



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

DIVISION OF PRESERVATION AND ACCESS

### **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the NEH Division of Preservation and Access application guidelines at <https://www.neh.gov/grants/preservation/preservation-and-access-education-and-training> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Preservation and Access staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** Preparing Alaska's Cultural Organizations for Emergencies

**Institution:** Alaska Division of Libraries, Archives, and Museums

**Project Director:** Anjuli Grantham

**Grant Program:** Preservation and Access Education and Training

## **Preparing Alaska's Cultural Organizations for Emergencies**

### ***Alaska and Disasters: A Long-Standing Relationship***

Sitting on the edge of the Ring of Fire, buffeted by roaring winds and extreme weather, surrounded by the Arctic Ocean, Bering Sea, and Gulf of Alaska, and living on the frontline of climate change, Alaska is a hotbed of natural and human-caused disasters.

Museum galleries across Alaska feature stories of disasters of monumental proportions—disasters etched in the lived and ancestral memories of residents. The 1912 eruption of Novarupta on the Alaska Peninsula was the largest volcanic eruption of the 20<sup>th</sup> century. Eighty percent of the active volcanoes in the United States are in Alaska and three-quarters of the volcanic eruptions to take place in the country in the last 200 years have occurred in Alaska.

Alaska has more earthquakes than any other region of the U.S. and is one of the most seismically active areas in the world. The 1964 Good Friday earthquake was the second largest ever recorded. The resulting tsunamis demolished Alaska towns and villages, sweeping the state into a new era. The largest tsunami ever recorded occurred in 1958, when a landslide triggered a wave of 1,720 feet in Lituya Bay in Southeast Alaska.

Alaska suffers from human-caused disasters, as well. The 1989 Exxon Valdez Oil Spill decimated coastal ecosystems and inflicted financial and psychological damages on communities felt thirty years later. Now, Alaska Native villages like Shaktoolik and Kivalina are rebuilding their entire communities as erosion resulting from climate change alters the coasts and riverbanks of our melting state.

The oft-repeated litany of disasters doesn't include the more common events experienced in Alaska on an annual basis, such as forest fires, flooding, catastrophic snow fall, avalanches, and wind storms that elsewhere are classified as hurricanes. Alaska's libraries, archives, and museums have suffered from both regional disasters and localized disasters. In the last ten years, these events include a flood in the village of Eagle on the Yukon River that severely damaged the Eagle Historical Society, a roof repair project that went awry at the Alaska State Archives causing a flood, and a forest fire that destroyed the Chiniak Library on Kodiak Island.

The largest recent disaster was the 7.1 earthquake that rocked the vicinity of Anchorage on November 30, 2018. This was a federally designated disaster. The earthquake and subsequent aftershocks damaged 300 buildings in the city of Anchorage, the Kenai Peninsula, and the Matanuska Valley. Libraries, archives, and museums experienced a broad array of damages, from shattered artifacts and damaged exhibit cases, to flooded collections due to damaged pipes, to thousands of books flying from library stacks.

The Alaska State Division of Libraries, Archives, and Museums (LAM) reached out to our constituencies across the state following the earthquake. We scoured Alaska's Emergency Operation Plan to find that there is no mention of historic or cultural resources. Curators from the Alaska State Museum (ASM) collaborated with staff from the Department of Natural Resource's Office of History and Archaeology (OHA) to provide on-the-ground assistance as small museums documented damage and salvaged collections.

In addition to providing incident-triggered consulting services, we need to develop the capacity of Alaska's cultural organizations to prepare for, respond to, and be resilient to future disasters.

### ***Identifying and Responding to Emergency Preparedness and Response Needs***

LAM recently conducted a survey to gather initial data on the level of preparedness at libraries, archives, and museums in the state. Of the 33 respondents, 26 reported having emergency plans, but only 10 of these have revised their emergency plans in the last 2 years and 13 have staff trained to activate those emergency plans. Twenty-seven respondents reported that they wanted to receive training in emergency preparedness and response. (It is worth noting that none of the Anchorage area museums impacted by the disaster responded to the survey, though curators who visited affected institutions observed that 11 of the 12 either had no emergency plan or did not activate the plan.) Collecting institutions clearly need to write or revise emergency plans and train staff to activate and utilize the plans. Survey data indicates that they want this training.

The November 30, 2018 earthquake shook Alaska's libraries, archives, and museums out of complacency. As is so often the case, it took a disaster to jumpstart emergency preparedness on the part of Alaska's humanities community. Staff from LAM have developed the Preparing Alaska's Cultural Organizations for Emergencies (PACO) program in response. This program will bring together LAM, OHA, the Alaska Division of Homeland Security and Emergency Management (DHS), consultants, non-profit partners, and statewide libraries, archives, museums, and records managers for a hands-on training program dedicated to building institutional, local, regional, and statewide capacity to respond to emergencies.

The objectives of the program are:

- 1) To enhance the knowledge, skills, and behaviors related to emergency preparedness and response for staff/ volunteers of collecting institutions across Alaska.
- 2) To improve *institution-level preparedness* by providing resources, assistance, and time for institutions to perform risk assessments, write or revise emergency plans, and practice collections salvage activities.
- 3) To create or enhance relationships *among collecting institutions and their local and regional emergency managers and first responders*.
- 4) To create and enhance *regional relationships among collecting institutions around disaster preparedness and response*.
- 5) To enhance *statewide and State-level disaster preparedness and response capacity*.

For the PACO program, we request \$270,752 from the National Endowment of the Humanities. We will use this to hire consultants who will assist with the development and instruction of the online course and workshops, purchase supplies and course materials, and contract with regional fire training centers for the response and salvage workshops. We will also use NEH funds to pay for the travel of staff/ consultants to instruct workshops and the travel of humanities practitioners from remote corners of Alaska, so that they can receive the in-person training and support required to prepare for and respond to future disasters. We are not requesting funding for salaries of LAM staff, DHS staff, or one of the two conservators working on the project from the Anchorage Museum.

### ***Alaska's Collecting Institutions***

Alaska has a very diverse community of collecting institutions with original humanities materials, defined for the sake of this project as objects within the collections of museums and tribal organizations, analog archival materials, digital collections, rare books, and essential records, such as tribal and local

government records. There are 91 public libraries and 68 tribal libraries in Alaska, approximately 100 museums and cultural centers, and over 105 institutions with archival holdings.<sup>1</sup>

The following profiles illustrate the diversity of collecting institutions in the state:

The Diocesan Archive of the Russian Orthodox Church of Alaska in Kodiak (Southcentral Alaska) is representative of an archive with a small staff but major collection. One part-time staff person is responsible for managing and providing research access to this internationally significant archival collection relevant to the history of the Russian Orthodox Church, Russian colonization, and Alaska Native histories. The collection has suffered damages from flood and fire in the past.

The Tuzzy Consortium Library in Utqiagvik (Northern Alaska) is the central library for the North Slope Borough with seven branch libraries located in villages across Arctic Alaska. The library has a growing archival collection and is housed in the same building as the Inupiat Heritage Center.

The non-profit Talkeetna Historical Society in the unincorporated community of Talkeetna (Interior Alaska) is a typical small, rural museum in Alaska, with one full-time staff member who manages five historic properties, an archival and object collection, and public programming.

Ketchikan Museums in Ketchikan (Southeast Alaska) operates two museums with a total of six full-time staff members. A municipal operation, the collection consists of history, art, and ethnographic objects and a robust archival collection, and is representative of a typical mid-sized Alaska collecting institution.

The Seward Library in Seward (Southcentral Alaska) is one of eight public libraries in Alaska that share a building with a museum and/or cultural center. The municipality operates the library, which contains an archival collection owned by the non-profit Resurrection Bay Historical Society.

Humanities collections of great significance in Alaska include ethnographic and archaeological collections, including Alaska Native cultural patrimony, tribal records, manuscripts related to the Russian Orthodox Church and Russian-American Company, rare books related to exploration, and unique archaeological collections. Local history collections hold high research value in Alaska. Collectors avariciously gathered Alaska Native ethnographic materials and shipped these to museums around the world, making the cultural materials that remain in Alaska incredibly important. Additionally, the population of Alaska was historically very small, with few people creating written records. Local humanities collections carry disproportionate significance when so few records were created to begin with, as they hold information impossible to find in other sources—because the other sources do not exist.

While there are outliers, we can generally assert that Alaska's collecting institutions are small non-profit or municipal organizations with less than five full-time staff members who are responsible for public programming and managing collections in aging facilities. Of the 60 museums who took part in the 2010 Alaska Museum Survey, the largest number of museums reported having zero full-time staff (17), followed closely by one full-time staff (14) and 2-4 full-time staff (14). Only 12 museums in Alaska reported having more than five full-time staff members. Historical societies, tribal libraries, and public libraries within rural communities also frequently have 0-3 staff members.

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<sup>1</sup> Data gathered from Archives Rescue Corps Survey, IMLS Native American and Library Services Basic Grant Awards Data, Public Library Assistance Grants Data, Office of Statewide Services data. There is overlap in these numbers, as many of the institutions that report archival holdings are museums and libraries. Tribal libraries are defined here as those that have received IMLS Native American Library Services Basic Grant Awards; some of these are also enumerated as public libraries. Note that the American Alliance of Museums accredits only six museums in Alaska.

Staff and volunteers at these small institutions often lack formal training. Such institutions rarely have budgets robust enough to connect staff and volunteers with high-quality training programs—especially since the cost of travel even within the state of Alaska is exorbitant. Nonetheless, many institutions have received on-site assessments or received consulting at a distance through the decades-long relationships formed with the outreach offices at LAM.

### ***Creating Emergency Preparedness Trainings that Work in Alaska***

Emergency management teaches us always to handle an emergency at the lowest possible level, only escalating when a response requires more resources than are available at the locus of the emergency. Plainly put, we have no option but to operate in this manner in Alaska. Many of our institutions are geographically isolated and based in communities that can only be accessed by airplane or boat. As an illustration of Alaska's size and geographic complexity, consider that to drive from Alaska's capital of Juneau to the largest city of Anchorage requires a ferry trip, followed by a 15-hour drive, much of which is through Canada.

Not only is transportation a hindrance to disaster response, but the number of professionals trained to respond to damaged cultural collections is, as well. There are just four professional conservators in the entire state, only one of whom is in private practice. There are no disaster response vendors with offices in Alaska. This means that Alaska's cultural organizations need to be prepared to respond, unaided, to local-level disasters because it is often the only option.

PACO will build the capacity of humanities-focused organizations across Alaska to be resilient to, prepared for, and able to respond appropriately to disasters by adapting nationally recognized training programs and materials to the context of Alaska. The training program is based on *Finding Common Ground: Collaborative Training for the Cultural Heritage and Emergency Response Communities* curriculum, a NEH-funded training program developed by the Massachusetts Board of Library Commissioners and partners. *Finding Common Ground's* curriculum includes recorded webinars on preservation, comprehensive slide decks, relevant handouts and worksheets, and detailed train-the-trainer materials that culminate with a live burn and salvage exercise. We have selected *Finding Common Ground* as the model due to the quality of the curricular materials and the emphasis on building relationships with local responders. Moreover, the live fire training affords a rare hands-on training activity for treating humanities materials damaged in a variety of manners, including wet, broken, charred, and smoke damaged materials. This broad-range of damage presents a one-of-a-kind opportunity for participants to practice salvaging collections impacted not only by fire, but also a flood (wet collections) and earthquake (broken collections).

We have modified this curriculum to make it work for Alaska. We will spread the five-day *Finding Common Ground* program into a five-month program consisting of an online course with two workshops, one at the beginning of the program and one at the end of the program. The online course will guide participants through drafting or revising their emergency plans, while the workshops focus on risk assessment, damage assessment, and salvage.

We will conduct this five-month program three times over the grant period, each time focused on a different Alaska region. Each of the training programs will thus create a regional cohort of professionals trained in emergency preparedness and response. The workshops will take place in the regional hub communities of Juneau in Southeast Alaska (September 2020- February 2021), Anchorage in Southcentral Alaska (January- May 2022), and Fairbanks in Alaska's Interior (November 2021-March 2022).

The program will be free for participants to encourage participation on the part of the many small, under-resourced institutions in the state. Moreover, we ask NEH for travel funding so that professionals who work in rural communities can travel to their regional hub to take part.

We have modified the *Finding Common Ground* curriculum because it would be prohibitively expensive to sponsor a program open to rural Alaska participants that required travel on five separate occasions to attend workshops. Experience also shows that (good intentions aside) few participants from small institutions would return to their home institutions after a 5-day course and, unsupported, write or revise their emergency plan. Many lack the time, confidence, and support to do this.

For this reason, we will build an online course using the Moodle platform that guides participants through developing a written emergency plan. The course will incorporate worksheets, previously created and newly produced webinars, moderated discussions and other resources so that, piece by piece, participants will draft or revise materials to create comprehensive emergency plans that contain all the elements required by the American Alliance of Museums. These elements include a preparedness/ response plan for all relevant natural, mechanical, biological, and human threats, information on protecting and recovering collections in the event of a disaster, evacuation routes, responsibilities during emergencies, contact lists, and floorplans.

The program conscientiously fosters relationships among regional participants. Cohort participants will spend time together in person over the two workshops, meet monthly using Webex's videoconferencing platform, connect with one another through a message board in the online course, and remain connected after the program through an emergency preparedness listserv that LAM will create and moderate.

These regional relationships extend beyond humanities practitioners to those involved in emergency management. Following the *Finding Common Ground* model, the PACO program aims to develop relationships among local emergency managers, local first responders, and collecting institutions. We have invited fire chiefs and emergency managers to serve as presenters so they can meet library, archive, and museum professionals and learn about their community's collecting institutions. Moreover, cohort participants will be scheduling one-on-one meetings with their local first responders. Ideally, the awareness and relationships that PACO fosters will translate into the incorporation of collecting institutions into emergency operating plans in communities across the state.

A final, important feature of this program is the coaching support that LAM staff and project consultants will provide. At the beginning of each cohort, program participants will be paired with a consultant ("coach") who will provide expertise, encouragement, and ongoing support as the participants develop their emergency plans. Project Director Anjali Grantham at LAM, OHA Historian Molly Conley, museum consultant Cynthia Jones, DHS State Exercise Manager J. Woody and DHS State Preparedness and Grants Manager Tiffany Peltier will schedule monthly consultation calls with their assigned participant, provide resources as necessary, and review drafted emergency plans.

### ***Advisory Committee***

An advisory committee consisting of key project personnel will meet telephonically on a regular basis during the duration of the program. They will meet at the beginning of the grant period to refine the program content. They will provide resource recommendations, review a draft version of the curriculum, and meet before a new cohort program begins to discuss recruitment strategies and adapting the workshop to each region. Throughout the program, the advisory committee will consider ways to advance long-term preparedness for collecting institutions. Emergency managers, librarians, an archivist, conservators, a curator, a historian, and administrators of LAM and Museums Alaska will serve on the committee.

## ***Cohort Participants and Workshop Participants***

There will be two types of PACO participants-- those who are cohort participants, and those who are workshop participants. *Cohort participants* will take part in the full program, including the workshops, online course, and associated activities (such as being paired with a coach). Cohort participants will come from institutions that either a) lack emergency plans or b) they have not revised their emergency plans in the last 3 years. Travel stipends are only available to cohort participants. *Workshop participants* may enroll in the workshops based on space availability.

We have opted for the two participation options so that we can meet the differing needs of humanities practitioners and their institutions. Institutions with current emergency plans do not need the mentoring and instructional support provided through the online course. However, staff at these institutions still need training in conducting risk assessments, damage assessments, and salvage operations. For this reason, we will invite such individuals to take part in the workshops alongside cohort participants.

## ***Program Instruction Schedule***

	<b>Workshop 1</b>	<b>Online Course</b>	<b>Workshop 2</b>
<b>Juneau</b>	September 2020	Sept 2020-Feb 2021	February 2021
<b>Anchorage</b>	January 2021	Jan 2021-May 2021	May 2021
<b>Fairbanks</b>	November 2021	Nov 2021-March 2022	March 2022

No instructional activities will happen during the summer, which is the only season that some small institutions are open to the public and the season for harvesting salmon.

***The Curriculum*** Please see the more descriptive *Course Agenda*, included in the appendices.

Workshop One (2 Days): Participants will be introduced to the comprehensive emergency management program. Session topics include local and regional emergency management (presented by local emergency managers/ DHS), local and institutional risks, and how to work with first responders to mitigate risks (presented by local first responders). Participants will participate in a risk assessment exercise, accompanying a fire marshal as he/she performs a risk assessment of a local museum and/or archive. Participants will be introduced to the elements of an emergency plan and create their own Pocket Response Plan, using the template created by the Council of State Archivists.

Venues and Dates: Father Andrew P. Kashevaroff State Library, Archives, and Museum (Juneau, September 2020), University of Alaska Anchorage Consortium Library (Anchorage, January 2021), Museum of the North (Fairbanks, November 2021)

Online Course (4-5 months): Participants will return to their home institutions. They will finish conducting their own risk assessments and conduct a walk-through of their institution with a first responder. They will create quick guides for emergency response, learn about emergency supplies and personal protective equipment, understand the Incident Command System and apply it to their own institution, learn about disaster response phases and assign disaster response roles, and determine collections salvage priorities and create salvage roles. Donia Conn will record webinars on damage assessments and salvage operations. On a monthly basis, coaches will connect with participants to offer feedback, guidance, references, and support. The length of each module correlates to the size of the assignment required to finish the module.

There will be monthly chats via Webex, wherein participants will connect with instructors, coaches, and one another and provide updates on their progress. Participants will use discussion boards, Webex, and a listserv to share resources and identify common problems and solutions. After Workshop 2, participants

will participate in a final module on disaster recovery. The program will end with a Webex discussion providing space for members to discuss advancing preparedness in their region. They will submit their emergency plans for review and comment.

**Workshop Two (2 Days):** This workshop focuses on damage assessment and collections salvage. Participants will practice damage assessment and response with a tabletop exercise. Local fire fighters will instruct a session on fire and burn influencers and fire department protocols for fighting fires. Conservators will present on handling and stabilizing damaged materials. There will be a live burn at the regional fire training center, and participants will then conduct a damage assessment and plan their response. Conservators will be on hand at different response stations, where participants will learn how to handle and treat wet, smoke damaged, and charred objects, textiles, paper and books, and paintings. Participants will rotate among the stations so they can practice with all the material types.

**Venues and Dates:** Andrew P. Kashevaroff State Library, Archives, and Museum and Capital City Fire Training Center (Juneau, February 2021); University of Alaska Anchorage Consortium Library and Anchorage Fire Training Center (Anchorage, May 2021); Museum of the North and Fairbanks Regional Fire Training Center (Fairbanks, March 2022).

*PACO instructors will meet following each workshop and at the end of each cohort for an internal review and incorporate lessons learned into future workshops/ cohort programs.*

***Enrollment Goals***

We have based our enrollment goals on regional size, the number of institutions that correspond to each region, and our previous experience with regional training opportunities.

Cohort/ Hub City	Anticipated Cohort Participants	Anticipated # travelling over 60 mi. to attend	Workshop Participants (per workshop)
Juneau	20	15	30 per workshop
Anchorage	40	20	50 per workshop
Fairbanks	20	10	30 per workshop
<b>TOTAL</b>	<b>80</b>	<b>55</b>	<b>220</b>

***Recruitment and Application Process***

We will advertise this opportunity broadly through our associated listservs, newsletters, and professional affiliations and create individualized invitations to tribal libraries, museums, and cultural centers. Our colleagues at DHS, OHA, Alaska Native Library, Archive, and Museum consortium, Museums Alaska, Alaska Historical Society, Alaska Library Association, Alaska Anthropological Association, Alaska Humanities Forum, and Alaska State Council on the Arts will be notified of the opportunity and will help share participant recruitment materials.

Any staff of a library, archive, museum, cultural center, municipality, or tribal organization with original humanities materials will be eligible to apply to the cohort program. Preference will be given to directors and collections managers. For those institutions without staff members, we will encourage board members or collections volunteers to participate.

The following materials will be required as part of the application package: information about applicant institution’s current level of emergency preparedness and staff experience/ training in this regard; information about the humanities collections in the institution’s care; and why the applicant wants to take part in the program. Applicants’ supervisors will submit a statement supporting participation in the



program and committing to the program activities. Applicants will also submit a budget that will indicate the amount of travel funding they require to take part in the program.

LAM staff will prepare a rubric and review applications. Placement preference will be given to applicants from small, rural institutions that lack emergency plans and have no training in emergency preparedness and response. Our first round of review will select one participant per institution to enroll in a cohort, with preference given to collections managers. If there is additional space in the cohort, we will allow additional staff to enroll, based on the ranking of their application.

### ***Incorporating Lessons from Past Training Programs***

LAM regularly conducts trainings on a variety of topics. For example, the Alaska State Library within LAM directs the Small Library Institute of Continuing Education and the Small Library Institute of Management (SLICE/ SLIM). These biennial, multi-day, in-person seminars bring staff from small Alaska libraries to Juneau for targeted training. Recently, LAM staff collaborated to instruct a 5-month, statewide training series called the Alaska Digital Stewardship Intensive. This Webex-based training program introduced a cohort of participants to the proper creation, management, and preservation of digital assets and culminated in participants drafting digital collections policies and procedures.

LAM has also conducted disaster preparedness workshops over the years. In 2008-2009, LAM received an IMLS Connecting to Collections grant, which funded a project known as Archives Rescue Corps. Staff traveled to communities around Alaska to document archival collections and provide basic archival training, including a workshop on basic disaster planning. In 2013, ASM's former Curator of Museum Services, Scott Carrlee, created a series of trainings in Juneau, Fairbanks, and Anchorage called AKCERT. These three-day workshops provided training in emergency response, with the intent of creating regional response networks available to assist cultural organizations during an emergency. Several participants put their training into action when their own institutions experienced an emergency, but little occurred to sustain the networks following the training.

We have incorporated lessons from these training programs to create the PACO program. From the Archives Rescue Corps we recognized that *learning about disaster planning* is not the same as *creating a disaster plan*. For PACO, we have conscientiously built time into the program for people to work on developing their own plans. That is why each cohort will take part in a 5-month program, rather than a 5-day program. The Alaska Digital Stewardship Intensive has demonstrated that pacing learning and assignments over many months allows participants time to integrate what they are learning into their practices—and complete their policies. Moreover, we have noted that the cohort approach has generated greater accountability and engendered a great deal of resource sharing among participants.

From SLICE/SLIM, we have learned that employees or volunteers from smaller institutions require additional assistance and encouragement. For this reason, we are providing coaches (Grantham, Jones, Conley, Woody, Peltier) who will connect with cohort members on a monthly basis, review drafts, answer questions and provide resources to help participants finish their plans.

Finally, we learned from the AKCERT program that building a culture of preparedness within Alaska's collecting institutions will only happen through ongoing relationships and buy-in from multiple organizations. We have carefully considered the national Coordinated Statewide Emergency Preparedness (COSTEP) model, which encourages public/private partnerships for assuring the effectiveness and sustainability of emergency preparedness efforts. Following this model, we are collaborating with OHA (the other State agency responsible for stewarding historic and cultural resources), DHS (the State agency

responsible for emergency management), and local/regional first responders. We are confident that these relationships will lead to better statewide coordination when disasters strike.

We are also working with a statewide non-profit partner to assure the longevity of the effort. The statewide museum association, Museums Alaska, is starting an Emergency Task Force dedicated to proactively creating future training opportunities, connecting museums with resources, and keeping the conversation around preparedness and response vital. Moreover, once the online course is developed, LAM is happy to make it available many times again.

### ***Work Plan, Organized by Activity and Cohort***

#### Program Development: March 2020- June 2020

- Convene PACO advisory committee; develop contracts and MOUs with partners and consultants, gather and refine online course materials and secure permission to use/ share materials created by others, build PACO Moodle course, create listserv, (advisory committee, Grantham, Niederhauser, Jones)
- Record two new webinars using Webex: Conducting Damage Assessments (Donia Conn), Salvage Operations (Donia Conn)
- Advisory committee review of curriculum and online course. Grantham integrates feedback.
- Develop participant application and recruitment materials (Grantham, Niederhauser)

#### Juneau- Area Cohort Planning and Execution: July 2020- February 2021

- Recruit and select Juneau-area cohort (July-August 2020) (Grantham, Niederhauser)
- Prepare Juneau Workshop One course materials with instructors; plan Juneau Workshop One logistics; recruit and register Workshop One participants (July-August 2020) (Grantham, Niederhauser, Jones, Gray)
- Begin PACO online course for Juneau cohort (September 2020) (Grantham, Jones)
- Conduct Workshop One in Juneau (September 2020); complete Workshop One evaluations and internal assessment among instructors. (Grantham, Jones, Gray, Niederhauser)
- Juneau cohort completes online course; monthly coaching calls with cohort participants; monthly Webex Chats, review assignments (September 2020- February 2021) (Coaches, Grantham, Jones)
- Plan Juneau Workshop Two; meet with instructors; recruit and register workshop participants; purchase supplies for live burn and salvage exercise (December 2020-January 2021) (Grantham, Niederhauser, Conn, Carrlee, Owens, Shah)
- Conduct Workshop Two in Juneau (February 2021); complete Workshop Two evaluations (Workshop Two instructors, Niederhauser)
- Review Juneau cohort emergency plans; finish Juneau cohort online course; conduct program evaluation and internal assessment among instructors/ advisory committee. Revise online course as needed in response to participant feedback. (March 2021) (Coaches, Grantham, Niederhauser)

#### Anchorage- Area Cohort Planning and Execution: November 2020- May 2021

- Recruit and select Anchorage-area cohort members; recruit and register Anchorage Workshop One participants (November-December 2020) (Grantham, Niederhauser, Conley)
- Review Workshop One content with Anchorage instructors; plan Anchorage workshop logistics; recruit Workshop One participants (December 2020) (Instructors, Grantham, Jones, Conley)
- Begin PACO online course for Anchorage cohort (January 2021) (Grantham, Jones)

- Conduct Workshop One in Anchorage (January 2021); complete Workshop One evaluations and internal assessment among instructors (Grantham, Jones, Gray, Niederhauser)
- Anchorage cohort completes online course; monthly coaching calls with cohort participants; monthly Webex Chats, review assignments (January-May 2021) (Grantham, Jones, coaches)
- Plan Anchorage Workshop Two; meet with instructors; purchase supplies for live burn and salvage exercise; recruit and register workshop participants (March-April 2021) (Grantham, Niederhauser, Conn, Carrlee, Owens, Shah, Conley)
- Conduct Workshop Two in Anchorage (May 2021); complete Workshop Two evaluations and internal assessment among instructors. (Workshop Two instructors, Niederhauser)
- Review Anchorage cohort emergency plans; finish Anchorage cohort online course; conduct program evaluation and internal assessment among instructors/ advisory committee (June 2021) (Coaches, advisory committee, Niederhauser)

Fairbanks-Area Cohort Planning, Execution, and Program Wrap Up: September 2021- May 2022

- Recruit and select Fairbanks area cohort members; recruit and register Fairbanks Workshop One participants (September-October 2021) (Grantham, Niederhauser, Hall)
- Review Workshop One content with Fairbanks instructors; plan Fairbanks workshop logistics (October 2021) (Instructors, Grantham, Jones, Hall)
- Begin PACO online course for Fairbanks cohort (November 2021) (Grantham, Jones)
- Conduct Workshop One in Fairbanks (November 2021); complete Workshop One evaluations and internal assessment among instructors. (Grantham, Jones, Gray, Niederhauser)
- Fairbanks cohort completes online course; monthly coaching calls with cohort participants; monthly Webex Chats, review assignments (November 2021- March 2022) (Grantham, Jones, coaches)
- Plan Fairbanks Workshop Two; meet with instructors; recruit and register workshop participants; purchase supplies for live burn and salvage exercise (January-February 2022) (Grantham, Niederhauser, Conn, Carrlee, Owens, Shah, Hall)
- Conduct Workshop Two in Fairbanks (March 2022); complete Workshop Two evaluations and internal assessment among instructors/ advisory committee (Workshop Two instructors, Niederhauser)
- Review Fairbanks cohort emergency plans; finish Fairbanks cohort online course; conduct program evaluation (April 2022) (coaches, advisory committee, Niederhauser)
- Finalize all evaluations and complete grant reporting (May 2022) (Grantham, Niederhauser)

***Project Evaluation***

<b>Objective</b>	<b>Desired Outcome</b>	<b>Evaluation Method/ Action</b>
Improve preparedness at the institutional-level	80% of cohort participants will complete a risk assessment; 90% will write or revise their emergency plans and file a copy with LAM as emergency backup	Pre and post-program surveys
Improve staff knowledge, confidence, and skills related to emergency preparedness and response	90% of cohort and workshop participants will better understand comprehensive emergency management, institutional risks and damage	Pre- and post-program and workshop surveys

	assessments. 90% will feel more confident about their ability to salvage collections. 90% will feel they are better able to care for their collections in case of an emergency.	
Create/ enhance relationships among institutions and local emergency responders/ managers	80% of cohort participants will have met with local first responders.	Pre- and post-program surveys
Enhance regional relationships among collecting institutions	90% of cohort participants will report improved relationships with other regional institutions; 90% will know who to reach out to for help in case of an emergency; 70% will feel confident they will receive assistance following a disaster.	Pre- and post-program surveys
Enhance statewide capacity in preparedness and response	Museums Alaska Emergency Task Force is viable with engaged members; conference sessions about emergency preparedness are part of Museums Alaska and Alaska Library Association conferences; teleconference is scheduled among collecting institutions and state agencies to discuss long-term preparedness needs	Recorded observation

### **Staff, Consultants, and Advisory Committee**

**Ellen Carrlee** is the Conservator at the Alaska State Museum. Carrlee will serve as an instructor for Workshop Two, teaching participants how to properly handle and treat objects damaged in floods, fires, and earthquakes.

**Molly Conley** is a Historian at the Department of Natural Resource’s Office of History & Archaeology. Conley has written institutional emergency plans and conducted emergency training programs. Conley will assist with curriculum development, coordinate Anchorage partners, logistics, venues, and supplies, serve as a coach for cohort participants and review participant emergency plans.

**Donia Conn** is a Senior Instructor for the Simmons College School of Library and Information Science as well as independent preservation and collection care consultant for small and mid-sized cultural heritage institutions with over 20 years of experience. Ms. Conn is a private book and paper conservator and a Professional Associate of the American Institute for Conservation (AIC). She developed the *Finding Common Ground* curriculum. Conn will serve on the advisory committee, record two new webinars for the online course, and co-instruct Workshop Two at all locations, focusing on the care of damaged books and paper.

**Patience Frederiksen** has served as Director of the Alaska Division of Libraries, Archives, and Museums since 2016. Before that, she was the Head of Library Development for the Alaska State Library. Frederiksen will serve as the Project Administrator and on the advisory committee.

**Anjuli Grantham** is Project Director and the Curator of Statewide Services at the Alaska State Museum, responsible for providing technical assistance and training opportunities for Alaska museums. Grantham will lead the creation of the curriculum (including the online course), manage partnerships and contractors, manage participant recruitment and selection, serve as an instructor and coach, and review emergency plans. Grantham worked and consulted for small museums and historical societies across Alaska prior to joining ASM. Grantham was a member of the response team that LAM sent to Anchorage following the recent 7.1 earthquake.

**Karen Gray** is Alaska State Archivist. She has decades of experience in emergency planning for archival institutions, including instructing records managers and archivists on planning for critical record security during a disaster. Gray will instruct sections of Workshop One, including continuity of operations planning and preparing PReP guides. She will serve on the advisory committee.

**Della Hall** is Executive Director of Museums Alaska. Hall will assist with program recruitment, will manage participant travel stipends, and will coordinate Fairbanks partners, logistics, venues, and supplies.

**Cynthia Jones** has worked as a museum professional and emergency responder for thirty-five years. Jones worked for 21 years at the Sheldon Museum in Haines, Alaska and has served on the Haines Volunteer Fire Department as a firefighter and EMT2 since 1983. She has instructed many emergency preparedness courses and drills and worked in law enforcement. Since retiring from the Sheldon Museum, Jones has served as a museum consultant across Alaska and has written emergency plans for a variety of museums. Jones will serve on the advisory committee, help develop all course content, serve as a key instructor at all workshops, coach cohort participants, and review participant emergency plans.

**Julie Niederhauser** is Public Library Coordinator at the Alaska State Library, responsible for continuing education and library development activities for libraries across Alaska. Niederhauser will serve on the advisory committee, assist with the development of the online course, recruitment and selection of participants, create and monitor evaluations, and serve as the key librarian on the project.

**Sarah Owens**, Conservator at the Anchorage Museum, specializes in the conservation of textiles. Owens will co-instruct Workshop Two at all locations, teaching participants how to properly handle and stabilize damaged textiles following a disaster.

**Tiffany Peltier** has worked for the Alaska Division of Homeland Security & Emergency Management for 14 years and is currently the State Preparedness & Disaster Grants Officer. She is currently finishing her Master's in History through Southern New Hampshire University. Peltier will serve on the advisory committee, as a coach for cohort participants, and as an instructor.

**Monica Shah** is Director of Collections & Chief Conservator at the Anchorage Museum. Shah has decades of experience in museum emergency planning, preparedness, and response. She will serve on the advisory committee and co-instruct Workshop Two at all locations.

**Jared Woody** served 10 years in emergency services before joining the Alaska Division of Homeland Security & Emergency Management, where he is currently the State Exercise Officer. Woody will serve on the advisory committee, as a coach for cohort participants, and as an instructor.