

Project Title: Eastern Shawnee Tribe of Oklahoma: Mobile Outreach and Inclusion**Project Period: September 1, 2020 through August 30, 2022**

The George J. Captain Library goal is to be a strong community anchor that enhances civic engagement by promoting our library services and educational programming. The ESTO intends to enhance existing library services while strengthening our ability to prepare our people to be full participants in our community and global society for current and future generations. The library will increase its outreach efforts in two parts: **The “Jen Jen Book Bus Library” and the “Early Childhood STEM Sessions.”** These two projects that we are requesting are to address the need of community access to the library, engagement, learning and to improve the user’s access to the library. During the project period, the library will be mobile and accessible to community members, residents and employees who are unable to visit the library.

Challenges -Logistics

ESTO is divided into two primary locations: The North Complex (located at 10C) and South Complex (12755 S. 705 Road). Logistics plays a major role in user access, primarily the separation of 4.4 miles. The George J. Captain Library’s operating hours are Monday thru Friday from 8:00 am to 4:30 pm.

The George J. Captain Library is on the south complex in Wyandotte, Oklahoma, located on the west side of Seneca, Missouri in Oklahoma bumping the Oklahoma/Missouri border. Major towns or cities near the George J. Captain Library includes Wyandotte, Oklahoma (8 miles), Miami, Oklahoma (19 miles), Joplin, Missouri (30 miles) and Tulsa, Oklahoma (90 miles).

Part 1: The “Jen Jen” Book Bus Library.

The ESTO Police Department has generously donated a late model short school bus that is mechanically sound that we plan to renovate into a book bus. The “Jen Jen” book bus library will promote library services, increase circulation of books, instructions on how to access eBooks and audiobooks, and offer educational programming, especially for those who are unable to visit the library periodically.

The library expects the following outcomes as a direct result of the Jen Jen Book Bus library to increase circulation by 20% each year of the grant period and increase our education program statics by 10% each year of the grant.

Part 2: Early Childhood STEM project. In order to promote lifelong learning, we plan on continuing **STEM** (science, technology, engineering and mathematics) sessions with the Early Childhood Learning Center (ECLC) from the current Enhancement Grant. This has proven to be a very successful educational endeavor. ECLC participants are better prepared to participate in society with STEM lessons and a Summer Youth Library Program. The George J. Captain Library has an active IMLS Basic Library grant and has submitted a FY 2021 Native American Library Services Basic Grant application, which makes us eligible to apply for a FY 2021 Enhancement Grant Funding for this project which promotes outreach to tribal citizens. Our library is currently staffed with one (1) full-time library director, one (1) full-time librarian, and

one (1) full-time Research Assistant for the IMLS funded project titled “Eastern Shawnee Stories: Cultural Awakening”.

Population Profile

As of March 2020, there are 3,568 tribal citizens scattered across the United States, 678 tribal citizens live with in a 50-mile radius. There are 189 administration employees. Less than 20% of tribal citizens live within a 50-mile radius of tribal headquarters. The age group and population of tribal citizens can be seen in the table below. Despite the distance, strong communication exists between tribal headquarters and tribal households through mailed monthly publications of the tribal newspaper and website [<https://www.estoo-nsn.gov/>].

ESTO Tribal Citizens in Project Service Area	
Age Group	Population
0-11	177
12-17	90
18-25	77
252	252
62+	96
TOTAL	692

Economy

Ottawa County is home to just under 35,000 residents, of which nearly twenty (20%) percent are American Indian, compared to only nine (9%) percent across the State of Oklahoma. Ottawa County is also home to nine (9) Federally recognized tribal headquarters. Our county’s median household income from 2008-2012 was a mere \$36,280, compared to the state average of \$44,891. Sadly, 21.2% live in poverty in Ottawa County compared to 16.6% in Oklahoma. In fact, the United States Department of Agriculture (USDA) recently identified Ottawa County, Oklahoma as a StrikeForce in order to address the challenge of chronic and persistent poverty. Furthermore, our county qualifies as a HUBZone due to the high relative unemployment rate. Higher incidences of unplanned pregnancies, teen pregnancy, inadequate prenatal care, higher rates of low-birth-weight babies, infant deaths, and low immunization rates are all associated with the poverty in our county along with a myriad of other adverse health outcomes. To further illustrate our community poverty, the State School Superintendent recently published a Low-Income Report, in which our county had fifty-eight (58%) percent of students receiving a free lunch and twelve (12%) percent of students receiving a reduced lunch. In other words, seventy (70%) percent of the students in Ottawa County alone are considered low income. Poverty and other health factors are dangerous cycles that all too often haunt Native American communities, such as ours.

ESTO is currently serving many of the low- and moderate-income families through the Eastern Shawnee Tribal Housing Authority, Indian Child Welfare, Children and Family Services, Family Violence Prevention, Agency on Aging, as well as other departments. ESTO will continue to provide services to low- and moderate-income people.

Education Levels

Based upon survey questions while developing the 2017-2020 Strategic Plan, tribal citizens were asked to provide their highest level of education. Responses can be seen in the table below.

Highest Level of Education	
Level	Percentage
High School Diploma	10.71
Some College, No Degree	17.86
Post-secondary/Professional Certificate	10.71
Associate of Arts Degree	21.43
Bachelor's Degree	21.43
Master's Degree	10.71
Ph.D. or Terminal Degree	7.14
TOTAL	99.99

Audience

The Eastern Shawnee Tribe of Oklahoma (ESTO) intends to strengthen tribal community outreach by enhancing existing library services. The “Jen Jen” Book Bus Library and STEM Sessions” will enable us to continue to grow participation from our tribal community and engage tribal citizens, making lasting impact on our cultural heritage. This project will serve tribal and non-tribal citizens of all ages.

Culture

The Eastern Shawnee Tribe originally lived throughout the region east of the Mississippi River. A highly nomadic and wandering group of people, they can be documented as living in the United States, Canada and Mexico. Because of their early geographic location and lifestyle, the Shawnee People are generally known as Eastern Woodlands Indians.

The current role of the library is to act as a hub for cultural heritage and other information to tribal and non-tribal citizens in the community. In the past, the library was able to provide services to youth and the elder population on a regular basis with STEM classes, educational exhibits, summer youth program and culture camp. ESTO’s George J. Captain Library’s mission: “The Library Department shall provide services to Eastern Shawnee Tribal members, to all other Native American people and the general public.” Our goal remains the same; to be a strong community anchor that enhances civic engagement by promoting our library services and educational programming. The ESTO intends to enhance existing library services while strengthening our ability to prepare our people to be full participants in our community and global society for current and future generations. So, we are aiming to engage all ESTO citizens in our circulation. The library is open Monday through Friday from 8:00 a.m. to 4:30 p.m., only closing on federal holidays.

Our library is currently staffed with one (1) full-time library director, one (1) full-time librarian, and one (1) part-time Research Assistant. Together, they coordinate the circulation of more than 17,000 materials in collections including archives, eBooks, audio books, DVDs, Indian (Fiction,

General, Juvenile), Juvenile (Fiction, Non-fiction), and reference material and tribal archive. While the circulation of the tribal library has increased, the number of books checked out has begun to drop. In fact, most patrons use the library for Internet access or checking out DVDs. Despite the fact there is an increase in the number of ESTO patrons to the library, less than 7% of tribal citizens' access, or frequent, the collections available in our library.

ACTIVITIES AND IMPACT:

Part 1: "Jen Jen" Mobile Book Bus Library

The library's collection is diverse as we provide current, relevant, and desirable information to both tribal and non-tribal citizens. This is due, in part, to our Guiding Principles stating "*We will recognize the inherent worth of all people by treating them with dignity and honor. We hold ourselves to a high standard of service. We will require performance, efficiency, and professionalism.*" We look to the future and "recognize that milestones of the past teach us and goals for the future direct our path. With every decision, every action, we will keep the best interests of the tribe at the forefront of our consciousness." In order to be a progressive library, we must look beyond our doors and outside the walls. Therefore, enhancing access to collections through our "Jen Jen" mobile book library, we can meet our logistic issues by providing access to books to tribal citizens and employees.

"Jen Jen" Mobile Book Library project would make it possible for the Library to schedule bi-monthly stops to the North Complex (10C highway) where Eastern Shawnee Tribal Housing Authority, Woodland Elder Community, Early Childhood Learning Center, Area on Aging program, Tribal Police Headquarters, Wellness Center and various Tribal Departments are located, as well as the South Complex locations George J. Captain Library, Bluejacket Building Tribal Administration, Cultural Preservation Offices, Business Committee offices, Tecumseh Park and Gaming and Surveillance departments. The main purpose of the library is to improve user access to library services offered at the George J. Captain Library. The intended audience for the Book Bus project will be the Eastern Shawnee Native Community members, residents, and employees enabling discovery and use of collections. Services would be for those who are unable to visit the Library on a regular basis. The Book Bus will permit Library staff to advertise our educational (STEM) sessions, library exhibits and other Library information and services to the community. We have the in-house ability to design and create graphics for advertising (ie. banners, fliers, brochures, pamphlets) to be displayed on the interior and exterior of the bus as it travels through different communities. It will have a variety of books on board for checkout including adult fiction and non-fiction, graphic novels, juvenile, children books, and DVDs. This would give us the capability signing up new users and demonstrating how to use the Eastern Shawnee Tribal website to access the George J. Captain Library and OverDrive. The mobile library is the optimal solution to increasing use of all library materials, both print and electronic resources. We will include published books about Shawnee history, culture and language that were created by the Eastern Shawnee directly to its tribal citizens. The Book Bus will be scheduled to be at non-library community events such as the annual Halloween Trunk or Treat, ESTO Pow Wow, the Shawna Stovall Children's Pow Wow, General Council, local city

parades, National Week of the Young Child, etc. This will allow Library staff to attend events outside normal library operating hours. By having the Book Bus Library, we will be able to enhance our service to the Elder community. Especially now, with the recent COVID-19 pandemic outbreak, more than ever the library is an integral part of the Native community. With our elder population confined to home and lack of social activity we would be taking the book bus library directly to them, while observing social distancing protocols. The Book Bus would have scheduled stops at the (AOA) center that averages approx. 78 elders a day for lunch. AOA lunch participants, many from neighboring tribes would have access to the book bus. The Library expects the following outcomes as a direct result of the “Jen Jen” project by increasing our circulation by 20% each year. “Jen Jen” will attend at least 3 community events per year to educate the community about our library services and educational programming. We will keep statistics of all visits to the complexes and community events that will be reported to the Eastern Shawnee Grant Committee and to IMLS.

Communication Plan:

We will increase public access and awareness with scheduled bi-monthly bus stops and by publishing dates and times in our tribal monthly newsletter “The Shooting Star.” We intend on using advertising on social media, using posters and emails that will be sent to employees and tribal citizens. Patrons would be able to call the library to put books on hold for delivery during the scheduled stops.

Sustainability

Project “Jen Jen” will continue to support the project beyond the grant period through ongoing institutional support of project activities. The tribe would continue to support the project qualified staff members including the operating budget. Including insurance, maintenance, upkeep on the bus, etc. The tribal maintenance department would make any necessary oil changes and/or repairs.

Part 2: STEM (Science, technology, engineering, and mathematics)

Teaching STEM in the early years enables children to make those vital connections between everyday life and the STEM disciplines. It also lays down the foundations for future academic success because the skills learned are transferable to other subjects. STEM is an acronym for science, technology, engineering and math. The big national push to prepare our children in these areas has now trickled down to **early childhood** education. Each year the Eastern Shawnee hosts Cultural Camp for children ages pre-k to high school. This weeklong camp teaches children cultural activities. Last year the Library hosted a “Day at the Library” in which the children, all of whom were Eastern Shawnee tribal members, were taught how to use the Dewey Decimal system and locate Native American books within our collection. Eastern Shawnee Tribe owns and operates the Eastern Shawnee Early Childhood Learning Center. With an average of 63 children per day, ranging from 8 weeks to 12 years of age. With collaboration between the George J. Captain Library, Early Childhood Learning Center, and Cultural Preservation Department we would design STEM classes that would be culturally sensitive and

would incorporate the STEM disciplines. Exposure to STEM during early childhood is critical to establishing an optimal educational trajectory according to Generation Science Standards. It engages and equips children with critical thinking skills, problem solving, creative and collaborative skills. It provides hands-on and minds-on lessons for students. Creating a fun environment for learning as well as teaching. The early childhood years, birth to age 5, have long been accepted as the most critical point in neurological or brain development. Studies by the National Science Teachers Association show that young children learn through active exploration—and the drive to observe, interact, discover, and explore is inherent in their development. Experts say that the scientific inquiry process in STEM areas should include children engaging in active exploration opportunities that allow them to participate in the scientific process. Educators can create science experiences for young learners that include hands-on experiences that allow children to explore their curiosities and interests and develop and test theories in everyday situations.

Objective 1: September 2020 to August 2021

September:	Farm Block Center (Teachers Pay Teachers) Fall Shapes STEM Center (TPT)	February:	STEM Structure with Heart Marshmallows and Toothpicks Alligator Swamp Sensory Bin (Pinterest)
October:	Finger Painting with Bats Community Helpers STEM Challenge (TPT)	March:	Dr. Seuss Cup Challenge Paper Bag Kite STEM
November:	How to Catch a Turkey Leafman Challenge	April:	How to Catch an Easter Bunny Bee Bot Transportation Vehicles (TPT)
December:	Christmas Tree Farm (TPT) Christmas Pattern Blocks (TPT)	May:	Ocean Habitat STEM Flower STEM Count and Measure (TPT)
January:	5 Senses Snow STEM	August:	STEM Popsicle Stick Shape Building (TPT)

Activities:

Summer Activities 1.2:

In collaboration with ESTO Land Management and ESTO Hoop House Hydroponic program the Library will sponsor fields trip to the Hydroponic green houses at the north complex. For the Early Childhood Learning Center and we would take the Cultural Camp participants. Session would be called **“Hydroponics made simple.”** In a hydroponic system, nutrients and supplements are dissolved into water, creating a nutrient solution. The nutrient solution is delivered to plant roots and then captured and recirculated through the system. A variety of vegetables can be grown hydroponically in these systems including lettuce, chard, tomatoes, peppers, cucumbers, strawberries and many more. Overall, the systems provide a natural laboratory for students to learn STEM (Science, Technology, Engineering and Math), nutrition, conservation and entrepreneurship in a hands-on, experiential manner.

Objective 2: August 2021 to May 2022

Activities 2.1: Generation Genius: Classroom Plan for 10 Lessons:

Subjects: Four Seasons and Day Length, Patterns in the Sky, Introduction to Sound, What is Engineering?, The Five Senses, Introduction to Weather, Oceans, Lakes and Rivers, Earth's Orbit & Rotation, Living vs Non-Living Things, Introduction to Light. All Plans include: K-5 Standards based videos, 5E Lesson Plans, Reading Material, DIY Activities, Paper quizzes, Discussion questions, Teacher guides, Khoot online quiz games, Vocabulary, Closed captioning in English and Spanish, exit tickets and Answer keys.

Summer Activities 2.2:

“Movie in the Park”. A triple feature day. In the early hours we would show one of the recommended moves to the Early Childhood Learning Center children. Afternoon session would be for the After-School Program and then in the evening hours would be for Tribal Housing and/or Senior Housing utilizing the tribe's outdoor classroom. This is a great way to get students excited about STEM (science, technology, engineering, and math), is to show them the ways that popular media uses -- and misuses -- the concepts you teach daily. Movies can reinforce topics, spark discussion, and promote new perspectives.

Statement of Need

The Eastern Shawnee Tribe of Oklahoma considers itself home to one of the premier libraries and museum programs in northeastern Oklahoma. The library acts as a hub for cultural heritage and other information to tribal and non-tribal citizens in the community. The library provides services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, underserved communities, and children from families with incomes below the poverty level. We are aiming to engage all tribal citizens regardless of their location. Despite strong efforts to be as inclusive as possible, our rural area has limitations when it comes to serving our tribal members. The George J. Captain Tribal Library is the only outlet whereas a person can check-out a book or utilize the reliable internet services and computers to conduct research, apply for jobs, update resumes, etc. The George J. Captain Library has an active IMLS Basic Library grant and has also submitted a FY 2021 Native American Library Services Basic Grant application, which makes us eligible to apply for a FY 2021 Enhancement Grant. Funding for this project promotes the use of technology as tribal citizens will have immediate access to eBooks and Audio Books with an iPad. Toddlers and tribal youth will be better prepared to participate in global society with STEM lessons and a Summer Youth Library Program. All tribal citizens will be engaged as we develop and implement a Book Club where one can participate either in person or online. Project SEE provides learning experiences for everyone. Ultimately, this project places the learner at the center of engaging experiences in our library, encourages civic engagement, and promotes the use of technology to facilitate discovery of knowledge and cultural heritage. The basic library grant funds have helped implement and develop the tribal library's use of OverDrive. This has allowed us the ability and opportunity to purchase eBooks as well as Audio Books. OverDrive is a digital distributor of eBooks, audiobooks, and other digital content. OverDrive's catalog includes more than 2 million digital titles with a global network of more than 27,000 schools and libraries, including ESTO's library. ESTO is able to be a part of this network with funds

provided by IMLS' Native American Library Services Basic Grants Program. This **project is building upon other work** we have accomplished that best answers our tribal needs.

ESTO takes much pride in their library. The walls are lined with portraits and pictures of past tribal events or families dating back to the late 1800s. So much can be learned about the Eastern Shawnee culture, language, and history simply by browsing through our Indian section or attending one of our many classes offered to the public. The library also offers a modest computer lab with eight (8) computers that have internet-access at 512kbps for patron usage. The Library currently has 17,082 titles (books, eBooks, audiobooks, CDs, and DVDs) and 1,268 registered patrons.

The George F. Captain Library has undergone a radical change in collection development and library services over the past few years, thanks, in part, to funds from IMLS Basic Library Grants and IMLS Native American/Native Hawaiian Museum Services Grants. It is imperative that we respond to the community's needs as we retain our ever-growing patron base nationwide.

Literacy competency opens the doors for all other academic learning. We believe this begins by utilizing the library as a safe place for community gatherings as well as a venue for cultural expression and lifelong learning. Educational opportunities will be made available in the library to the public as well as students in our newly constructed Child Learning Center, Tribal Youth, and Tribal Elders. Patrons can receive instruction in emergent literacy skills both in print and technology-based resources to ensure success both in school and as a lifelong learner. Today, more than ever, libraries play a vital role in bridging the information gap within communities by providing access to information and educational resources in a variety of formats to all. Because the top format of choice is electronic, our library must be able to supply cultural material electronically

IMPACT

Having learned many things from the **assessment conducted** to identify this need from the 2017-2020 Strategic Plan. **Results** include tribal citizen's wish to: 1) enhance technology between tribal owned and operated facilities to improve the overall communication capability, 2) sustain and develop young people, 3) work more as a team across all functions, 4) incorporate innovative and creative thinking while working collaboratively toward common goals, 5) increase educational opportunities for all tribal citizens, 6) provide incentives to encourage greater educational achievement, and 7) enhance web-based and digital communication to develop better intertribal and external communication and interaction. This assessment also led to the development of two (2) goals: 1) preserve and sustain ESTO culture within the tribe and nationally and 2) become a destination location that promotes ESTO culture and heritage providing a memorable experience for visitors. We consider this approach to be the **best solution** to meet the needs of the targeted audience. There are many factors leading to the access to of information and educational resources, with logistics being the number one burden. Perhaps the most important advantage of the book bus, would be its ability to make information more available, raise its quality, and increase its diversity. Therefore, as the book bus travels throughout the tribal community our tribal citizens would begin to thrive because of the expanded library services. Do to the unforeseen pandemic that has raised new challenges and awareness that more than ever logistics play an extreme role in keeping our tribal citizens in a healthy balance.

SCHEDULE OF COMPLETION YEAR 1 – Mobil Outreach and Inclusion

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	S	O	N	D	J	F	M	A	M	J	J	A
Activity 1 – Award Notification												
Activity 2 – Project Orientation and Planning												
Activity 3 – Condition School bus into Book Bus												
Activity 4 – Procure Project Supplies and Equipment												
Activity 5 – S.T.E.M. Lessons at ECLC												
Activity 6 – Implement Summer Youth Library Program												
Activity 7 – Implement Book Club Program												
Activity 8 – Book Club Incentive Event												
Activity 9 – Book Bus, Research, Outreach, and Dissemination												
Activity 10 – Evaluate outreach with STEM and Book Bus												
Activity 11 – Submit Reports												

Outline of YEAR 1 Activities	
1	Review and accept IMLS award; notify Key Staff, Administration, Accounting Department, and the HR Specialist
2	Advertise, interview, and hire IMLS Project Assistant
3	Conduct orientation meeting with Key Staff in order to review the project’s goal and plan for activities, outcomes, results, and products
4	Purchase supplies and equipment for project implementation; create an inventory of supplies and equipment
5	Organize S.T.E.M. lessons at Early Child Learning Center utilizing S.T.E.M. classroom supplies and Aquos Board once per week during the school year
6	Carry out summer youth library program with educational activities, independent reading, and story time twice per June and July and once in August
7	Meet bi-weekly at the library and/or online; feature a new book each month
8	Provide incentives on a quarterly basis to participants in the book club who finished reading 1 book per month
9	Interview and research tribal elders; create digital announcements and promotional material for the tribal website and tribal monthly newsletter
10	Evaluate outreach with STEM and the Book Bus on what needs are not being met
11	The Grants Review Committee will meet with key staff to evaluate and monitor the project’s effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.

SCHEDULE OF COMPLETION YEAR 2 – Mobil Outreach and Inclusion

The schedule of completion reflects each major activity identified in our application narrative and the project dates identified on the SF-424S and IMLS Budget Form.

	S	O	N	D	J	F	M	A	M	J	J	A
Activity 1 – Project Planning												
Activity 2 – Procure Project Supplies												
Activity 3 – S.T.E.M. Lessons at ECLC												
Activity 4 – Continue Summer Youth Library Program												
Activity 5 – Continue Book Club Program												
Activity 6 – Book Club Incentive Event												
Activity 7 – Research, Outreach, and Dissemination												
Activity 8 – Evaluate STEM and Book Bus												
Activity 9 – Submit Reports												

Outline of YEAR 2 Activities	
1	Conduct planning meeting in order to schedule and plan for activities, outcomes, results, and products
2	Purchase supplies for project implementation; create an inventory of supplies
3	Organize S.T.E.M. lessons at Early Child Learning Center utilizing S.T.E.M. classroom supplies and Aquos Board once per week during the school year
4	Carry out summer youth library program with educational activities, independent reading, and story time twice per June and July and once in August
5	Meet bi-weekly at the library and/or online; feature a new book each month
6	Provide incentives on a quarterly basis to participants in the book club who finished reading 1 book per month at the library
7	Continue to evaluate STEM and Book Bus so that needs of the Tribal community and community members are being met into the future
8	Three (3) tribal elders will share stories from their past to the tribal community at the community building or outdoor classroom
9	The Grants Review Committee will meet with key staff to evaluate and monitor the project’s effectiveness. Submit performance and financial reports due to the reporting schedule from the Official Award Notification for Grants and Cooperative Agreements. Reports will be submitted electronically using the IMLS performance and financial report forms.



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

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

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

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

Workflow and Asset Maintenance/Preservation

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

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Metadata

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

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

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

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

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

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

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

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

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

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

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

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

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

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

A.7 Identify where you will deposit the data:

Name of repository:

URL:

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