in this project.
- The project team will work with the Advisory Board (which includes members of Tribal, Native Hawaiian, and Native Alaskan communities) using a consensus to identify potential participants, local Workshop Engagement Consultant partners, and training locations; review KPIs for the project; review training approaches and materials; and suggest new ideas and avenues for project impact.
- The project team will solicit exit feedback from in-person training participants to gauge their experiences in the learning opportunity, training materials, and in the program itself. This information will be used to iteratively improver each of the subsequent training workshops.
- The project team will validate findings and chart course corrections collaboratively with the Advisory Board during meetings (held twice annually).

Ongoing external input will be solicited via outreach opportunities listed in the project plan (including webinars, social media engagement, and others). Validation of activities will be sought from the Advisory Board, and consensus-building will be central to Advisory Board activities, training, workshop development, and other opportunities.

Evaluation and KPIs
The evaluation method for this project will be created early in the process of project implementation, using iterative project design with the members of the advisory board. The project team employed similar practices in the earlier *Toward Gigabit Libraries* and *Gigabit Libraries and Beyond* grants.

The project team will propose **Key Performance Indicators** (KPIs) for this project, and work with the Advisory Board and grant consultants to assign target outcome metrics in these areas:

1. Number of regional training sessions performed;
2. Participant self-assessment of skill improvements (after training);
3. Number of community members served by each participant's library;
4. Reach of promotional activities;
5. The number of one-on-one toolkit site visits to Tribal libraries we perform in conjunction with our 5 workshops;
6. The number of toolkits distributed (both physical copies and digital downloads);
7. Number of visitors to the toolkit website;
8. Catalog the updates to the Toward Gigabit Libraries toolkit itself;
9. Number of Advisory Board meetings;
10. Number of conferences and webinars promoting the toolkit;

11. Summarize issues discussed in online communities about the toolkit (for example, a toolkit-focused Google Group);
12. Number of posts and participants in Google Group; and
13. Number of toolkit mailing list sign ups.

The project team will create a "dashboard" to track progress on these KPIs throughout the project and use Monday.com to track progress in real time. To track progress toward achieving the intended results, quarterly project reports will be generated and reviewed by the team to assist in task management and course corrections and will serve as the basis for reports to an advisory board for the project and annual reports to IMLS. Advisory Board meetings will be held virtually 2 times per year (for a total of 4 meetings) to encourage active support and leverage connections with our target audience.

Dissemination of Project Findings

Disseminating project findings, coursework, and training content will be conducted through a multi-modal approach, including the project website (hosted by Internet2); communications with the advisory board (and via their networks); social media postings on project accounts; a working Google group for libraries doing the toolkit; writing articles and blog posts; at conferences (through official presentations and informal gatherings and one-on-one conversations); and via other opportunities that emerge through the grant process.

Diversity Plan

This project will focus on underserved Native American, Alaska Native, and Native Hawaiian populations in terms of library services and broadband, many of which have limited technical resources available to support any library broadband or digital initiatives. Many of these are in lower-income, impoverished communities, where a library's digital services may be the only available broadband to community members. This project will support and promote Tribal and Native librarians' understanding of their broadband infrastructures to ensure they are optimized to meet community needs.

The project team recognizes the sensitive nature of working with Indigenous communities and will involve key organizations and figures throughout the project design and execution. including expanding current affiliations with ATALM; the Chief Officers of State Library Associations (COSLA) and its member State Libraries; various State-Level Agencies (such as broadband offices); the Southern California Tribal Chairmen's Association; and previous pilot participants at Tribal and Native libraries. We plan to expand our collaboration with outreach to the Tribal office of the National Telecommunications and Information Administration (NTIA); the Federal Communications Commission (FCC) to support new Tribal eligibility for E-rate funding; the National Tribal Telecommunications Association (NTTA);the National Digital Inclusion Alliance (NDIA); the Institute for Local Self-Reliance (ILSR); and others who share an interest in improving broadband performance in Tribal lands and connecting libraries to funding sources for telecommunications improvements.

The toolkit and its intended beneficiaries will be better helped with direct engagement with the organizations working with E-rate and Native communities. Accordingly, we plan to engage an E-rate consultant and reach out to the Universal Service Administrative Co. (USAC) and its Tribal liaison consultant to draw a more direct line from the toolkit to E-rate funding opportunities and the unique issues faced by Tribal communities, and further partner with the FCC's Tribal E-rate pilot program. While the initial 2015 grant included a visit to Alaskan libraries, and the second 2020 grant included Alaskan librarians on our Advisory Board, we did not get a chance to make in-person inroads in Alaska. This grant would benefit from an Alaskan workshop with site visits to Native Alaskan libraries to better understand the unique issues they face because of the geography and political and cultural issues.

For each of the five workshops, we plan to engage a local organization with deep ties to the local Tribal or Native community as a local Workshop Engagement Consultant. Our goal is to hold the workshop in collaboration with an already-trusted partner to ensure cultural sensitivity, create a safe space, and build trusted relationships. For example, if we were to hold one of the workshops in Oklahoma, we would reach out to an organization like the Native Nations Center at the University of Oklahoma[9] to ask about partnering to hold the workshop on-site at their center. More importantly, the local Workshop Engagement Consultant will help us to tailor the workshop to the specific needs of the surrounding Tribal, Native Hawaiian, or Native Alaskan libraries and help us promote the toolkit's adoption.

Project Results

The design of this project is focused on broad impacts based on active engagement, including engagement of advisors (via the Advisory Board) with a deep reach into Native and Tribal communities and of in-person activities that result in tangible outcomes (improvements to Tribal library technology, connections to E-rate funding, and possible expansion into Native language translation). As with the TGL and GLB projects, all materials will be freely available for non-commercial use, reuse, and remix use under a Creative Commons Share-Alike license.

In-person work is *essential* to the success of Tribal, Native Hawaiian, and Native Alaskan technology outreach. Public health conditions during the pandemic limited the fieldwork for the GLB project to a (roughly) 7-month period, which included an in-person conference presentation, partnership with ATALM to increase the number of Tribal site visits, a one-week multisite pilot visit, and dynamic opportunities that emerged during site work. Examples include a toolkit visit to the Navajo Nation Library in Window Rock, Arizona, that resulted in a post-grant opportunity for hands-on network training for an estimated 40-50 new Tribal libraries in chapter houses across the nation; and a visit to Hawai'i that resulted in opportunities to support a future partnership with University of Hawai'i–Hilo to translate the toolkit to the Hawaiian language to teach young people raised as Native Hawaiian speakers and introduce them to technology concepts that increase digital readiness and open up new career opportunities. This grant will endeavor to create environments, situations, and engagements that encourage similar impacts.

Budget Summary

This proposal requests $249,994 in IMLS funding over a 24-month project period. This funding will support site visit travel to libraries for toolkit deployment and training, regional workshops to offer in-person training, dissemination of findings at regional and national conferences, and community outreach. *(1) Salaries and Wages: $30,376 (2) Fringe Benefits: $8,505 (3) Travel: $21,000 (4) Supplies, Materials, and Equipment: $5,000 (5) Subawards and Contracts: $74,995 (6) Participant Support: $57,000 (7) Other Costs: $3,295 (8) Indirect Costs: $49,823.*

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[9] The University of Oklahoma Native Nations Center website is available at https://www.ou.edu/nativenationscenter/engagement/state-and-tribal-engagement.

Year 1	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Form an active Advisory Board												
Identiy tribal participants and training locations	█	█	█									
Identify and discuss key itribal technology needs.	█	█	█	█	█	█		█	█		█	█
Identify Key Performance Indicators (KPIs)	█	█	█									
Design and deploy project management tools and frameworks												
Design Project management tool	█	█	█									
Build KPI Dashboard	█	█	█									
Establish communications channels	█	█	█	█								
Hands-On Technology Training												
Create a new hands-on training module				█	█	█	█					
Perform the new hands-on training workshops								█	█	█	█	█
Provide travel support for workshop attendees.								█	█	█	█	█
Awareness and Promotion												
Promote toolkit as a resource to tribes as part of broadband equity plans.	█	█	█	█	█	█	█	█	█	█	█	█
Pursue language translation of the toolkit into native languages.	█	█	█	█	█	█	█	█	█	█	█	█
General awareness via webinars and conference presentations	█	█	█	█	█	█	█	█	█	█	█	█
In-Person Toolkit Visits												
Perform additional in-person toolkit visit								█	█	█	█	█
Perform Updates to the Toolkit												
Accessibility updates based on feedback										█	█	█

Year 2	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Form an active Advisory Board												
Identiy tribal participants and training locations	■	■	■									
Identify and discuss key itribal technology needs.	■	■	■	■	■	■			■	■		■
Identify Key Performance Indicators (KPIs)	■	■	■									
Design and deploy project management tools and frameworks												
Maintain Project management tool	■	■	■	■	■	■	■	■	■	■	■	■
Update KPI Dashboard	■	■	■	■	■	■	■	■	■	■	■	■
Maintain communications channels	■	■	■	■	■	■	■	■	■	■	■	■
Hands-On Technology Training												
Create a new hands-on training module - Make revisions based on feedback	■	■	■									
Perform hands-on training workshops- Phase 2			■	■	■	■	■	■	■	■		
Provide travel support for workshop attendees.			■	■	■	■	■	■	■	■		
Awareness and Promotion												
Promote toolkit as a resource to tribes as part of broadband equity plans.	■	■	■	■	■	■	■	■	■	■	■	■
Pursue language translation of the toolkit into native languages.	■	■	■	■	■	■	■	■	■	■	■	■
General awareness via webinars and conference presentations	■	■	■	■	■	■	■	■	■	■	■	■
In-Person Toolkit Visits												
Perform additional in-person toolkit visit	■	■	■	■	■	■						
Perform Updates to the Toolkit												
Accessibility updates based on feedback	■	■	■	■	■							

Digital Products Plan

<u>**Type**</u>

Digital Products this Project will Create

The toolkit is available for free download at the project website, https://internet2.edu/tgl, and all public-facing digital products from this project will be accessible from that link. The toolkit is a single workbook-style document electronically published and distributed in a PDF file format. The format allows users to download the form and use it electronically, print a physical copy for use, or to copy and paste the content for use as authorized under the Creative Commons NonCommercial-ShareAlike 4.0 International License.

The team will also create toolkit training materials which may include slides, logos, graphics, handouts, videos, and graphics, all under a Creative Commons license. We plan to create an online community of practice around the toolkit by starting a Google Group to support toolkit users and identify common issues, best practices, toolkit content updates and editing opportunities, and promote the toolkit's adoption.

The toolkit is created using standard desktop and laptop computers and word processing services and software, including Google Drive (Docs, Sheets, Forms, Slides) and the Microsoft Suite (Word, Excel, and PowerPoint). We anticipate creating the following file formats: .pdf, .doc, .pptx, .xml, .png, .mp4, .jpeg, .html, and .tiff. All work is performed directly by the project team named in the grant, named grant consultants, or Internet2 staff (for example, the Digital Experience team and the Marketing and Events team help us maintain the website and post blogs).

In the previous two toolkit grants, the team created a YouTube explainer video, available at https://youtu.be/PXWv3-HYm-I, and an X (formerly Twitter) account, https://twitter.com/TGLtoolkit, and we will maintain them through and after the life of this grant.

<u>**Availability**</u>

How We Will Make the Grant's Digital Products Openly Available

Promoting open-source use is at the heart of our project. The key deliverables for the project are 5 workshops, accompanying training materials, and an updated toolkit version. The toolkit and associated training materials are under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License to ensure easy and open access to all content in the toolkit. Any updates to the deliverables as a result of the current grant application will be licensed under the same terms.

As licensor, Internet2 will require anyone accessing and using the digital product to do so on a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Internet2 will communicate the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License to potential users both via notice on the website and in the toolkit. Internet2 designates such licenses because we want to maximize access and promote reuse.

As well as being openly available online at the project site (currently http://internet2.edu/tgl), the project team will promote the toolkit via multiple social media outlets (and other forms of electronic awareness, including discussion lists) and by convening stakeholders at partner sites and organizations, conferences, and one-on-one (during site visits with libraries). An "explainer" video describing the toolkit (https://youtu.be/PXWv3-HYm-I) will continue to be used to promote access to the toolkit.

Access

Approaching Culturally Sensitive Issues

We do not anticipate creating any products that would involve privacy concerns, require obtaining permissions or rights, or that would raise any cultural sensitivities. However, we plan to work closely with our Advisory Board members, consultants, and the Tribal, Native Hawaiian, and Native Alaskan communities on any culturally sensitive issues.

Data Management, IP Rights, Privacy, and Metadata,

All data will be maintained in accordance with Internet2's data management and privacy policies, which are available here: https://internet2.edu/community/about-us/policies/. Any permissions and intellectual (IP) rights will be vetted, obtained, and managed with the help of the Internet2 Legal Team.

Internet2 uses metadata to describe images or documents on our website (called alt tags), and we also use meta descriptions to describe web pages for search engine optimization. Lastly, we sometimes use schema markup to help search engines identify the type of content, such as for an FAQ.

Sustainability

Quality Control

The project team will share responsibility for quality control, document creation, proofreading, corrections and final versions. Typically, one team member will take responsibility for a section of the document (either to create or revise) and another team member will review to proofread and suggest edits. Depending on the needs, the document may go through several steps of back-and-forth until there is consensus that the needs are met and the document is complete. For final versions, the document is provided to others at Internet2 for review and final suggestions.

Workflow and products will be regularly reviewed by the project team with community input with modifications and updates made as needed. Pre- and post-assessment surveys of libraries and working groups will also be performed. We will monitor and evaluate our workflow using Monday.com.

Plan for Preserving and Maintaining Digital Assets during and after the Award Period

Internet2 is currently the host for the digital assets from the previous project (http://internet2.edu/tgl), and provides free and open access. Internet2 will continue to host all digital assets for the project.

All data involved with the project will be maintained according to Internet2's privacy policy, which is available online here: https://internet2.edu/community/about-us/policies/privacy/. The Google Groups privacy policy is available here: https://www.google.com/googlegroups/privacy_changes.html. Documentation will also be created in accordance with Internet2's privacy policy, which is available online here: https://internet2.edu/community/about-us/policies/privacy/.

Internet2 will promote and maintain the TGL website after the life of the grant and make the survey and any Google Group available to participants as long as interest remains. All data will be reviewed, managed, and implemented in accordance with Internet2's data management policies. If the toolkit becomes so outdated it stops being helpful to libraries, we will take it down, but do our best to preserve good resources and links on the Internet2 CAP Library Resources webpage, https://internet2.edu/libraries.