

ABSTRACT

Chilkoot Indian Association

IMLS Enhancement Grant – *Community in Transition: Building on our past, looking to our future*

Chilkoot Indian Association (CIA) is the federally recognized tribal government for the region of Haines, Alaska. *Community in Transition: Building on our past; looking to the future* is a two-year project CIA will conduct in partnership with Haines Borough Public Library to meet tribal and community members' needs through library services. Tribal elders want the opportunity to pass on their knowledge. Rising costs for heating fuel and the expense of transporting goods hit rural Alaskan communities hard during these challenging economic times. Our project harnesses the power of Tlingit cultural skills and knowledge to help people use them in their daily lives to improve family and community sustainability in our isolated location. The project also offers critical educational programs to encourage literacy and technology capabilities, important skills for survival in today's world. CIA and the library will collaborate with the Haines Borough School District, Friends of the Library, and Southeast Alaska Regional Health Consortium to create innovative programs for all.

The project will create two films, each documenting and preserving an elder's knowledge, experience, and practices in a traditional life skill. Another key component of our proposed project is inviting partner organizations to share information about such topics as renewable energy sources, recycling, barter of goods and services, nutritional value of local foods, and garden plants and techniques appropriate for our climate. We will hold community forums on strengthening community in difficult times and create a web page for bartered services and goods based on these discussions. We will offer a panel discussion on the historical cultural and economic role of traditional trade routes in isolated rural areas in Alaska and Canada, develop a series of cultural programs with elders and other presenters to build community awareness of Native culture and traditional ways of knowing, and offer educational experiences and programs in traditional foods harvesting, processing and preparation. Native culture, foods, and language will be incorporated into early literacy programs for children from birth to age eleven and positive activities and programs for teens and adolescents. Activities will be offered for all ages that integrate traditional knowledge, healthy eating, healthy living, and resource sharing. We will provide technology programs in an informal setting, partner with the schools to develop lifelong reading skills, and bring the community together for forums and panel discussions on topics that impact daily lives. These programs will benefit both tribal members and the community at large, strengthening collaboration and cooperation. We will maintain and nurture partnerships that will enhance this project.

Our target audience is the tribe at large, elders – including those with information to share, community members, and youth of all ages. Projected outcomes for this audience include: tribal and community members gain knowledge and skills related to using local resources wisely, conserving energy, and other activities that allow for greater independence; increased awareness of Native culture, including preservation of cultural knowledge; increased civic engagement among teens; tribal and community members gain technology skills; teens gain leadership skills; increased literacy for children and youth; improved relationships between tribe, library and other organizations; increased recognition for role of tribe and library in the community; Native youth trained in library work.

We will share successful programs with libraries in other rural communities, provide program information on the Library website and link to it from CIA's website, present program information at Alaska Library Association's annual conference, create and maintain a Project Blog, and write articles for tribal and library oriented publications.

INTRODUCTION AND ASSESSMENT OF NEED

DESCRIPTION OF COMMUNITY

Geographical area: The Haines Borough is located in northern Southeast Alaska and stretches from the Canadian border to Point Couverdon at the southern end of the Lynn Canal, encompassing 2,620 square miles. Located 100 miles north of Juneau, which has no road access, Haines is remote from population centers.

Demographics: Population: Migration of rural residents to the state's urban areas due to economic conditions is a statewide trend. In the early 2000's Haines' population declined, but the community has experienced three consecutive years of growth, returning to 2,310 residents (15.6% Native) in 2008. Education: Education: 92% tribal/88% community members have a high school degree and 9% tribal/23.8% community members have a bachelor's degree or higher. Haines school enrollment declined an average 6.6% *per year* from 2000 to 2006, related to decreasing and aging population. A large influx of seasonal workers and residents sizably increases the population from April through October. Language: A program to revitalize the Tlingit language is being implemented in partnership between the local tribes and museum. Every Thursday and Saturday, the local public radio station broadcasts *Tlingit Time*, a 5-minute Tlingit Language module that features a Native teacher. Culture: The Chilkoot Indian Association (CIA) is working to preserve our language, heritage, protocols, and artifacts, and to clarify our cultural identity to our membership and the larger community. In recent years, in part due to our partnerships with the library and school, understanding and knowledge of Tlingit culture and traditions has increased.

Economics: Employment, new construction, seafood harvesting and passenger traffic via cruise ships, highway and ferry all show decline since 2000. In February 2009 Haines Borough's unemployment rate was 18.1%, nearly double the statewide rate of 9.3%. As of 2007, 11.4% of the population and 17% of all children live below poverty level. High unemployment and loss of industry qualify Haines as economically depressed. In 2005, annual monthly wages in Haines were \$1,000 below the state average. According to the *Chilkoot Indian Association Member Skills and Training Survey* conducted by the McDowell group in 2006, tribal households tend to be in the lower income ranges with one-third reporting an annual income of less than \$20,000. Recent studies suggest the troubled world economy is affecting travel decisions and projections for 2009 - 2010 tourism, a major component of Haines' economy, are grim according to Alaska Tourism Industry Association.

ROLE AND SERVICES OF LIBRARY

The library is a vibrant community center. Our partnership helps assure that tribal members have access to innovative and needed library services thereby improving their quality of life.

Hours, services, and staff: The Haines Borough Public Library (HBPL), www.haineslibrary.org, serves Natives and non-Natives, providing a multitude of functions for this vast borough. As is the case in remote rural areas, Natives and other residents have few alternative resources. Libraries are smaller, government services limited, and timely delivery of services is expensive and can be difficult. Hours are: Monday/Tuesday-10 am-9 pm; Wednesday/Thursday-Noon-9 pm; Friday-10 am-6:30 pm; Saturday/Sunday-12:30 pm-4:30 pm. (56.5 hrs/wk) The diverse collection includes books, magazines, CDs, films, audio books, etc. (approximately 34,000 items). The library provides free access to the Internet, ten public workstations and laptops. Interlibrary Loan services and multimedia stations with educational software, including Accelerated Reader, are also available.

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The library was the recipient of the "Best Small Library in America – 2005" award from Library Journal and the Bill and Melinda Gates Foundation. In Library Journal's February 15, 2009 edition, the library came in top of its class with a 'five star' rating. www.libraryjournal.com/article/CA6629180.html

The library is currently staffed by an Acting Director (HBPL is searching for a new Director), Collection Specialist, Conservator, Administrative Assistant, Technology Coordinator, Education Coordinator, Youth Services Coordinator, Cultural Coordinator, and two Library Pages. Following a longtime tradition, more than 110 volunteers gave in excess of 2,675 hours in 2008, helping with daily service and special programs.

Patrons and circulation: The library has 3,487 registered patrons, indicating the high use of the facility by summer residents and workers. Check-outs totaled 138,921 in 2008. Yearly attendance exceeds 90,000.

Programs: In 2001 CIA identified a need for positive activities for tribal youth, and for elders to learn to use technology. Through an IMLS Enhancement grant we created the award-winning *Dragonfly Project* with the library to meet these needs. In 2003, we identified the need for after-school activities for our tribal youth and teens, many of whom were considered at-risk, and the need for more technology training for tribal staff and elders. Through our partnership with the library children's services were extended to include after-school activities for students in grades 3-6 and regular teen nights; a Library Page on-the-job training opportunity was created for a high school aged tribal member; and Dragonfly mentors and library staff presented technology workshops at tribal offices. Ongoing programs and services for youth are many and varied and are aimed at providing fun and exciting learning opportunities for all ages - babies to teens. (See www.haineslibrary.org) In 2005, tribal leaders identified the need for more on-the-job training for our tribal members. Additional Library Page positions were developed, one funded by the Friends of the Library. Numerous tribal youth obtained employment at the library funded by Tlingit-Haida Central Council's Summer Youth Employment Project. The library employed several of our young adults (ages 18-25) as Program Coordinator-in-Training, and a tribal member who was one of the first Dragonfly mentors was hired as Technology Coordinator.

Focusing on the history, tradition and culture of the local area, in 2007 we implemented *Dreamcatchers*, a program that addresses our mission of enhancing the economic and educational status of our members by improving literacy, cultural knowledge, and life skills through library programming. A variety of life skills programs are offered. Through an Alaska Humanities Forum grant, the Film Club is currently assisting the tribe to document Tlingit culture. In summer of 2009, as part of *Dreamcatchers*, a local Master Carver will teach interested tribal members to carve, prepare and raise a Tlingit design totem pole telling the story of the library. A symbol of our tribal role in building community through the development of partnerships and the library's role in education, the pole will be an important work of art for generations.

PROJECT SUMMARY AND TARGET AUDIENCE

Due to the passing of elders and a variable local economy that results in seasonal and permanent outmigration, there are often gaps in many of the cultural activities and training that have traditionally been coordinated by clans. Despite the presence of the Tlingit in this area for thousands of years, there is often little recognition of this history in the public sphere, and many tribal members perceive a lack of local knowledge and understanding of both historical and contemporary Tlingit issues, including the ongoing importance of harvesting, preparing, and sharing traditional foods. There are potential consequences not only in terms of eroding the strong cultural identities that carry our people through their lives, but also for increasing the rifts between Native and non-Native residents, that challenge the cohesion we need as a small, interdependent community. The expense of transporting goods and the rising costs for heating fuel hit rural

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Alaskan communities particularly hard during these challenging economic times. For all of these reasons, tribal elders think it important that they be given the opportunity to pass on their knowledge.

Tribal Administrator Greg Stuckey, who served on the library board for two years and continues to nurture the relationship between the library and tribe, met with members of the library staff and board to define our two-year IMLS project *Community in Transition: Building on our past; looking to the future* partnering tribal and community member needs with library services to build a stronger community. Our project harnesses the power of Tlingit cultural skills and knowledge to help people use them in their daily lives. Through forums, panels and elder presentations cultural knowledge will be shared and explored. This project expands the resources available for transmitting historical and cultural knowledge between generations in a practical context of resource sharing to improve family and community sustainability in our isolated location.

One important aspect of this project is the creation of two films that each will document and preserve an elder's knowledge, experience, and practices in a traditional life skill. This builds on the work the tribe and library have already accomplished in partnership to mentor interested young people in developing their movie-making skills to produce short films on different Tlingit subjects. These films screened at the library and now available for check-out by patrons were well received in the community, and the respect they engendered gratified the elders of our tribe. Currently, a pilot program for the film portion of our proposed IMLS project is using video recording to document both traditional and contemporary practices related to the harvesting, processing, and use of hooligan (eulachon) fish in the Chilkat and Chilkoot Rivers. Emphasis will be placed on elder contributions to understanding cultural protocol about hooligan fishing, knowledge and practice in rendering hooligan into oil, changes observed by in hooligan runs and processing practices over time, and the continuing role played by hooligan in local Native identities and regional trade networks. These recordings will be edited into a short finished video product for community and educational use.

Another key component of our proposed project is inviting partner organizations to present on topics such as renewable energy sources, recycling, gardening in our southeast Alaskan climate, and the nutritional value of local foods. These programs will benefit both tribal members and the community at large, strengthening collaboration and cooperation. Finally, the project offers critical educational programs to encourage literacy and technology capabilities without which no member of our community can thrive in today's world.

Elders: Recognizing that one of our strengths is our elders, we will offer more opportunities for elders to share their knowledge, experience and stories with tribal and interested community members. We have planned culturally based programs that convey knowledge of tribal values, history and roots. A film consultant will be contracted to work with the library's Film Club to create one film with an elder each of the two project years.

Tribal and other youth: Children's programming will include literacy activities to instill a love of reading and the skills necessary to be a lifelong reader. Tapping into Accelerated Reader and the Friends of the Library's Books for Babies program will draw in reluctant readers and families who might not otherwise be engaged in reading activities. Tribal and library staff will collaborate with school district staff to identify fun ways to encourage reading and sustain skills during summer vacation. Some projects for children and teens will focus on Native culture, local foods and their preparation, gardening skills, sharing, trading and bartering; science concepts, and Tlingit language, to encourage a familiarity with a broad spectrum of cultural information.

Tribal and community members of all ages: Technology training for adults and youth will continue through the award-winning Dragonfly Project to assist tribal and other library patrons to gain skills. Opportunities will be expanded to learn new software programs including those available on the library's Mac laptops and Microsoft programs. The Film Club will provide a forum for learning and sharing skills required to work with

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digital film and photos. Special programs will continue to be developed to meet the needs of CIA tribal office staff and the tribal membership. We will partner with individuals and representatives of local organizations to create events and provide experiences on topics related to thriving in a remote Alaskan location during the current economic climate.

ASSESSMENT OF NEED

CIA: In 2000, we developed a strategic plan using a written questionnaire asking members to rank priorities. In 2006 the McDowell Group conducted a telephone survey that included 137 tribal households capturing 183 tribal members. Computer skills were identified as needed by 20% of respondents, by far the highest percentage for any single skill category. An overwhelming 62% of survey respondents wanted to develop technology literacy and other job-related skills to help them find employment or earn more. Members are very interested in improving opportunities and program availability for Chilkoot Indian youth. Staff and Council revised the Strategic Goals according to survey results. McDowell also worked with Council and staff to develop value statements, mission statement, and the overall vision for the tribe. In 2007 and 2008 we hosted five community planning meetings to allow both tribal members and community partners an opportunity to identify their priorities. The public input gathered in planning sessions indicated a strong interest in partnering in a variety of ways to meet tribal and community needs. An important aspect of our quality of life in this remote rural area is a well-staffed library facility that offers needed and valued services and programs in a culturally responsive manner. Tribal members expressed concern that although our library partnership with the library has improved perceptions of the tribe's role in the community, more work is needed to expand that understanding. To build upon the success of our library partnership we need to develop new programs to document and revive a variety of traditional cultural practices. These activities are central to our efforts to celebrate our Chilkoot Tlingit culture and incorporate it into our daily lives. Using information from these planning sessions we created our September 2008 Tribal Strategic Plan (attached). Our five-year plan enables us to identify library programming goals to meet a range of documented tribal needs through cultural programming. Our project responds to these needs, voiced in our surveys and planning workshops.

Library: The project also responds to needs expressed by the respondents to a December 2008 survey of library patrons. Programs designed for this project will respond to expressed need for more educational offerings including events, movies and lectures, and technology trainings. Meeting the needs of youth through diverse programming was high on the list of patron priorities. Requests for more films of Native subjects, documentaries and independent films will be addressed by the film component of our new project. Review of statistical data on attendance at workshops, cultural programs and programs for youth of all ages show continuing increased attendance and participation and with the economic downturn are expected to grow more in the next two years.

BEST WAY TO ADDRESS NEEDS

Our project focuses on a vital theme in today's world and fosters an increased understanding of Native history and traditional life style, sharing of individual expertise for the general good, and personal advancement. Building on our tribe's partnership with our award-winning library is logical, cost effective and productive. Funds will be leveraged from a variety of sources, increasing sustainability. Applying lessons from past projects, we will use culturally appropriate education to benefit tribal and community members. The proposed approach responds to the tribe's stated interest in enhancing engagement and cooperation among Native and non-Native community members, contributing to an increased knowledge of and appreciation for our Native culture for the benefit of all local residents. Facility and staff infrastructure have been developed at the library. Some positions created through IMLS grants are now funded by the Borough. Tribal youth are employed as Library Pages. (Page letter of support attached) Many tribal members, both young and old, have gained

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computer skills. Youth report an increase in self-esteem and a "sense of belonging" in our community and at our library. Our tribe, our library and our community have gained local, state and national recognition for the results of this partnership that imparts skills to participants and helps bridge cultural and generational gaps.

EXPECTED OUTCOMES AND PROJECT GOALS

The majority of identified outcomes address the acquisition of skills and knowledge that will positively impact the lives of individual tribal members, families and community members in general. The attainment of these new skills and/or knowledge will allow participants to enhance their understanding of traditional ways, increase their ability to live wisely in difficult economic times, and to gain skills that are required for success in today's job market. All of these can translate into a stronger sense of self esteem and increased ability to achieve personal goals. Other outcomes relate to a shift in attitude or behaviors that will positively benefit both individuals and the two main partner agencies. It is our intent to continue to build on our existing partnership with the library and improve our tribe's standing in the community. All of the anticipated benefits relate to the Tribal Strategic Plan, the Library Long-range Plan, and the missions of both institutions.

Outcomes: The following outcomes have been identified and accepted by both the Tribal Council and Library Board. Our Outcome Based Evaluation has further details. (Outcome Logic Model attached).

- Patrons will gain new skills and/or knowledge that can help them improve their quality of life in challenging economic times.
- Community members will gain computer skills and increase their ability to use technology.
- Teens will gain writing, computer, leadership and other skills.
- Youth will increase civic engagement activities and gain a sense of belonging to the community.
- Youth will gain knowledge and improve literacy skills by participating in library programs.
- Participants will increase skills related to traditional ways (trading, subsistence food gathering/preparation, Native arts, etc.) and/or general skills in living well in today's economic climate.
- Native and non-Native community members and visitors will gain knowledge about Native history, culture and traditional lifestyle.
- CIA and HBPL will increase interactions and enhance existing relationships/partnerships with entities and individuals engaged in the grant project.
- The role CIA plays in the provision of library services for all community residents will be better understood and CIA's reputation as a community leader will be enhanced.

Project goals incorporate approaches that we have found to be successful in our previous partnerships, including: providing a wide range of activities, encouraging participation by Native youth and elders, and reaching out to the community at large. Through these effective practices we are able to reach a large segment of the population and effect positive change with long-lasting benefits.

Goal 1: Provide opportunities for learning, teaching, and practicing traditional, practical, social and other skills useful to isolated rural communities in a time of economic challenges.

Goal 2: Identify and involve cultural knowledge holders and teachers to increase the understanding of Native history, culture, and traditional life style and support learning in culturally appropriate ways. Invite elders to share their knowledge in two documentaries.

Goal 3: Empower patrons to improve quality of life through educational and technology capacity building.

Goal 4: Increase the number of high quality partnerships between tribe and other organizations.

PROJECT DESIGN AND REQUIRED RESOURCES

The Tribal Council, Library Board and their staffs are committed to the project. (Letters of support attached) Section IV: Program Elements of the Logic Model for Outcome Based Evaluation (attached) addresses some of the general inputs, activities and services that are planned to ensure the success of the project. Inputs include the time of tribal and library staff, funding for consultants, elders, collection development, equipment, software, travel to conferences (for continuing education and project sharing), advertising and program supplies. All equipment and software needed for the film component of this project are already owned by the library and/or tribe and are included in the Digital Specs or our Digital Plan for the project. (See Digital Plan doc.) The required technology for planned programs is in place. Outputs noted include more than 500 programs annually, 2 films, 300 books and/or audiovisual materials added annually, 16 magazine subscriptions provided on topics of interest, a project website, and numerous publicity materials.

The *List of Key Staff and Consultants, résumés or job descriptions* for project staff provide information on the experienced staff who bring a diverse set of skills and backgrounds to the project. The HBPL is currently advertising for a new Director. The Library Consultant, who retired in 2006 after 21 years as HBPL Director, and the Acting Director will work closely with the new Director to assure that s/he is familiar with the grant project, helping to ensure the grant project's success. Ongoing training for Library Pages will be provided by Project and Library staff. *In the following activity list: ECC=Education/Cultural Coordinator, TC=Technology Coordinator, CYSC=Children's and Youth Services Coordinator, FC=Film Consultant, LC=Library Consultant.*

Staff will develop and implement a wide variety of programs on the project themes. Activities and events (included in the list below) will be created that meet the needs of all ages in the community and will be diverse in nature to encourage widespread participation. Regular evaluation will occur.

Please refer to the budget sections for information on cash and in-kind contributions to the project that the HBPL and The Friends of the Library (FOL) will make. HBPL budget now includes partial funding for the ECC and TC, positions that were originally totally funded through grants. In addition, the HBPL dedicates an Alaska State Library non-competitive grant to funding a portion of the TC, and the IMLS Basic Grant to funding a portion of the CYSC. The FOL provides funding for collection, consultants and supplies. By combining a variety of funding sources we are able to leverage funding to assure greater sustainability. (see letters of support)

Goal 1 - Objective 1: Explore ways to improve family and community sustainability by inviting presenters for a variety of programs on skills and topics that are important to living in Alaskan rural areas. Activities include:

- Hold a Community Forum on Strengthening Community in Difficult Times – ECC – 11/09 & 11/10
- Offer a panel discussion on historical, cultural and economic role of the use of traditional trade routes for sustainable communities in isolated rural areas in Alaska and Canada – ECC & tribal staff – 1/10
- Organize presentation on topics such as use of renewable energy sources, energy conservation, recycling, barter of goods and services, nutritional value of local foods, and garden plants and techniques that are appropriate for our climate – ECC and tribal staff - Quarterly
- Develop a series of cultural programs with elders and other presenters to build community awareness of Native culture and traditional ways of knowing. Offer educational experiences and programs on traditional foods harvesting, processing or preparation – ECC and tribal elders – Quarterly

Goal 1 - Objective 2: Incorporate Native culture, foods, and language into early literacy programs for children from birth to age eleven and positive activities and programs for teens and adolescents. Continue broad and diverse offerings to instill a love of reading and learning. Activities include:

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- Mother Goose Lapsit, preschool storytimes, outreach visits to daycare centers, Headstart and private preschool. Introduce books, songs and a variety of subjects incorporating Native culture.-- CYSC -- Weekly
- After-school programming for grades K-5 -- Incorporate learning while having fun. Science experiments, Native history, drama, song, arts, local foods, recycling, and Native culture topics are included in the selected themes -- CYSC and ECC-- 5 days per week during school year
- Homework help grade K- 5 -- Provides one-on-one assistance to students who request it as they work on school assignments or special projects, such as the Science Fair or History Day competition. -- CYSC and ECC -- 5 days per week during school year
- Summer Reading Program -- Comprehensive series of events to inspire reading that introduce a wide variety of activities including mime, puppetry, nature walks, gardening, art, crafts and storytelling. Programs with a cultural focus will be offered.-- CYSC -- June through August -- Yearly
- Accelerated Reader -- Through a special license arrangement the AR program is maintained on the library's server and provided to the school over a WAN. Youth use it at the library after school, on weekends and during the summer to take quizzes to help increase and sustain their reading skills. -- CYSC -- All year
- Teen nights --Weekend evening event for teens. Programs focus on cultural and social skills. Activities will include Native traditional games, drumming, creating music, film viewing, Dance Dance Revolution, surfing the Internet, eating healthy snacks, playing games, etc. -- ECC -- 1 X per month
- Teen Advisory Board -- These youth will advise library staff and board on policies related to teens, assist in and do fundraising for teen programs. -- ECC - one meeting/month with committee meetings as needed.
- Writer's Club -- A creative writing group that shares ideas, reviews favorite reads, and works with adult mentoring to submit works for publication and contests.- ECC -- Bi-monthly
- Collection development -- New materials (300 per year) for youth of all ages will be researched and purchased, including new AR quizzes. Project staff & library staff -- Ongoing

Goal 2 -- Objective 1: Create one film each of the two grant years to document and preserve an elder's knowledge, experience, and practices in a traditional life skill. Activities include:

- Identify elder(s) and content for each film -- Tribal Council and Project Staff -- 11/09
- Advertise, interview and hire film consultant -- Tribal Administrator, Library Board, Library Director -- 4/10
- Film consultant develops storyboards and presents to Tribal Council -- FC -- Two months after hired
- Film consultant works with tribe to finalize formats, distribution expectations, and other critical details prior to filming -- FCC, Tribal Administrator, Tribal Council
- Film consultant works with Education Coordinator and Film Club mentor to determine involvement of students in film development -- Project Team -- ASAP after hired
- Film consultant obtains all necessary release statements and other required documents from those participating in film project -- FC -- ASAP
- Film consultant works with elders, Film Club youth and Project Team to produce films -- FC -- Ongoing
- Film screening evenings held for each film -- ECC & FC -- Annually after completion of film
- Film may be refined according to tribal member feedback and public comment -- FC -- Post screenings
- Films are posted on website -- FC & Project Staff
- Copies of the films are created (3 master copies) and 3 copies in DVD format for the tribe. DVDs are burned for the tribal office, library, and school library-- FCC & Film Club youth -- ASAP after completion

Goal 3 -- Objective 1: Initiate and provide life skills and technology training programs. Activities include:

- Create a webpage for bartered services and goods based on discussion at the Community Forum on Strengthening Community in Difficult Times -- ECC and volunteer web designer -- 1/10
- Computer Help on Demand: Bimonthly basic personal project assistance; library staff will work with tribal members to identify what they need most -- ECC and TC -- Ongoing

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- Special technology services and programs – Develop, plan and identify topics/presenters (including Adobe Writer, PhotoShop workshops, etc.)—tribe and staff – ASAP; Implement plan – ECC & TC – 4 per year
- Film Club – Encourage youth to express themselves using video. Instruct students how to use iMovie, cameras, and filming techniques. ECC & volunteer Film Club mentor – Bi-monthly – 1-8/10 & 1-8/11

Goal 4 – Objective 1: Increase understanding of tribal programs and their impacts on the community for both tribal members and the community at large. Activities include:

- Facilitate Tlingit culture and traditional knowledge programs at library – ECC – As noted above

Goal 4 – Objective 2: Share successful programs with libraries in other rural communities. Activities include:

- Provide program information on the library website and link to it from CIA's website -- Staff
- Present program information at Alaska Library Association's conference – Year 2 – ECC & Director
- Create and maintain a Project Blog – 11/09 and ongoing – TC and volunteer
- Write articles for tribal and library oriented publications –Director & Project staff – 1 to 2 per year

Goal 4 – Objective 3: Maintain and nurture partnerships that will enhance this project: Examples: Friends of the Library, Southeast Alaska Regional Health Consortium, Haines Friends of Recycling, the Sheldon Museum and Cultural Center, the Alaska Arts Confluence, (ANB/ANS), the Rasmuson Foundation, local Master Gardeners, Haines Energy Commission, and Lynn Canal Conservation. Activities include:

- Invite local experts to present programs in their areas of special expertise – ECC - Ongoing
- Partner with community members and representatives of local organizations to organize events and provide experiences that demonstrate traditional practices and ways of knowing – Staff – Ongoing

EVALUATION AND DISSEMINATION

Outcome Based Evaluation: The numerous anticipated impacts and intended outcomes of this project have been discussed and an Outcome Based Logic Model has been developed using the Partnership for a Nation of Learners template. (attached.) Indicators and targets have been developed for each outcome; who the indicator will be applied to, what type of tool (survey, interview, observation) will be used to gather responses; and when the action of soliciting feedback will occur. Outcomes are focused on skills, knowledge, attitudes, behaviors and changes in life status. Evaluation of the film project will include both the process and the products. All programs will be evaluated on a regular basis and information regarding project outcomes will be reviewed by the library consultant and project staff and changes to program design implemented as needed. Input from tribal and library staff will be gathered during the evaluation process as well, since in a small community such as ours, observations by those providing the programming can add depth to the evaluation process. Evaluation information and survey/interview tools will be made available on the project website. Baseline data will come from current statistics, needs assessments, and pre-surveys.

Dissemination: Information on *Community in Transition: Building on our past, looking to our future* will be widely disseminated by means of written articles, radio, conference presentations, library listservs, and on the web. The library has an excellent history of publishing articles in *Public Libraries, American Libraries and Newspoke* and giving presentations at conferences in Alaska, the Pacific Northwest and nationally. The tribe also has had articles published in Native newsletters and informally shares information at conferences.

- A project website will be developed and hosted on the library's website. www.haineslibrary.org
- Curriculum, forum and presentation handouts, evaluation materials, and publicity will be made available.
- Tribal and library staff will be active in sharing project information.
- Staff will write articles for professional journals (library and Native) and regularly utilize local media.
- Presentations and/or general information will be shared at conferences (library and Native).

BUDGET FORM - PAGE FOUR

Section B: Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	81,565.86	94,813.24	176,379.10
2. Fringe Benefits	45,685.76	28,443.98	74,129.74
3. Consultant Fees	9,400.00	2,480.00	11,880.00
4. Travel	5,686.00	2,000.00	7,686.00
5. Supplies and Materials	5,960.00	14,800.00	20,760.00
6. Services	1,700.00	5,816.00	7,516.00
7. Student Support	0.00	0.00	0.00
8. Other Costs	0.00	28,000.00	28,000.00
TOTAL DIRECT COSTS (1-8)	149,997.62	176,353.22	326,350.84
9. Indirect Costs			0.00
TOTAL COSTS (Direct and Indirect)	149,997.62	176,353.22	326,350.84

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	149,997.62	<i>149,998. --</i>
2. Cost Sharing:		
a. Cash Contribution	31,000.00	
b. In-Kind Contribution	145,353.22	
c. Other Federal Agencies*		
d. TOTAL COST SHARING	176,353.22	
3. TOTAL PROJECT FUNDING (1+2d)	326,350.84	
% of Total Costs Requested from IMLS	45.90%	

* If funding has been requested from another federal agency, indicate the agency's name:

SPECIFICATIONS FOR PROJECTS THAT DEVELOP DIGITAL PRODUCTS

Part I. Complete the appropriate section(s):

A. Converting Non-Digital Material to Digital Format

A1. Describe types and original formats of materials to be selected for digitization and quantity of each.

A2. Identify copyright issues and other potential restrictions with regard to the original non-digital material.

Public domain: _____ % of total.

Privacy concerns: _____ % of total. Plan to address:

Permissions have been obtained: _____ % of total.

Permissions to be requested: _____ % of total.
Plan to address:

Other: _____ % of total. Explain:

A3. Describe how the newly digitized material will be made available to the public. Explain the terms of access and conditions of use. Identify and explain any restrictions that will apply to digitized material and specify what percentage if any of the total material will be subject to restrictions.

A4. List the equipment and software, with specifications, whether purchased, leased, or outsourced, that will be used (e.g., camera, scanner, server, A/D audio or video converter).

B. Repurposing Existing Digital Content

B1. Describe types and original formats of digital materials to be selected for repurposing and quantity of each.

B2. Identify copyright issues and other potential restrictions with regard to the original digital material.

Public domain: _____ % of total.

Privacy concerns: _____ % of total. Plan to address:

Permissions have been obtained: _____ % of total.

Permissions to be requested: _____ % of total.
Plan to address:

Other: _____ % of total. Explain:

B3. Describe how the repurposed material will be made available to the public. Explain the terms of access and conditions of use. Identify and explain any restrictions that will apply to repurposed material and specify what percentage if any of the total material will be subject to restrictions.

B4. List the equipment and software, with specifications, whether purchased, leased, or outsourced, that will be used (e.g., MPEG encoder, non-linear editing system, GIS software).

C. Creating New Digital Content

C1. Describe types of materials to be created in digital form and quantity of each.

Two short films, each 10 - 20 minutes, will record elders sharing traditional knowledge and will include footage to support and exemplify the elder's story. Three copies of each of the following formats will be held: Master recordings will be in .mov (AppleQuicktimeCodec); DVD will be MPEG-2 video.

C2. Describe plan to obtain releases/permissions from project content creators and subjects.

CIA and Haines Borough Public Library have a media release form that has been used on past projects. All film subjects will be required to sign a release form. Tribal staff will insure that elders understand how the film materials are to be used. CIA Tribal Council will retain final approval of films.

C3. Describe disposition of ownership and use rights of new product. Describe how the new product will be made available to the public. Explain the terms of access and conditions of use. Identify and explain any restrictions that will apply to new content and specify what percentage if any of the total material will be subject to restrictions.

CIA will own the films and retain control of master files, backup copies, etc. Films will be copied onto DVD and will be available at the Tribal Office and at the HBPL. The film will be shared on the library's website, You Tube or another popular video distribution system that offers usability in lower bandwidth settings.

C4. List the equipment and software, with specifications, whether purchased, leased, or outsourced, that will be used (e.g., camera, audio recording equipment, video recording equipment, encoding software, server).

All equipment/software is owned. Cameras: JBC GZ0MG730; SONY DCR-TRV310; Cannon Elura100; Sony DCR-TRV 950; for stills-Cannon EOS Digital Rebel XT; Tripod HEWA TH-650; Sunpack 2001UT; Digital Recorder: Marantz Model PMD660. PowerMac G5; Final Cut Pro, Cinema Tools, Photoshop, iMovie

Part II. Answer all questions:

5. Specify each type of file format (e.g., TIFF, JPEG, MPEG) to be produced and anticipated quality (e.g., minimum resolution, depth, tone, pixel dimensions, file size, sampling rate) of each.

Master: .mov-AppleQuicktimeCodec:720X480; 48 bit; 29.97 frames/sec; 4:3; Size est. .47GB.min ;Sampling: 48to 96khz, 16 or 24 bit (see plan)

Access: H.264/MPEG-4; H264.1.2: 320X240, 30.0 frames/sec, 4:3 aspect ratio, depth 8 bit; file size: constrained baseline profile 384 kbit/s (see plan)

Thumbnail: H.264/MPEG-4; H264.1.2 : 320X240, 30.0 frames/sec, 4:3 aspect ratio, depth 8 bit; file size: constrained baseline profile 384 kbit/s (see plan)

6. Describe the delivery medium that will be used (e.g., Internet, broadcast, DVD).

DVD (MPEG-2 video) and Internet (compressed .mov, i.e. Quicktime), also Internet using Web 2.0 tools such as YouTube.com (based on site requirements)

7. Describe the underlying software to manage and/or present the content (e.g., DSpace, Fedora, ContentDM).

Due to small size of our project this is not a priority. We may explore partnering with another Alaska organization using ContentDM, perhaps SeaAlaska Heritage.

8. Describe the quality control plan.

File will be stored on the library's server during development. Tech Coordinator will be responsible for safe keeping. Backups will be on offsite external hard drives.

9. Explain how descriptive and administrative metadata will be produced and used to describe and manage the content.

Include the standards that will be used for data structure, content (e.g., thesauri), protocols, preservation and administrative information, and communication of the content (e.g., MARC, EAD, Dublin Core, PBCore, VRA Core Categories, or Categories for the Description of Works of Art).

We will follow AACR2 rules to create MARC 21 records for each video.

10. Describe plans for preservation and maintenance of the digital files during and after the expiration of the grant period (i.e., storage systems, migration plans, and commitment of institutional funding).

Multiple copies will be maintained in original and DVD format. Master will be held on an external hard drive in a safe location, ultimately at CIA offices. At least three burned copies of the master file (not DVD format) will be retained. Three copies of the DVD format will be created. (1 to use, 1 to store, 1 in case of disk error)

11. If content will be provided on the Internet, indicate agreement to submit collection-level records for digital products to the IMLS Digital Collections Registry. State reasons for selecting alternative approaches.

Yes, we would submit the information needed for the IMLS Digital Collections Registry.

12. Provide URL(s) for applicant's previous digital products, if applicable.

Telling Stories about Native Traditions, Beliefs, Language, Arts, and Culture with Digital Media: <http://www.haineslibrary.org/?q=node/19>



Plan for creating digital films

Purpose of plan: To provide general information and guidance for project staff members when creating cultural preservation films to support our Tribal Strategic Plan goals.

Purposes of projects: To record and preserve traditional knowledge. To gather information from elders to share with tribal members and others. To allow tribal members and youth to gain skills related to moviemaking. To create films that can be archived so they are available in the future.

Specific projects identified to date: Alaska Humanities Forum Grant (Pilot Project – Topic: Eulachon Run on Chilkoot River – Funded 2008/2009); and Institute of Museum and Library Services Enhancement Grant (Topics tentative): Trade Routes and Their Impacts; Subsistence Lifestyle, and Food Gathering and Processing (fish, berries, seaweed, other) depends on specific knowledge of elders available.

General overview: The film documentary concept emphasizes first-person voice and indigenous interpretation. A viewer will encounter the deep understanding of Chilkoot Tlingit heritage through a world of experiential traditional practices, life skills for survival in the southeast Alaskan area, objects used for harvest and processing foods, and the stories they exemplify. The storytellers are elders who share their knowledge about each seasonal activity and the memories of how they were practiced in the past to contribute to the survival of the tribe. Additional footage will be gathered to record the elder and/or other tribal members participating in the activity when possible. The stories will move from activities to values, beliefs, and history; each film a doorway to a unique cultural landscape. The brief film presentations will be enhanced by historic and contemporary film or stills of people and village life.

When possible the Tribal Council would like to include youth learning filmmaking skills in the projects. Partnering with the Haines Borough Public Library and the Movie Club should be considered. Finding a lead consultant/filmmaker will be key for each film to assure that activities are coordinated, quality maintained and the project is completed on deadline. This lead person will also be responsible for assuring multiple copies of that master are created and turned into the Tribal Administrator for safe keeping.

Delivery media:

- Master: Apple Quicktime Codec (good for archiving)
- DVD: MPEG-2 video
- Internet: compressed Quicktime or format required for individual Web 2.0 tools

Technical specs: The following are specifications that were used and revised for previous film projects with the Haines Borough Public Library. We realize that changes are continual in this field and so these are guidelines that should be reviewed by staff before they begin work on a project to make sure they are still the best choices for the time. These specifications are connected to the equipment that the tribe and library currently owned. If new equipment is purchased these guidelines should be reviewed.

Other considerations include the challenges that are inherent with Internet access and bandwidth issues in Alaska, especially for more remote areas.

All media should be tested on various operating systems (Mac and PC), browsers (Internet Explorer, Mozilla Firefox, Apple Safari, Google Chrome, etc), and DVD players (Sony, Panasonic, etc.)

FORMAT: Master File:

- Resolution and pixel dimensions: 720 X 480, 29.97 frames/sec
- Aspect ratio: 4:3 (16:9 for widescreen)
- Depth: 48 bit
- File Size: .47 GB/minute (30 minute video will require 15 GB of space)
- 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 120B of working space for video and audio.)
- Sampling Rate: Depends on camera. Anticipate 48 kHz or 96 kHz, 16 or 24 bit

FORMAT: Access Online:

Due to bandwidth concern we should consider the tiny video size – H.264.1, small frame, small file size. Use the following standard because we can always make a smaller version from this higher quality level.

- H.264.1.2
- Resolution and Pixels: 320 X 240, 20.0 frames/sec,
- Aspect ration: 4:3
- Depth: 8 bit
- File size: Max video bit rate is between 384 kbit/s and 1536 kbit/s. In Alaska we should consider using Constrained Baseline profile – lower quality (384 kbit/s, but more usability in lower bandwidth setting. (example 30 minute video would be around 700 Mb or .7Gb.)
- Sampling rate: 384 kbit/s

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- Should also consider exporting to Youtube or other popular video distribution system that offers usability in lower bandwidth settings.

FORMAT: Thumbnail:

Due to bandwidth concern we should consider the tiny video size – H.264.1, small frame, small file size. Use the following standard because we can always make a smaller version from this higher quality level.

- H.264.1.2
- Resolution and Pixels: 320 X 240, 20.0 frames/sec,
- Aspect ration: 4:3
- Depth: 8 bit
- File size: Max video bit rate is between 384 kbit/s and 1536 kbit/s. In Alaska we should consider using Constrained Baseline profile – lower quality (384 kbit/s, but more usability in lower bandwidth setting. (example 30 minute video would be around 700 Mb or .7Gb.)
- Sampling rate: 384 kbit/s

Equipment available:

- Cameras:
 - Canon JBC GZ0MG730
 - Sony DCR-TRV310
 - Cannon Elura 100
 - Sony DCR-TRV 950
 - Still camera: Cannon EOS Digital Rebel XT
- Tripods:
 - HEWA TH-650
 - Sunpack 2001UT
- Digital Recorders:
 - Marantz Model PMD660
- 5 Mac Laptops: Loaded with Apple Software: iDVD, iMovie, iTunes, iPhoto
- Dragonfly MAC PowerMac G5: Loaded with the following software:
 - Adobe Pro 7
 - Adobe CS2
 - Photoshop
 - Cinema Tools
 - Final Cut Pro
 - iDVD
 - iMovie
 - iPhoto
 - iTunes
 - Garage Band
 - Sound Track Pro

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Archiving/storing/preserving:

- Retain at least three burned copies of the master file (NOT DVD format)
- Retain three copies of the DVD format (currently MPEG-2 video)
- Master should be stored on external hard drive(s) kept in a secure location.
- Tribal Council designates secure storage location at end of project.
- Project staff should make recommendations for future considerations and maintenance of the film products at the end of each project. Tribal Administrator will review recommendations and incorporate suggestions into tribal planning documents to help assure that our films remain useful over the long-term for generations to come.

Other long-range considerations: Possibly pursue a distributor like VisionMaker Video to share the final products if the Tribal Council decides we want wider distribution.

Review plan regularly as standards change we want to address the changes.

Also, plan for keeping the films in a format that continues to be usable. This will be an ongoing process to assure the films are available for future generations.