

Central Council of Tlingit & Haida Indian Tribes of Alaska

1. Statement of Need

The Central Council of Tlingit and Haida Indian Tribes of Alaska (Tlingit & Haida) is a federally recognized tribe with more than 31,000 tribal citizens worldwide that maintains a government-to-government relationship with the United States. Tlingit & Haida headquarters is in Juneau, Alaska – a remote community that is only accessible by boat or plane in Southeast Alaska.

Southeast Alaska is a part of the Alexander Archipelago and encompasses about 7% of Alaska's total land area. The region is made up of a narrow mainland strip of steep rugged mountains and ice fields, and over 1,000 offshore islands. Most of the area is wild and undeveloped with an abundance of forest and water resources that have played an important role in local economies and in the Native cultures as they have evolved over hundreds and thousands of years.

Approximately 73,000 people live in 32 towns, communities, and villages located on islands or along the mainland coasts; twenty-three are incorporated. In the 2010 U.S. Census, only three of those 32 communities met the Bureau's definition of urban (population greater than 2,500) and only seven had populations greater than 1,000 persons. Just three towns are connected to other parts of the mainland by road: Haines and Skagway to the north and Hyder to the south.

Southeast Conference reported in 2019 that the 2018 fiscal year was the 4th straight year of regional population decline in Southeast Alaska. The net loss of 80 people was a fraction of loss seen in previous years, as population losses appear to have leveled out. The collective result was a flat economy in 2018, as only two jobs were added between 2017 and 2018 and overall wages grew incrementally. Southeast Alaskans remain resilient and optimistic about the future, with more than a quarter of regional businesses plan to add jobs in the coming year and 68% of business leaders expect the coming year to be positive and/or better than last year.

Tlingit & Haida's mission is "preserving our sovereignty, enhancing our economic and cultural resources, and promoting self-sufficiency and self-governance for our citizens..." This is accomplished through multiple departments, which provide a range of socioeconomic services targeting Alaska Native individuals and communities throughout Southeast Alaska. Tlingit & Haida has a solid track record with well-established support systems, and successfully manages more than 60 grants, as well as federal compacts, in support of more than 40 programs. In 2014, 2015, and 2017 respectively, Tlingit & Haida passed resolutions that established a Language program, a language immersion nest, tribal schools and native language instruction support, and a Cultural Heritage & Education department. The Cultural Heritage & Education department is located in the tribe's Vocational Training and Resource Center, a State of Alaska authorized institution that provides opportunities for training and career advancement through postsecondary academic and vocational education and cultural classes.

The VTRC is a two-story, 12,635 square foot facility that also houses a Tlingit language immersion early childhood education nest – Haa Yoo X'atáangi Kúdi, a computer training classroom equipped with 15 computer workstations with up-to-date software and operating systems, and a library. The hours and days of operation for the library are Monday through Friday from 8am to 4:30pm. The VTRC and Cultural Heritage & Education department staff includes twelve full-time and part-time employees.

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Cultural Heritage & Education department staff are charged with a commitment to help reverse language shift and revitalize Tlingit & Haida languages in the name of sovereignty, cultural resources, and traditional values. The tribe resolved that the health of languages is permanently and undeniably tied to the health of Tlingit & Haida children. The Tlingit language is considered extremely endangered, as there are currently an estimated 200 speakers remaining, including birth and second language learners, and of those 200, less than 40 are able to speak with a high level of fluency. Haida language revitalization needs are urgent, as Haida is considered moribund, with less than 5 fluent Haida speakers in Alaska and less than 40 speakers remaining worldwide, primarily on Haida Gwaii, a remote island in British Columbia, Canada. Tsimshian language revitalization needs are also urgent, with only six fluent speakers of the Tsimshian language, Sm'algyax, left in Alaska.

There are dedicated Tlingit, Haida, and Tsimshian language learners working to reverse these trends, but there are many obstacles in the revitalization process, such as historical trauma, racism, financial constraints, and access to resources. Additionally, the revitalization of the languages Indigenous to Southeast Alaska face unique obstacles related to the geographic and demographic nature of the region. The remote- and ruggedness that aided in the survival of the Indigenous inhabitants of the region now threatens the languages that developed here. The Southeast Alaska 2020 Economic Plan, prepared by Rain Country Data, indicates that wages, disposable incomes, and populations are continuing to shrink throughout the last five years. The region as a whole is economically depressed, with little to no growth or employment opportunities outside of 'hub' communities such as Juneau, Ketchikan, and Sitka. There are no roads connecting the majority of communities within the region, and therefore travel is often challenging and expensive, and many speakers with a high level of fluency are elderly and unable to travel freely.

In spite of these challenges, there are currently students and teachers of Tlingit, Haida, and Tsimshian languages at every level – from early childhood education language medium 'nests' to college classes, and community group learning environments. There are language revitalization efforts occurring in at least eight communities as far north as Yakutat and as far south as Metlakatla, Alaska. Consultation with Indigenous language teachers and students in these communities universally indicates that access to resources and the ability to easily share resources in a culturally sensitive manner are barriers to existing language revitalization efforts. Currently, there are Indigenous language learning resources being developed and/or housed by a multitude of organizations; while some content is shared on various organizational websites and third-party hosted sites e.g. YouTube, more often than not, content is not freely shared or accessible, due to cultural sensitivities or lack of capacity, equipment, and/or a centralized storage and access location from which organizations can consolidate resources.

Indigenous language learners and teachers consulting with Tlingit & Haida report resources can be difficult to find or obtain. Many published resources are out of print and no longer readily available or cost-prohibitive; other resources were developed prior to the digital age, such as school curriculum or grant-funded projects, and have become difficult to find and/or reproduce. Digital resources, such as video and audio, are unable to be easily shared, due to equipment, capacity, and bandwidth limitations. Tlingit & Haida wishes to enhance access to Indigenous language learning resources by developing a web-hosted digital archive content management

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system that focuses on Tlingit, Haida, and Tsimshian language learning materials, in accordance with protocols and user agreements as identified by staff, Executive Council, and stakeholders.

Tlingit & Haida has conducted a substantive assessment to identify the priority and need for an Indigenous language archive project, prior to notice of this funding opportunity. Staff participated in the Alaska Native Language Summit, hosted by the Ketchikan Indian Community's Language Program in December 2019, as well as the Voices of Our Ancestors Language Summit, hosted by Sealaska Heritage Institute and Goldbelt Heritage Foundation in 2018. Additionally, Tlingit & Haida staff have hosted meetings with organizations active in Indigenous language revitalization efforts including The Haayk Foundation and Xántsii Náay, the Xaad Kíl language immersion nest team in March, April, and May of 2020, and meet with the University of Alaska Southeast Alaska Native Languages and Studies program routinely.

Tlingit & Haida has also successfully partnered with Sealaska Heritage Institute on a variety of efforts that support Tlingit, Haida and Tsimshian culture revitalization efforts, most recently agreeing to place interns from SHI's Haa Yoo X'atángi Deiyí: Our Language Pathway scholarship program, in the tribe's language immersion nest. Tlingit & Haida would provide opportunities for collaboration with SHI, to address access protocols, data needs, and other concerns related to providing language learning resources in a Southeast Alaska Indigenous Language Digital Archive.

Indigenous language learning resources are also housed in collections at the Juneau Public Library system, Alaska State Museum and Archives, Juneau Douglas City Museum, and University of Alaska Southeast; Tlingit & Haida staff have cultivated relationships with staff at these institutions, to aid in finding and securing pertinent digital content for the Southeast Alaska Indigenous Language Digital Archive. Staff also conducted informal outreach with staff at the Yakutat Tlingit Tribe and Goldbelt Heritage Foundation, who indicated a desire to share language learning resources, provided cultural sensitivity and access wishes could be addressed.

Tlingit & Haida staff have also consulted with the Center for Digital Scholarship and Curation at Washington State University; the Center provides educational programming and content related to digital stewardship and develops and manages Mukurtu CMS – a free and open-source community digital access platform and content management system that is often utilized for Indigenous cultural resources. Proposed project staff have experience in the development of other digital archive content management systems for cultural resources.

2. Project Design

Tlingit & Haida respectfully requests a \$134,359 grant from the Institute of Library and Museum Services (IMLS) to complete the Southeast Alaska Indigenous Language Digital Archive project, during the granting period of September 01, 2020 to August 31, 2021. The project would fund activities in accordance with Title 20 Section 9141 of the United States' Code, by improving the quality of and access to the tribe's library and language learning resources.

The project would align with the IMLS Agency-Level Goals described in the IMLS Strategic Plan, *Transforming Communities* to increase public access to information, ideas, and networks

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and developing tools, technology, and training to enable discovery and use of language learning resources for Tlingit, Haida, and Tsimshian languages. This project would align with the IMLS Native American Library Services Enhancement Grant project category of Digital Services. This project would also align with the IMLS Long-Term Goal of supporting exemplary stewardship of museum and library collections and promoting the use of technology to facilitate discovery of knowledge and cultural heritage (IMLS Strategic Plan 2012–2016).

The Southeast Alaska Indigenous Language Digital Archive project goal would be to increase access to language learning resources through use of best practices and responsiveness to cultural sensitivities and key stakeholder needs. This project has three primary objectives, which each have three associated main activities, indicated here and further described below:

- 1) Establish and refine digital services and programs available through Tlingit & Haida
 - a. Obtain necessary staff, training, guidance, and assessment for the development of a digital archive
 - b. Conduct formal consultation with key stakeholder organizations; Indigenous language teachers, students, and fluent speakers; and Executive Council
 - c. Draft policies, procedures, and forms for receiving and handling digital resources, digitization of resources, and development of a digital archive
- 2) Increase preservation of and access to digitally born and digitized Southeast Alaska Indigenous language learning resources
 - a. Solicit and accept receipt of donations of resources and in-kind and contractual support from key stakeholder organizations and interested parties
 - b. Digitize existing library resources that are not digitally born including but not limited to: out of print publications; transcripts and manuscripts, and language learning resources developed decades ago by federal, state, and private grants
 - c. Create a digital archive portal focusing on Southeast Alaska Indigenous language learning resources using Mukurtu CMS
- 3) Provide tools and capacity for tribal citizens and community members engaged in language revitalization efforts
 - a. Assess users regarding access to and use of Indigenous language resources prior to and after development of the digital archive
 - b. Develop informational guides, tutorials, and other resources
 - c. Provide outreach and training opportunities for digital archive users

Tlingit & Haida would establish and refine digital services and programs available to tribal citizens and community members by developing a web-hosted digital archive content management system focused on Southeast Alaska Indigenous languages. In order to successfully establish and refine this archive, Tlingit & Haida staff would hire a Cultural Heritage & Education Specialist and obtain the necessary training, guidance, and assessment to develop a digital archive. The Specialist, in conjunction with the Cultural Program Coordinator, would utilize the Digital Stewardship Curriculum, developed by The Sustainable Heritage Network, for guidance and training designed to meet Indigenous institutional needs. Staff would attend the 'Digital Directions' program, *Fundamentals of Creating and Managing Digital Collections*, presented by the Northeast Document Conservation Council in Tucson, Arizona in October 2020, as well as the 2020 International Conference of Indigenous Archives, Libraries, and

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Museums hosted by the Association of Tribal Archives, Libraries, and Museums in Washington D.C. in late November.

Staff would use existing guidance and curriculum and upcoming in-person training opportunities to develop draft policies, procedures, tools, and other resources based on community and cultural needs for Tlingit, Haida, and Tsimshian languages. Needs would be assessed by staff using a combination of methods to engage key stakeholder organizations; Indigenous language teachers, students, and fluent speakers; and Executive Council. Surveys would be drafted and disseminated to key stakeholder organizations and interested parties directly via mail and electronic mail, and advertised on the Tlingit & Haida website, social media pages (Facebook, Instagram, Twitter) and quarterly newsletter that is published online and available via mail/email to more than 30,000 tribal citizens. Meetings would be conducted with language teachers, high-intermediate to advanced level Indigenous language students, and fluent speakers to identify cultural protocols and sensitivities to consider when identifying metadata for digital resources and drafting policies, procedures, and forms. An Advisory Committee, comprised of Tlingit & Haida staff, representatives from key stakeholder organizations, fluent language speakers, and knowledgeable scholars, would be established to inform draft policies, procedures, and forms. Policies, protocols, procedures, and forms for the digital archive would be reviewed and approved by the Office of the President.

The objective to increase preservation of and access to digitally born and digitized resources for Southeast Alaska Indigenous language students and teachers would be accomplished in partnership with organizations and interested parties engaged in language revitalization efforts. In addition to providing access to 'royalty free' Indigenous language learning resources and resources developed by Tlingit & Haida, this project would also strive to provide access to resources developed by key stakeholder organizations and interested parties by offering formal and informal opportunities for engagement through the use of surveys, meetings, and consultation, and an Advisory Committee.

Through this engagement process, Tlingit & Haida would finalize procedures for receiving donations from key stakeholder organizations and interested parties and accumulate digitally born resources and those created prior to the digital age. Donated resources and resources developed or procured by Tlingit & Haida that are not digitally born would be digitized using best practices, including a flatbed scanner and a digital single-lens reflex camera and copy stand. Examples of these resources are publications that are out of print, coloring and workbooks, and handouts. All Indigenous language resources received, procured, or developed by Tlingit & Haida would be accessible on a digital archive content management system developed and designed to address Indigenous knowledge sensitivity and access concerns.

Tlingit & Haida proposes Mukurtu CMS as the content management system to provide access to Indigenous language learning materials, because it was built for and in dialogue with indigenous communities. Mukurtu, was developed and is maintained at the Center for Digital Scholarship and Curation at Washington State University. It is a free and open source platform that offers the ability to provide differential access to community members and the general public and to create traditional narratives and knowledge labels that ground Indigenous knowledge in the metadata of digitized cultural heritage materials. Cultural protocols are core to Mukurtu and allow fine-

grained levels of access based on community needs and values. The traditional knowledge labels within Mukurtu allow Indigenous communities to label third party owned or public domain materials with added information about access, use, circulation and attribution.

Mukurtu CMS also provides support articles and training resources for free. The developers: provide basic training and troubleshooting through web conference, phone call, or email; will discuss specific project needs and site configurations; provide demonstrations; and help with limited troubleshooting. Tlingit & Haida would tailor training and outreach materials to provide tools for tribal citizens and community members in support of accessing the Southeast Alaska Indigenous Language Digital Archive. Tlingit & Haida would develop publications, such as brochures and flowcharts, to easily communicate information regarding the archive and user access and provide outreach and virtual and in-person training opportunities through events such as annual Tribal Assembly and Alaska Native languages and studies gatherings.

Tlingit & Haida would assess users about digital archive access and use of Indigenous language resources, prior to and after development of the archive, using performance measure statement indicators and participant data. Assessments would be completed in the form of anonymous surveys and personal interviews. Tlingit & Haida staff would review assessment data, and adjust access to the archive and training content, in accordance with feedback. Outreach and assessment of training content and the archive would be ongoing throughout the duration of the project funding period and existence of the department.

In accordance with IMLS funding guidance, Tlingit & Haida completed and provided the Digital Product Form, as the project would fund development of digital content and resources.

3. Impact

The intended goal of the Southeast Alaska Indigenous Language Digital Archive project to increase access to language learning resources through use of best practices and responsiveness to cultural sensitivities and stakeholder needs will guide Tlingit & Haida. The direct impact anticipated is the establishment of a digital archive content management system and increased ability to access Indigenous language learning resources. Development of the digital archive would occur using a free, mobile, and open source platform called Mukurtu CMS. Access to the digital archive content management system would be provided using a web hosting provider, such as Reclaim Hosting.

Indigenous language learning resources would need to be made accessible in collaboration with key stakeholder organizations and interested parties engaged in language revitalization efforts. The University of Alaska Southeast has indicated a willingness to support the project by providing Tlingit & Haida with a collection of over 500 video recordings of Tlingit speakers and classes, and over 500 audio recordings of Tlingit speakers available for cataloging within a Southeast Alaska Indigenous Language Digital Archive. In addition, UAS would provide Tlingit & Haida with access to over 6,000 files used in development of Indigenous language curriculum (e.g. images, pdf documents) for inclusion in a digital content management system. The Haayk Foundation and Xántsii Náay have also indicated a desire to collaborate during the Southeast

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Alaska Indigenous Language Digital Archive project and provide a variety of Indigenous language learning resources for access on a subsequent content management system.

Additional intended outcomes for target audience members are anticipated to be an increase in understanding, interest, and confidence among digital archive users, and an increase in understanding, interest, and confidence among Indigenous language learners, teachers, and students. Progress toward achieving goals and outcomes would be assessed using surveys that contain performance measure indicator statements and by examining respondent data and digital archive user data. The following are examples of performance measure indicator statements that may be used to determine the progress and impact of the project.

Increase Access to Indigenous Language Learning Resources

Indigenous language resources are well-preserved and accessible when added to the Southeast Indigenous Language Digital Archive. Target 80%

I confidently able to access the Southeast Indigenous Language Digital Archive. Target 80%

Use of Best Practices

The tribe has strengthened the documentation and preservation of Indigenous language resources through the Southeast Indigenous Language Digital Archive Project. Target 80%

I gained or improved knowledge by attending archive access training. Target 80%

Respond to Cultural Sensitivities and Key Stakeholder Concerns

Cultural sensitivities have been reasonably considered developing the Southeast Indigenous Language Digital Archive Project. Target 80%

I have an increased interest in Southeast Alaska Indigenous language revitalization. Target 80%

Statements would be quantified using gradient response ranges from ‘strongly agree’ to ‘strongly disagree’, and respondent data collected would include total number of respondents, number of responses, number of responses per answer option, and number of non-responses.

4. Communications Plan

Tlingit & Haida would conduct an ambitious communication plan during the Southeast Alaska Indigenous Language project. As a regional tribe, Tlingit & Haida citizens are spread throughout Alaska and beyond; this project would provide outreach to more than 30,000 tribal citizens and targeted outreach to Southeast Alaska Indigenous language teachers, students, and speakers.

The Communication Plan would include outreach through the Tlingit & Haida website (www.ccthita.org) and social media sites, which include Facebook, Instagram, and Twitter and are well-maintained, highly active, and include followers numbering in the tens of thousands. The plan would also include outreach through the Tlingit & Haida quarterly newsletter published online and provided through mail or email to tribal citizens. The Communication Plan would employ publications, surveys, opportunities to provide written or in-person comments, and in-person or virtual meetings to engage, assess, and evaluate the target audience and interested parties throughout the project period.

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Throughout the project period, Tlingit & Haida would communicate and provide opportunities for others to communicate; information to be communicated would include opportunities for input, review, evaluation, training, and assessment. Information would be provided and solicited through a variety of methods including publications, online and in-person surveys, virtual and in-person meetings, user agreements, and pre-recording digital content.

Tlingit & Haida would develop an Advisory Committee, comprised of staff and leadership, and representatives from key stakeholder organizations and interested parties to aid in collaboration and communication. Individuals that would implement the Communication Plan include the Culture Heritage & Education Specialist, Cultural Program Coordinator, Vocational Training Coordinator, Cultural Heritage & Education Director, and other staff in the tribe's Communications and Information Technology departments. Additionally, the project Advisory Committee and Office of the President would be utilized to implement the Communication Plan.

5. Sustainability

The Southeast Alaska Indigenous Language Digital Archive project sustainability would be accomplished through an increase in capacity and institutional knowledge of Tlingit & Haida. The project would involve substantial staff training, refinement of partnerships, procurement of equipment, and document and protocol development that would facilitate sustainability of an archive and the capacity to maintain and add digital content, well after the project period.

Many key stakeholder organizations have already indicated a willingness to provide content for a digital archive focused on Indigenous language learning resources. Key stakeholder organizations that have demonstrated support include the University of Alaska Southeast; The Haayk Foundation, a non-profit whose mission is to rapidly produce new fluent speakers of the Sm'algyax, the language of the Tsimshian; and Xántsii Náay, an Immersion Preschool in Hydaburg, Alaska, working to preserve the Xaad Kíl, the language of the Northern Alaska Haida people. Additionally, staff with the Yakutat Tlingit Tribe and Goldbelt Heritage Foundation have expressed a desire to increase resource sharing and speak about development of a digital archive that focuses on Indigenous language learning resources.

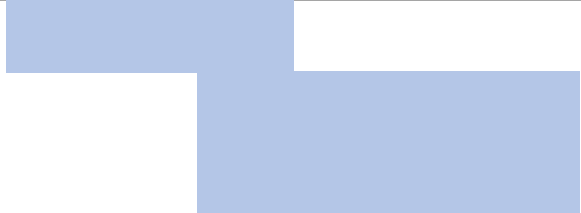
The digital archive would be developed using a free and open source platform, that is offered and maintained through the Washington State University. After costs incurred during the project period that would facilitate engagement, develop user protocols and archive procedures, and provide the necessary training and equipment, there would be minimal costs associated with maintaining and hosting a digital archive. Tlingit & Haida would commit to maintaining the archive; increasing digital content available; providing ongoing outreach, training, and assessment opportunities to archive users; and pursuing additional funding opportunities to further development of and increase content available on the Southeast Alaska Indigenous Language Digital Archive. Tlingit & Haida is confident that with an increase in institutional knowledge, staff capacity, and equipment, the cost to maintain archive and Cultural Heritage Specialist position could be maintained through additional funding opportunities and discretionary funds generated through existing social enterprises. Access to the online archive, associated guiding documents, and digitized and original content would be maintained in-house by the Cultural Heritage & Education department staff.

Schedule of Completion - September 2020 to August 2021

September October November December January February March April May June July August

1) Establish and refine digital services and programs available through Tlingit & Haida

- a. Obtain necessary staff, training, guidance, and assessment for the development of a digital archive
- b. Conduct formal consultation with key stakeholder organizations; Indigenous language teachers, students, and fluent speakers; and Executive Council
- c. Draft policies, procedures, and forms for receiving and handling digital resources, digitization of resources, and development of a digital archive



2) Increase preservation of and access to digitally born and digitized Southeast Alaska Indigenous language learning resources

- a. Solicit and accept receipt of donations of resources and in-kind and contractual support from key stakeholder organizations and interested parties
- b. Digitize existing library resources that are not digitally born including but not limited to: out of print publications; transcripts and manuscripts, and language learning resources developed decades ago by federal, state, and private grants
- c. Create a digital archive portal focusing on Southeast Alaska Indigenous language learning resources using Mukurtu CMS



3) Provide tools and capacity for tribal citizens and community members engaged in language revitalization efforts

- a. Assess users regarding access to and use of Indigenous language resources prior to and after development of the digital archive
- b. Develop informational guides, tutorials, and other resources
- c. Provide outreach and training opportunities for digital archive users





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?