Specific Needs to be Addressed: The specific needs to be addressed through the proposed project were identified through formal and informal assessments ranging from surveys with tribal members to input from elders, parents, and youth to meetings with general council, education staff, committees, and language partners. The results of these multiple assessments helped to determine the following needs to be addressed by this project:

- Preserve language and oral stories to reverse language and cultural knowledge loss.
- Encourage widespread participation in and access to language and cultural learning.
- Focus efforts to engage youth in preservation for language and culture survival.

Other Existing Projects: In recent years, San Pasqual started evening language classes held once per week and provided in partnership with *Kumeyaay Community College*. While these efforts have helped to begin reviving the language for the community, the classes do not address the needs identified. Since the classes are designed to teach basic Kumeyaay words (colors, numbers, small greetings) through oral lessons only, there are no additional language and culture resources for participant to continue their growing interests in language and cultural learning. Additionally, very few youths attend or do not engage in the lessons enough. SPED's library includes books on Kumeyaay topics but since very few exist or contain information on San Pasqual dialects, histories, or cultural knowledge, the resources are not expansive. A key partner with San Pasqual is the Kumeyaay Community College (KCC) and provides culturally-based accredited education classes to enrolled higher education students (age 18 and up). While KCC also exists to provide education for Kumeyaay language and culture, it does not address the exact needs that San Pasqual has identified for its community of all ages. Although these projects share a similar focus on Kumeyaay preservation and revitalization, they do not exist to help answer the needs identified above.

Project Difference/Build Upon: We are proposing to focus efforts on preservation and revitalization of Kumeyaay language and culture through the use of efficient and effective strategies aimed at incorporating strategic partnerships. The project will build upon SPED's library resources and services by adding several new language-rich cultural education materials, such as handouts, language curricula, and language and oral history recordings- of which most will be digitally created and preserved in a newly established archiving system. By making these cultural education materials accessible digitally, we will be doing different approach through activities that create entirely new options for cultural learning that is different than what exists thus far at the library and with other existing efforts. Therefore, San Pasqual people, and patrons, will have more options for accessing Kumeyaay language information with digital materials and preserved video demonstrations, which will be made easily accessible at the SPED site or from home. What we are proposing is also unique to reviving language and culture in a way that has never been done before in the community but will address the needs identified and achieve key results from intergenerational learning to youth engagement.

Role of the Organization: The San Pasqual Education Department (SPED) is a comprehensive tribal education center whose mission is "*to honor our ancestors through education, cultural awareness and personal development for community empowerment, healthy Native families, and a strong, bright future.*" SPED goal is to provide quality educational opportunities and resources for children, youth and adults in the community. The hours of operation are Monday through Friday from 8a.m. to 5p.m. with youth and family activities also held on some evening and weekends. There are approximately 5 fulltime staff, part-time teachers and tutors, 10 AmeriCorps volunteers, and a variety of partners and consultants supporting their efforts. There are 220 registered students approximately who are in K-12 grades and attend SPED's programs year-round. SPED serves as the hub for all related education, library services, and youth development activities for the reservation community. SPED's facility operate a fully-equipped computer lab with high speed internet access, a library, a center for after-school tutorial and cultural enrichment programs.

Library Services: The library is a designated part of SPED and a vital part of the community. The library is open five days per week and hours of operation are from 8am to 6pm, Monday to Thursday, with Friday being open by appointment. The facility is also used for evening and weekend cultural activities for families when available. One staff member is responsible for the library, including checking out books and assisting with research. The library collection is approximately 5,000 books, and efforts have been made to include a large percentage of Native American books and stories. All tribal families and youth are patrons of the library and are able to use the library and its materials at no charge. The computer lab is in the Education Center building and includes twelve work stations and networked printing access. The internet access includes T-1 and Wi-Fi access and is provided by an agreement with *Southern California Tribal Chairman's Association*, an organization represented and supported by Tribal Chairpersons from all 21 tribes in San Diego County. Educational activities include library study time, GED tutoring, storytelling, some cultural activities, basic language instruction, and reading time. The library also serves as a resource for materials for staff. Other community program operated by SPED include the Early Childhood Education program that is offered to families through an infant/ toddlers' preschool program called *Estik* and the Children's Center preschool program that provides a high quality developmental preschool program. Other seasonal program activities and services include: outdoor recreational areas, tutorial, academic assistance, advocacy, homework assistance, fitness, healthy lifestyle instruction and activities, cultural and language experiences, and family and recreational activities. Educational services and opportunities for adults include Adult Basic Education courses, academic tutoring and support, and classes to prepare adult students for GED certificates and high school diplomas.

Project Purpose as Related to Needs: The purpose of the proposed project is to create and deliver efficient and effective Kumeyaay preservation and revitalization processes that support the compatibility between Kumeyaay language development, cultural identity, and language resources in order to address language and culture loss, improve intergenerational culture and language learning, and enhance youth engagement with preservation with support from key partnerships.

Specific Audience(s): The intended audience to be served by the project are San Pasqual youth in grades PK-12, adults community members ages 18 and up, elders age 65 and up, and public patrons, such as teachers and community visitors.

Types of Assessments Used: Multiple types of formal and informal assessments were conducted to identify the priority needs for the San Pasqual community, including feedback sessions with parents and youth, one-to-one conversations with elders/cultural bearer/language speakers, General Council meetings, staff meetings, and youth surveys.

Assessment Results: The results of the combined assessments revealed mutual concerns from tribal members for the language and culture loss and the impacts this will have on the future generations. Parents and community members expressed during General council meetings shared concerns about oral histories not being known or passed to the next generation. Feedback sessions held each school year provided parent feedback about their concerns for the language being lose and that it should be spoken by more adults and youth. SPED staff meetings focused on youth's attitude towards language and cultural learning. Elders/cultural bearer/language speakers provided feedback that revealed shared concerns for the cultural identity of the community causing low community self-esteem. Youth survey's revealed a low interest in language preservation and learning because it is not interesting or fun. These results from the community-wide assessments provided guidance for the community in choosing the following needs as a priority:

- Preserve language and oral stories to reverse language and cultural knowledge loss;
- Encourage widespread participation in and individual access to language and cultural education resources;
- Focus efforts to engage youth in preservation so that the language and culture can survive.

Baseline Data to be Used: Since the assessment results capture the needs of all ages in the community, the baseline data to determine the project's success will include measurable changes among for all ages through a community-wide assessment.

Why this Approach: The project's approach was determined the best solution to meet the needs of the community because it was designed as a multi-pronged approach to reversing language with culture loss by developing new and sustainable language and cultural educational resources through archiving. The approach also includes improving intergenerational learning and creating new access to vital oral stories and historical knowledge which will be shared by elders for all ages of the community to learn from. The approach includes improving the youth's attitude and interest for preservation, while indirectly improving their self esteem and cultural identity, by focusing on making language learning interesting and engaging for the youth. The approach is the best option as it focuses on the preservation and revitalization of Kumeyaay language and cultural histories that cannot be obtained elsewhere or is limited to individuals. By digitally capturing oral stories of elders, who are also cultural knowledge keepers, recording language demonstrations with speakers, and engaging tribal youth directly in preservation activities, the project will help to restore Kumeyaay culture which would otherwise be irreplaceable if not recorded and preserved in quality archives for future generations. Creating access to new language-rich cultural education resources and new types of language materials will result in the intergenerational transmission of the language learning so speakers might result one day as the youth learn to connect and appreciate the sustainability of their culture and grow to find ways to restore and preserve old tribal customs and oral traditions.

2. Project Design

Work Plan: The proposed work plan includes a 24-month timeline for implementing new language preservation and revitalization process that includes organizing, coordinating, implementing and conducting language preservation and revitalization activities for the community. The work plan will be implemented by 5 SPED staff with designated responsibilities to support the projects objectives, activities and tasks needed to achieve the goal of the project (resumes/job description attached). Key partners from the Kumeyaay Community College (letters attached) and Kumeyaay Language Instructor, Stanley Rodriguez, Ed.D, and Youth Digital Story Facilitator/Consultant, Melissa Powless, M.S., (see letter attached) will support staff to engage with and evaluate through consultant on the project activities and assist with developing cultural education materials for each objective. Majority of the project's implementation will be managed by the SPED Education Program Coordinator and a new temporary part-time Project Coordinator (job description attached) who will be responsible for the preservation of activities such as, creating and managing the archive workstation, setting up and managing the cultural archive system using Mukutu free software and webhosting, setting up user licensing statements with Adobe Creative Cloud software, and will work with the Program Aide to digitize all materials, archive files accurately, input and organize metadata for all digitized files (images/video/audio) and technology maintenance with support from IT department. The Cultural Instructor will provide oversight and input for cultural activities as needed. The SPED Executive Director and Program Manager will provide oversight and management for the project's overall activity, including ensuring quality education materials, reporting to all stakeholders, and budget management with the Finance Department. The team of SPED staff will meet weekly and also monthly to review the project's timeline, participant survey results, project needs, communications and updates, and review measures and reporting requirements are planned and being met. All meetings will be recorded with note taking and kept on file for staff reference for project. The work plan also serves to achieve the following goal, objectives, activities, and outcomes described below:

Performance Goal: The performance goal for the project is to improve and preserve the quality of and access to historical and cultural knowledge relating to Kumeyaay language and oral histories for the San Pasqual community and future generations.

Objectives: The following objectives have been identified in order to meet the performance goal and needs of the community:
1) Record and preserve 32 oral stories with tribal elders and knowledge keepers for youth, families and community members to access.
2) Develop, implement and make available an archive system of historical and cultural education recordings, images, and materials for youth, families, community to access.
3) Engage tribal youth in preservation efforts by facilitating the making of 40 digital traditional stories.

Project Questions: Specific questions for this project were derived from both the planning with language speakers and departmental meetings. Questions asked while developing this project include: 1) what efforts will have the greatest impacts for preservation with future generations? b) will digital products impede on cultural authenticity? c) what challenges might be faced within the community or with participants that could hinder the goals of the project? d) how do we want to engage youth so that the language becomes self sustaining? e) how can we focus on making language preservation and cultural learning interesting for the youth so that they develop positive attitudes and interest for these efforts? f) how can we strengthen the likelihood of successful intergenerational transmission of language?

Conceptual Design and Processes: The conceptual design and process of the project includes the creation, preservation and accessibility of at least 32 oral history recordings with at least tribal elders who are language speakers and cultural bearers. These recordings will be achieved by SPED staff, including a new Project Coordinator, to plan questions and conduct interviews, schedule audio and videos recordings with elder permissions. There will be 4 interviews held per season over 24-month period (total 32 interviews). In these recordings, elders can share their personal history and stories from their own lives while also documenting rich oral histories, traditions and culture of the Kumeyaay people in San Pasqual. The oral stories will help to preserve historical and cultural information for archives, and therefore providing community members and visitors with quality, accurate knowledge and teachings for learning. Once each recording is collected by SPED, they will be edited, archived and shared with the community and anyone interested, as well as preserved for future generations. The next concept and process includes recording oral language lessons using video and audio equipment with language speakers. SPED staff will attend existing language and culture classes to record language speaking in order to archive speaking demonstrations and increase digital education resources. Supplemental materials such as short curriculum handouts with language learning instructions and information will also be created to accompany these videos. Once recorded, they will be edited, archived in the new system, and made available on public sites such as YouTube and Vemo. A new archive system will be developed using free software from Mutuku with a web host, and when available it will make research and viewing of cultural archives accessible for users from either SPED's computer lab or at home. By preserving the language demonstrations, intergenerational language learning can occur and also be maintained for future generations. The last concept and process supports the project's objective to engage youth in preservation efforts in order to increase their attitude, confidence and interest in preservation with use of digital traditional story making workshops. The digital stories will be achieved with SPED staff, and services provided by a Youth Digital Story Facilitator, using online video making platform, WeVideo, to engage 10 youth in every workshop with gathering traditional stories, sounds, and mages to make storyboards with their voices. The workshops will be offered twice per year and take place over multiple days to produce 40 digital traditional stories total. This process enables youth to become deeply connected to the oral story and engaged in their role with preservation. Once the stories are digitized, they will be exported for archiving and made accessible to the community with permission by the creator. Overall, the project concept was designed to improve the quality of and access to language and cultural education

resources (digital archives, materials and lessons) and result in long-term opportunities to learn Kumeyaay one new language and cultural stories are preserved.

Activities: The following activities will be completed and support achieving each identified objective and the performance goal:

1. Review grant award notice and conditions and reporting requirements.
2. Work with key staff to develop systems for tracking measures and outcomes.
3. Schedule and attend regular staff meetings for updates and project needs.
4. Recruit and hire Project Coordinator; hold orientation.
5. Purchase equipment, office supplies, furniture for workstation for development, archiving, and editing of all recordings.
6. Obtain, download and familiarize all software for editing, licensing, and archiving.
7. Research and obtain training for digital literacy and cultural interviews.
8. Create and update elder interview questions.
9. Outreach and secure elders for recorded interviews.
10. Record oral history interviews with elders.
11. Edit interview recordings with Adobe audio/video editing software.
12. Create archive system for all digital files using Mukurtu software.
13. Create and manage metadata for archive system searches.
14. Create back up files in drop box of all images, audio and video recordings
15. Maintenance and clean all equipment and run scans on computer and software.
16. Distribute archive access information to community for access with the college.
17. Track number of users accessing materials on archives and other sources.
18. Create user feedback questionnaire and obtain feedback regularly.
19. Develop cultural education materials with consultant and the college.
20. Record language and culture demonstrations with consultant.
21. Develop and print cultural education materials as supplements to recordings.
22. Develop and implement four 3-day workshop agendas for youth.
23. Set up online digital story making platform using We Video.
24. Schedule and coordinate workshops for youth on reservation.
25. Outreach and register 10 youth for each workshop.
26. Hold two workshops per project year (4 total).
27. Create 40 digital traditional stories with youth.
28. Gather surveys and evaluate feedback for improvement and measures.
29. Complete grant reporting and share results with participants, stakeholders, Councils.

Partner Roles: The San Pasqual Education Department will be responsible for the coordination, oversight, implementation and quality control of digital products. The SPED has committed to providing 5 key staff persons to deliver the project's objectives and activities, as well as, provide space for a new workstation, outreach to registered participants, and support that ensure the project creates a successful experience with elder interviews, and ensure language assets from the project are available to the community and accessible to the public under their working polices. The Kumeyaay Community College (see attached letter) will partner by assigning one staff person to attend invited meetings and to provide input on the development of cultural education resources, to deliver language and culture demonstrations that can be recorded and archived, and to outreach to additional elders for interviewing, and access to research students to share access to cultural archives. The Kumeyaay Community College will also provide general feedback and information on local northern Kumeyaay knowledge to help the SPED develop quality cultural education materials for archiving. The Kumeyaay Language Instructor and Consultant, Stanley Rodriguez, will commit 80 hours to the project's life cycle to attend invited meetings and to support creating culture and

language demonstrations for recorded archives and for developing related cultural educational materials. The specific services to be provided will include: facilitating existing language classes and cultural demonstrations, provide assistance to staff with the creation of cultural educational materials, such as language handouts and curriculum, for digitalizing and preservation; and advocate and support the project's purpose by promoting the archived cultural education materials with Kumeyaay students.

Preliminary Work/Planning: *San Pasqual has been awarded previous IMLS basic grants that has helped to accomplish the SPED library with Native American topic books.*

Digital Products: Yes, the project includes oral history audio/video recordings, language and culture audio/video recordings, cultural digital archive website, cultural education materials, images, and digital traditional stories created by youth. See completed Digital Product Form.

3. Impact

Intended Goals: The intended impact goals are for the project to improve individual and community knowledge for Kumeyaay language and cultural history, increase positive attitude and interest in preservation among youth and the community, and improve the self-esteem and identity for youth and the community.

Desired Results: The desired results include meeting the individual and community needs for cultural learning and recovering a sustainable cultural identity, while preserving quality language and cultural knowledge that is accessible in library archives for future generations.

Intended Outcomes: The overall intended outcomes expected are based on each objective and will include changes to individual and community by creating new knowledge for language and culture, new interest in preservation efforts through story-telling, and improved identity and self-esteem among San Pasqual youth and the community.

Benefits to Community: The project will benefit the overall community by increasing the self esteem of the community, advancing cultural knowledge learning, and increasing access to preserved cultural education materials for generations to come.

Measureable Evaluation Plan: Designated staff will monitor and track progress towards goals and outcomes by: a) monitoring the frequency and amount of new language resources that are accessed in the archive system, b) collecting participant surveys for pre/post data the asks for ages of participants and their levels language and cultural knowledge, interest in preservation, learning, and language use through story-telling, and their level of cultural understanding as it relates to personal identity and how they feel about themselves as Kumeyaay people (measure change in attitude, identity, self esteem), and c) collecting qualitative feedback from elders, youth, parents and with patrons about their experience with digital archives access and cultural learning through oral stories and cultural education materials accessed.

Risks: There are no risks expected for this project.

4. Communications Plan

Communications Plan: Our communications will target community members and stakeholders interested in the project's goals, activities, and outcomes. We will use monthly community newsletters, public social media posts, and email updates with registered SPED families to update outreach for elders, youth, and community members for oral history interviews, digital traditional story making, and information for available archives. Processes for using the archives will be explained in digital, downloadable material and with in person presentations and short video instruction made available on the website. Results of our measurable data and project outcomes will be shared in general council reports, funder's reports, and during meetings with staff and community. The participant feedback survey will be offered throughout the project using a link to the survey available on the website, through cell phones, and also in printed format.

Community Building/Audience Engagement: Monthly meetings will include invitation to stakeholders (speakers, college, council, for example) and community members interested in the project's activities. This will allow for feedback and input often during the project lifecycle. The monthly meeting agenda will include designated time to hold group discussions for feedback and record these conversations for reference. Additionally, we will hold open conversation at the end of every youth workshop to allow for discussions and feedback about the process of the oral traditional story making and how it can be improved for youth's satisfaction and engagement needs.

Person Responsible for Outreach: The person responsible for outreach, promotion, and dissemination will be shared between all staff, maintained by the new part-time Project Coordinator, and supported by the Program Manager and Executive Director who will ensure quality outreach is being made, flyers and information are shared in a timely manner, and materials supporting the youth workshops, elder interviewers, and education resources are written clearly and reaching the right audiences through email, handouts, texts, and website.

Plans for Supporting Documentation: Our plans for supporting documentation of digitized collections, software, information systems, or other technology tools, include creating recorded oral histories with elders that will be archived in a new system using Mukurtu software and webhosting. We will use video/audio/image editing software through Adobe Creative Cloud software and licensing to ensure the quality of the digital materials are saved for long term access and use with multiple purposes. We will create metadata using Excel or Google sheets to track and search digital archive data. We will also use online video making platform with youth for their digital traditional story making workshops, which includes teaching and supporting their successful use of this public technology tool.

5. Sustainability

Continued Support the Project: We will continue to partner with Kumeyaay Community College, Language Instructor, and other Kumeyaay cultural bearers and groups to ensure the project's products and language learning activities continue. We will ensure the language classes continue and will promote library services to language leaners, promote archive access and use to the public on our website and during community outreach, and we will add a feature a digital product in our community newsletter regularly, which is shared with Kumeyaay Community College Students, community, and other interested recipients. SPED staff and existing volunteer youth mentors will continue to support the youth with ways to access archives for school projects and during SPED programs. New grant funding will continue to be sought to help support the creating any added resources and new strategies that can build upon the preservation and language efforts in the community.

Systemic Community Change: With the use of technology and digital resources, the community will adopt the use of digital literacy for preservation and revitalization. The project will also strengthen the likelihood of successful intergenerational language and culture learning among all ages and change in attitude and interest will be felt across the community. By engaging youth in ways that are interesting to them, the youth will feel heard, supported and begin to help lead change in future use of language and preservation efforts for future generations.

Plans for Sustaining digital/tech/software: In consultation with and support from Kumeyaay College staff and language consultant, all digitized collections and technology tools will be sustained by housing them in the digital archives with free Mukutu software. All digital archived and sustainable materials will be managed and overseen by key staff who will conduct ongoing reviews for editing and unforeseen sustainability needs. Access to WeVideo digital stories will be made available to youth and community through exported to video archived files. We will also create user guides for all software that will adopted into organizational policies. Further details are explained on the required Digital Products Form.

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Schedule of Completion

Activity	2020 Sept	Oct	Nov	Dec	2021 Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Recruit and hire project coordinator	X	X	X																						
Purchase/set up office furniture and supplies for project	X	X	X																						
Objective 1: Record and preserve 32 oral stories with tribal elders and knowledge keepers for youth, families and community members to access.																									
Purchase audio/video recording equipment	X	X	X																						
Create elder interview questions		X	X																					X	
Recruit/secure elders			X				X		X					X						X					X
Schedule, coordinate interviews		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Record audio/videos oral stories		X	X	X	X	X	X	X		X	X	X		X	X	X	X	X		X	X	X	X	X	
Download and edit all oral recordings		X	X	X	X	X	X	X		X	X	X		X	X	X	X	X		X	X	X	X	X	
Create backup files of oral story recordings in Drop Box									X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
Upload edited oral recording files to archive using Mukutu with permissions				X									X	X	X		X		X	X				X	
Create instructions for archive access to oral stories and distribute				X	X																				
Create user feedback questionnaire for archives			X																						
Obtain feedback from users					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Track number of users and feedback accessing materials					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Objective 2: Develop, implement and make available an archive system of historical and cultural education recordings, images, and materials for youth, families, community to access.																									
Set up archive workstation	X	X	X																						
Purchase/obtain software and online platforms (Adobe Creative Cloud and licensing, Mukutu and webhost, Drop Box)	X	X	X																						
Set up software and virtual platforms for digital editing and archive website	X	X	X	X	X																				
Key staff access online digital literacy trainings as needed	X	X	X																						
Develop online archive system with Mukutu software and website host	X	X	X	X	X	X	X	X	X																
Create and manage metadata filing system with Excel sheets			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop plans for educational materials with consultant	X	X	X	X																					

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- Digitally record language demos w/ consultant (video/audio/images)
- Digitally record cultural demos. w/ consultant (video/audio/images)
- Develop supplemental cultural education materials for archives
- Upload, edit, manage all digital digital archived files with permissions
- Share digital resources on virtual and online platforms
- Create backup files of all digital and sound videos
- Share project progress and archive accesses for all new archive files
- Create user feedback questionnaire for archives
- Track users and obtain feedback from web data + questionnaire

Objective 3: Engage tribal youth in preservation efforts by facilitating the making of 40 digital traditional stories.

- Develop 3-day workshop agendas
- Set up online WeVideo platform
- Coordinate workshop logistics
- Outreach to youth for workshops
- Register 10 youth for workshops
- Hold 4 multi-day workshops
- Create 40 digital traditional stories w/ you
- Gather participant surveys
- Export and archive youth's digital traditional stories
- Upload completed files to Drop Box and Mukutu Archives with persmissions
- Distribute archive access info to youth and families to access
- Track number of users accessing materials
- Complete grant reporting
- Share project outcomes with community and general and tribal councils

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?