

Statement of Need**Who is your organization's audience?**

In 1993 when the Medicine Spring Library building was completed, the Blackfeet Tribal Business Council passed a resolution acknowledging the space as the official Blackfeet Nation Tribal Library and Archives. The library audience includes all members of the Blackfeet reservation, and residents within a 60-mile radius of the reservation. While serving Blackfeet Community College students, the library is also utilized by students throughout the country. Research services and literacy activities are provided to school groups, from head start to high school.

The Blackfeet reservation is located in north central Montana, bordered by Alberta, Canada, Glacier National Park, and the Lewis and Clark National Forest. In the March 2020 Blackfeet Tribal Enrollment Census, there are 17,251 enrolled Blackfeet members of which 9,473 live on the reservation and 7,778 live off of reservation. 2018 U.S. Census statistics on the Blackfeet Reservation show a total population of 10,772 residents; the population breaks down to 3,662 youth ages 0-17, 6,248 adults ages 18-64, and 862 elders ages 65 & above.

According to the U.S. Census Bureau 2018 ACS 5-year estimates, 36.8% of all families on the Blackfeet reservation have an income below the poverty level; 89% have a high school diploma or higher; and 18.2% have a bachelor's degree or higher. The combined factors of a remote land base, growing population, and low economic activity have produced a high unemployment rate which is estimated at 45% to 85% depending on season according to the Blackfeet Planning and Tribal Employment Rights Office.

What is the current role of the organization in the community and what library services does it provide?

Medicine Spring Library currently functions as the academic library for Blackfeet Community College, the community library for the Blackfeet Nation, and the Blackfeet Archives. The Mission of MSL is to "support Blackfeet Community College's mission by providing high-quality, accessible information services to the Blackfeet Community College and community members, including high-quality, accessible archival services to the Blackfeet Nation", adopted by the library community advisory board in October 2012. The library serves students at the college, it serves as a community library, and it holds the Blackfeet Archives.

Currently there are four full-time staff members; a library director, two library technicians, and a library network technician. In addition to the full-time staff the library hires on average three student workers every semester. The library is open an average of 48 hours Monday - Friday during the academic year, with 66 hours during midterms and finals. In the summer the library is open 40 hours per week Monday - Friday. MSL boasts a total of 18,796 volumes, 2,799 of which are in the archives. There are four desktop computers and ten laptop computers for patrons to access technology resources, as well as the internet. An additional 12 laptop computers are available for checkout. WiFi access is available throughout campus, including in the parking lot for after-hours access. MSL offers access to nine databases, and a digitized video archive. In fiscal year 2018-2019 there were 1,303 users with library cards, 3,561 items were checked out, 26,262 people entered the library. In the same time period the library held 74 programs, with 2,692 attendees; programs include 21 for youth, 14 for BCC students, 34 for the general community, and 5 for elders.

What specific need will be addressed through your project?

The project will address the identified need for local information added to the Blackfeet Archives. In the Blackfeet Archives there are many records and written accounts from outsiders who were either studying the Blackfeet Tribe, or were stationed amongst the Blackfeet and were required to submit reports on activity, agriculture, population, and education. It has been revealed through a collection audit, completed in Spring 2018, gaps in the archive collection that include local voices and insights. While outside accounts and records are invaluable, there were language and cultural barriers that had to be overcome in order for an accurate record. The need for local voices was partially fulfilled with the digitization of 447 videos created through Blackfeet Community College. Subjects range from historic events, classes, community meetings, and some personal stories. Yet, the necessity of targeted community input remains unfulfilled.

Do other projects exist that help to answer their needs?

A small donation has been given to Medicine Spring Library to pilot an oral history project. While the library still holds these funds, the current situation under COVID-19 has pushed this pilot back. The pilot will be conducted and kinks worked out by October. There are other oral history projects that have been done in the past through different organizations, but these records are not included in the Blackfeet Archives. Blackfeet Community College defunded the video recording of events in 2015. There is a five-year gap in knowledge from elders, with an estimated 1,291 tribal members who have passed in the last five years (2018 MT Vital Statistics). There are no current oral history projects in the community.

How is what you are proposing different or building upon other work and best answering your audience's needs?

The oral history project proposal will build upon the digitized video of elders and stories. Capturing the voices and pictures of our grandparents is very important. There have been many comments on our videos where families encourage one another to watch because a parent/grandparent is in the video. This connection is precious and dear to those who knew the elders. The extended community, students, and teachers also value the words and wisdom from our elders.

This project is different from the video project as the oral history will be audio, and will be conducted with the present population of the Blackfeet Reservation. This project will ask questions that tie people to the land, each parcel and allotment has different stories and while we cannot capture the stories of those who have already passed on, we can capture the stories of those who have connections to the land. While many projects of the past focused on people in a certain age group, this project will collect all stories; all stories, in all eras, are important for the history of our land and our people.

What is the purpose of the proposed Native American Enhancement grant project as it relates to the specific need that you have identified?

The specific need is to capture local history about the reservation in order to fill in gaps of knowledge created when outsiders come and conduct research. These oral histories will speak specifically to the land and places on the reservation, a project not done by outside researchers or other oral history projects in the past.

What specific audience(s) will the organization serve with this project?

This project is designed to record the experiences of everyone on the Blackfeet Reservation. This includes children, community college students, adults, and elders. Many

projects focus on tribal members which is a pool that keeps getting smaller every year. This project will focus on anyone who lives on the reservation, whether they are enrolled members, descendants, or non-Blackfeet members. In order to gather rich and detailed information we need to gather as much information as possible of growing up on the reservation.

What type of assessment was conducted to identify this need as a priority for the organization? Why do you consider your approach to be the best solution to meet the needs of the targeted audience?

A collection audit was performed on the Blackfeet Archives in the Spring of 2018 by using the most common search terms for the collection, and by using Piikani Studies course syllabi. There were definite gaps in Blackfeet information, specifically information from 1935 to the present. This gap in information coincides with the local newspaper dates (1934-present), yet students and researchers cannot find the information they were seeking in the local paper. This may be in part because the newspaper was originated for the merchant class on the reservation, and that included few tribal members.

There have been more requests for research assistance where researchers are looking for oral histories. As more and more research is completed online, patrons do not want to sit in the archives and watch the old video, they want a way to consume this information from the location of their choosing. A formal user assessment has not been completed, data was collected through library reference logs.

The limited data collected from the video digitization project, as well as reference interviews shows a need to move toward a digital archives experience. This project is also timely in that there are current restrictions on access to the library and archives through the COVID-19 pandemic. The unknown nature of the pandemic makes this work more important than ever.

While other forms of recording history existed among pre-reservation Blackfeet, such as Winter Counts, the main form of recording history came through oral history. Oral history is very much a part of Blackfeet society even if it isn't identified as such. This project perpetuates the ancient form of knowledge transfer while overcoming the difficulty of access to that history. Writing stories down often leads to loss of meaning through translation, and loss of personality of the storyteller. A recorded oral history project will capture language, meaning, and personality that paper cannot. Interviews will not be videotaped as the project is designed to have large participation while gathering quality audio. Video is often much harder to capture, the additional equipment setup, and the need for near-perfect conditions for a quality video with usable audio.

Project Design

What is your proposed work plan?

The work plan is devised into nine activities, the activities break into four areas: planning, training, interviews, and dissemination. The goals of the project are to add local oral history material to the Blackfeet Archives, digitize and make the materials accessible beyond the physical Archives building, and to create lifelong learners throughout the community who can utilize oral history in their own lives.

What are your performance goals and objectives; specific project questions; and conceptual design and processes for your project?

To ensure that interviewers understand the process defined in this project, and are able to work with the equipment in the Oral History backpacks, they will have to attend a 2-hour library workshop, conducted by library staff, specifically about the project. The workshop will include understanding the permission form, how to ask someone to participate in the project, and how to collect the associated metadata for the project. This training will be free and open to the public. Interviewers will not be allowed to check out Oral History backpacks until they have completed the workshop.

Performance goals include obtaining between 200 to 500 audio clips about an individual's ties to the land, ranging in length from 10-15 minutes. Each participant will be asked several questions: Can you describe the area you grew up in; How did you relate to your family and neighbors; Did you move at any time in your life; How is it different from today. If the individual being interviewed grew up in more than one place on the reservation the interviewer is instructed to ask the same questions, but for the different place. Interviewers will not be required to stop recording to create the different clips, this will be edited in the library by library staff and interns.

As is culturally appropriate each interviewer and interviewee will receive a token of appreciation. This cultural exchange is a way to show our community that we understand that their knowledge is not unimportant. The exchange of gifts for knowledge is also culturally known as "transfer". After the Oral History backpack is returned to the library, student interns will upload the interview, edit it into the 10-15-minute timeframes, and attach the metadata to each file. The interns will also be responsible for adding the data to an ArcGIS Story Map, creating an interactive tool for the community. Once the interview is live the staff will send a postcard to both the interviewer and interviewee informing them the interview is now online with instructions on how to access it.

Staff will assist with uploading and editing, approving all edits before the interview goes live online. This approval stage will allow staff to understand what histories are being shared, which will assist with reference questions both specific to the project, and for academic assignments.

What are the activities required to implement the project?

There are nine activities to meet the work plan goals. These activities will create widespread knowledge of how and why we record oral history, add needed information to the Blackfeet Archives, and create a sense of community as we learn from one another. The first activity is to purchase equipment, this includes the oral history backpacks that will be checked out to conduct the oral history interviews, promotional items to give as traditional gifts of thanks for participation, and a recording booth for the Blackfeet Archives to give people a chance to conduct interviews on campus if space is needed.

The second activity required is to train staff. The pilot project conducted in June-September 2020 will teach staff how to handle workflow and will create the process of editing and uploading interviews. The new component of this project is using Story Maps. Staff will have to learn, as a team, how to use and navigate ArcGIS software. Staff will also need to create an in-house teaching/learning tool to instruct the student interns as they join the project.

A key component of the project is to gather input from our Elder and Student advisory boards. The guidance provided by both groups will help the project reach elders whose stories may be overlooked, and can assist in how to gather stories from all parts of the reservation. The first advisory board meeting will be held separately to introduce each board to the project, and the final two boards will be held together to get a range of ideas expertise.

Activities four and five are similar but reach different audiences. Community members will be required to attend at least one three-hour monthly workshop on how to conduct an interview, how to gather permissions, and how to use the equipment in the oral history backpack. The Piikani Studies Special Topics course will bring an in-depth, academic component to the project with goals to help students define oral history in a cultural context, students will learn how to conduct an oral history, students will learn how to use oral history within academic research, and they will learn the basics of gathering and organizing metadata as you conduct an interview. The course will create potential oral history project directors in the future, helping the Blackfeet Nation fill knowledge gaps in the Blackfeet Archives.

The sixth activity is the actual interview piece of the project. As soon as interviewers are trained in how to conduct an interview, and how to use the toolkit they will be able to check out the equipment and conduct interviews. Interviews will range from on campus interviews, using the recording booth, or at the site of the interviewee's choice, allowing those giving their stories to be comfortable.

Intern training, editing, and uploading material online are activities seven and eight, but both go hand in hand. Library staff will be required to add a component of this work into their daily schedules, assisting with quality control and intern assistance. Interns will be organizing and pairing metadata with the recordings, uploading, and editing the materials. Interns and library staff will all work on adding information to the Story Map.

The ninth and final activity is dissemination. Interns and staff will provide feedback to interviewees to let them know when their stories are live and online. Library staff will take lessons learned, and their own analysis of the project and submit conference proposals. This will help other libraries and communities learn about the project, giving ideas for other communities to conduct similar oral history projects. Finally, presentations and training will be offered for the Blackfeet Reservation community through community events such as Days of the Piikani, and special events held through Medicine Spring Library.

What are the roles and commitments of partnering organizations, if applicable?

Blackfeet Community College will be the main partner of the project with special participation of the Piikani Studies and the Education academic divisions. Piikani Studies will host the special topics course on Oral Histories, and library staff will work with Education majors on how to utilize the oral histories and use them within lesson plans.

Did you engage in any preliminary work or planning? If the project or one closely related to it has been supported by IMLS or other funding agencies, what has been accomplished and to what degree has the project met its established goals?

A pilot project called "Every Story Matters" has been given \$500 in funds from the local electrical co-op to purchase four recorders and associated supplies. The pilot had an original start date of March 2020, but has been delayed because of the COVID-19 pandemic. Plans to conduct online workshops are underway for Summer 2020. The first interviews should be returned to the library by August 2020.

Impact

What are the intended goals of the project that will guide your project to completion?

What results do you want to see at the end of the project period?

The broad goals of this project is to add local representation within the Blackfeet Archives, and to make these local materials available in an easy to use format, both in and out of the physical Archives room. To create lifelong learners within the community, be it a causal learner, or an academic learner. To assist the cultural paradigm of oral histories, and to give ownership to Blackfeet history.

Anticipated results include obtaining from 200 to 500 audio clips from Blackfeet Reservation residents about the place(s) they grew up. These audio clips will cover fifteen regions on the reservation, creating equal representation of all parts of the reservation. Another anticipated result is that reservation residents can choose the level of learning they wish to pursue, be it through the college, a workshop, or through listening to stories online.

What are the intended outcomes for participants? How will the project specifically benefit the individuals or groups that you serve? How will you measure progress toward achieving your goals and outcomes?

Broad outcomes are; an ownership of Blackfeet history from the community, a sense of pride; increased understanding in how every member on the reservation has a story to share, and how we are all interconnected; and an increased engagement with the Blackfeet Archives. There are four groups that will be affected by this project, college students, community interviewers, interviewees, and the general public.

College students will benefit from the Oral History project through the special topics course in the Piikani Studies department. The course has four learning objectives: students will be able to define oral history within a cultural context; students will be able to conduct an oral history interview, understanding the ethics of interviews; students will be able to use oral history within their academic research; and students will be able to understand what metadata is and why it is important to gather and organize metadata. Course objectives will be measured by course worksheets, in-class participation, the completion of an oral history interview, and a final research paper. Competencies have been developed through the Piikani Studies department.

Community interviewers will learn how to use recording equipment, will learn how to conduct an oral history interview, and will understand the ethics behind the interview process. Interviewers will also learn from those they are interviewing. Workshops will include a pre and post-test to make sure participants are ready to check equipment out and can competently conduct the interviews.

Interviewees will leave the project feeling like their oral history is meaningful and useful to the collective Blackfeet history. Interviewers will also be able to find and hear both their stories, and the stories of others in an online platform. After each interview is live, a postcard will be sent to let both the interviewee and the interviewer that their work is now available. Interns will reach out to participants to see if they need assistance in accessing the materials online and will follow up with the appropriate response.

Community members learn about local history, creating pride in their recent history, and inciting participation in this and future projects. Online surveys attached to the website will ask users to volunteer their experience and use of the information.

How do you know you will have reliable information upon which to judge impact or base actions? Are there any expected risks?

Gathering impact information can often be tricky. In this project there are two groups where 100% participation in impact measures is guaranteed, college students and community interviewers. Getting at least a 60% response rate from interviewers will help us understand the impact the project had for them. The hardest group to gather reliable and meaningful feedback from is the community. Through site analytics we can see the traffic on the site and gage that with the number of survey responses given. Our aim for community response is 25%.

Risks include broken or lost equipment, lost permissions (creating either additional work, or the inability to use the oral history), the inability to reach our goals because of COVID-19. It is anticipated that there will be some loss and damage to the Oral History Backpacks. Medicine Spring Library has funding to replace at least two complete backpacks. The largest risk is through COVID-19. We will have to impress upon interviewers to take all precautions to ensure the health of both interviewer and interviewee, as well as interviewee family. There may have to be some retooling to the project if social distancing is being followed, but there are ways to ensure that the project can be completed.

Communications Plan

What is your communications plan? For example, who is your audience and how do you plan to reach them? How will you share results, products, models, findings, processes, benefits, and lessons learned from the project openly and effectively?

College students will learn about the course and internship opportunities through campus email and social media advertisements. This may also attract community members who wish to take the course for credit. Community members will learn about interview opportunities through social media advertisements, community fliers, the local newspaper, and word of mouth. This is how most MSL activities are advertised.

Completed interviews, photos, and metadata will be shared online through a website, and through ArcGIS Story Maps. Project staff will conduct workshops on the experience of the project, in the Blackfeet community through MSL programs, as well as at the community wide Days of the Piikani. Presentation proposals discussing project experiences, processes, and lessons learned will be submitted to several local and national conferences. All conference slides or posters will be shared with the community via social media platforms and by request.

What are your plans for community building and/or audience engagement via discussion, involvement, collaboration, or adoption throughout the project lifecycle? For example, how will you seek and obtain feedback from various stakeholders?

Social media networks where materials are advertised and shared have been good places for community discussion, especially those who cannot attend in-person events. The monthly workshops will give interviewers the opportunity to make suggestions on the teaching process, and the project opportunities. Feedback with interviewees will help staff understand the needs of community members who have been interviewed and provide opportunities for learning how to view oral histories. The online survey attached to the website will assist with understanding the needs of users and the general public. Finally, the in-person presentations at the library and the college gives audience members a chance to participate and engage in discussion with one another about the project and the potential to enhance and expand upon the project.

Who is responsible for outreach, promotion, and dissemination?

All library staff are responsible for outreach, promotion, and dissemination. Outreach is a part of all library staff job descriptions and is practiced often to promote library programs. Work plans are assigned by the library director and tasks and other specific assignments are created individually with each library technician.

What are your plans for creating supporting documentation of digitized collections, software, information systems, or other technology tools, if applicable?

Guides for uploading, editing, and adding metadata will be crucial for the student interns and will be developed after staff training at the beginning of the project.

Sustainability

How will you continue to support the project, its results, and/or new models that are created beyond the grant period? For example, will there be ongoing institutional and/or community support of project activities or products? Do you have demonstrated buy-in from potential stakeholders?

This oral history project is benefitting from the demonstrated buy-in for a video digitization project recently funded through IMLS. The Library Network Technician position has been adopted by the Blackfeet Community College permanently. This position is a part of overall goals at the college to support digitization and technology advancement in the college and community. This current buy-in from the college allows us to focus on the project, rather than hiring and training a new staff member. The knowledge and training from our Library Network Technician will be retained and they will be able to assist in both student and staff training.

While this oral history project is specific to experiences on the land of the Blackfeet Reservation, the oral history backpacks will continue to circulate with expanded questions to continue to gather oral history and close the collection gaps in the Blackfeet Archives. By training all library staff and the students within the Oral History course at BCC, knowledge of and interest in oral histories will continue into the future.

Medicine Spring Library, and BCC, has committed to fund ongoing expenses related to the project, such as maintaining a license with ArcGIS, and any associated web hosting fees.

How will the project lead to systemic change within your community?

The pilot project, “Every Story Matters”, and the “Piikani Land, Our Stories” oral history project will show that all perspectives and experience matter in our shared history on the reservation. Many past oral history projects use only enrolled tribal members for their knowledge, but many people understand that tribal enrollment is dropping and our descendants and longtime residents also have valued perspectives. These oral histories may help break down barriers that exist between enrolled tribal members, and everyone else.

What are your plans for sustaining any digitized collections, software, and supporting documentation, information systems, and other technology tools?

As a part of professional development plans, staff is required to learn about industry best practices. This professional development helps library staff understand when industry standards for preservation change. The library network technician is required to check the quality of a sample of items digitized every June. This workflow helps ensure accurate preservation of digitized material.

		Year 1											
Goal		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	Purchase equipment	█	█	█									
2	Staff Training		█	█	█								
3	Advisory Board meeting			█									█
4	Community Training					█	█	█	█				
5	PKNI Class					█	█	█	█				█
6	Interviews					█	█	█	█	█	█	█	█
7	Student Intern Training/work					█	█	█	█				█
8	Editing						█	█	█	█	█	█	█
8	Uploading/adding metadata						█	█	█	█	█	█	█
8	Adding material to website								█	█	█	█	█
9	Dissemination									█	█	█	█



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?