Abstract

The Oneida Nation in the state of Wisconsin is applying for the Enhancement Grant so that the Oneida Community Library and its branch, the Green Earth Branch Library, may enhance library services by means of technology, increasing the collections for Native American literature, health-based non-fiction, and enriching fictional narratives for all ages, in addition to their afterschool, summer, and adult educational programming.

The libraries informally collaborate with Oneida Nation entities relating to early childhood, such as HealthyStart, HeadStart, Early HeadStart, the Nation's day care centers and local home-based, or family day cares, the Elderly Services Department, the Language House, other Cultural Heritage Departments such as the History Department and the Museum, the tribal Summer Youth Work Experience Program, and the Health Center. The libraries endeavor to reach out to more departments, such as working with Social Services Departments, Recreation, and the Community Education Center to further enhance and enrich what the libraries and the Oneida Nation can offer the community. The libraries also work with non-tribal entities such as the youth group at Zion Lutheran Church for our community garden and other youth programming, as well as Phia Studios for our Writers' Group with Writer Wretreats (since 2013!,) our fledgling BIRD (Budding Indigenous (w)Riter Domain and the youth's PEN program (Program for Enhancing Narrative,) and Molina Healthcare for health-based children's programs.

We plan to accomplish great and wonderful education opportunities involved in STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music,) writing and authorship incubation opportunities, and furthering our early literacy community involvement by offering programs using the five literacy practices and sharing ideas with caregivers and parents for the six literacy skills for greater school readiness and generalized use of the skills and practices throughout our local preschoolers' lives and family involvement. We offer art programs such as Cookies & Canvas (cookies are sponsored by the local LOL: Lovers of Our Libraries group,) and technology programs such as Cyber Silvers, Techie Toddlers, and our upcoming Tuesday TECH! (Technology & Engineering Can Happen!)

The time frame for the project is focused on Fiscal Years 2019 and 2020, but these goals and programs are sustainable and will continue, adapting and modifying as assessments and community needs change and develop.

Right now, the community needs addressed by the project include engagement and skill building by means of the above mentioned programs, other programs and events, and services. We believe with increased skill building and engagement by means of our offerings, we can involve our youth, elders, and others in the community in relevant, community led, educational offerings, which redirects the community from pursuits they may otherwise engage which are less beneficial or even harmful to them. The goals are to increase understanding, interest, and personal confidence in pursuing STEAMM and literary pursuits, engaging first at the library, but long-term generalizing that engagement into the rest of their endeavors, broadening the community's skillset and common goals for the betterment of the entire community and Nation. This proposal most closely aligns with the Educational Programming project category.

Oneida Nation Narrative, NALEG 2018

Statement of Need: The Oneida Nation Library serves a broad community, with a programmatic focus on American Indian community members, adults, elders, and youth. The library's needs assessments show the need for engagement at all ages to encourage healthy entertainment, decision-making, and lifestyle choices. We need to direct the community energy and engagement into programs, services, hobbies, and free time opportunities that will benefit, teach, and downright enthrall the people so we can be a part of fighting the battle of substance abuse, physical abuse, emotional abuse, gangs, and more. We believe if we can engage our community we can help to keep them from making negative life choices.

The Oneida Nation community is located on the Oneida Nation reservation, which occupies parts of two counties in Northeastern Wisconsin. There are currently 7, 354 Oneida tribal members living on and/or adjacent to the Oneida Nation reservation. The economic condition of the American Indians living in this area can best be described as dismal. The most recent (2016) census bureau statistics report that the poverty rate in Brown County, Wisconsin, where the Oneida Community Library is located, was 11.7%, high in and of itself, but the reported rate for socially disadvantaged people of color, American Indian specifically was approximately 28%; The unemployment rate for American Indians is 3 x the rate for non-Indians living in this community, many others live paycheck to paycheck. 85% of the children in the Oneida Nation School System qualify for free or reduced meals. Many of the working poor in our community have significant literacy deficits and they pass those deficits onto their children. It is those members of the working poor and their families who are the focus of this program.

We believe the place to begin is by expanding our summer and after school reading programs to include more writing in our youth programs and by expanding our efforts related to the PEN, Program for Enhancing Narrative and STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music), for all school aged youth, and for our "at-risk" populations, including adults of all ages, with a focus on parents and other care providers. We are proud of our success in helping below-level, or reluctant, readers, new readers, and readers with learning disabilities to learn the joys of reading and writing, which is recorded in our feedback surveys and by verbal feedback from both youth and their families. We believe that these efforts will help to ameliorate some of the pressing issues impacting our school age audience. These needs are best reflected in the following statistics. American Indian elementary and middle school students rank 22% and 23% in reading proficiency and comprehension. Middle school American Indian students rank at 16% proficiency in Language Arts. Truancy for Wisconsin American Indians is 23% versus 9% for the general population. While we do not mean to suggest that all of the problems faced by our youth will be resolved by a single or even a set of approaches, we do believe that encouraging reading and other forms of learning and skill development can be a start, and can lessen these gaps and deficits for some, which is still a program success.

Culturally and Technology Related Programming: We believe that culture is a key to the success of all of our programs. The Oneida libraries will seek to improve staff members' cultural and linguistic knowledge and then, via the staff, disseminate the knowledge to the entire community. For example, the Oneida Language House provides language lessons, translations, and reproductions of materials for the libraries and for use by our staff and the community. In addition to adult literacy, we will promote

technological literacy for adults, especially seniors and the parents of young children. This will be accomplished through programs like our Cyber Silvers and Tuesday TECH and GOAL programs. We will focus on preparing our constituents for higher education, next generation jobs, and the technology driven future by helping them overcome issues related to lack of computer skills and by providing access to computer technology, media making, and the Internet.

Needs that we will address include basic literacy skills, reading, and reading comprehension, writing and grammatical skills, math, and technology related skills, especially via our STEAMM (Science, Tech, Engineering, Art, Math, Music) programming. We will seek to address family literacy as a means of increasing inroads into the learning lives of our constituent youth and the community as a whole. We also want to increase the civic learning of our teens so they become shareholders in the community, taking ownership of it and pride in it. We want to engage our community in vibrant programs and services so they seek us instead of substances.

Currently there is no other program, agency, or location on the Oneida reservation to meet the needs that we propose to meet.

The Oneida Nation operates two library facilities, each with its own limitations, but each with its own unique "positivities." As stated above, our libraries do offer several programs that address the problems we have described to a degree, but our ability to succeed is impaired by limitations in both the available educational and learning materials and computers and computer peripherals, such as software, printing costs, storage, and storage devices. We also believe that our staff needs additional training so that their technological skills are at a level where they can assist community learners in advancing their skills to the next level. We believe we can promote the desired success by overcoming both the community and staffing needs. We propose expanding our existing programs and developing new ones related to the educational needs described above to meet the needs of our community and to prepare our libraries for the future.

"The Mission of the Oneida libraries is to provide for the informational and educational needs of the Oneida community while building a collection that reflects our unique Oneida heritage." Our overall goal is to see to it that "all persons will have access to current, balanced materials, services, and programs that will enrich their informational, cultural, and recreational lives." Our youth services mission is, "to provide the youth of our nation and community, 0-22, cultural, social, recreational, and informational fulfillment through our collections, services, programs, and technology, while they discover the joy of reading and the value of libraries and literacy."

The Oneida Nation's libraries' staff consists of 5 full time personnel: a manager, assistant manager, librarian, and two library aides. The two Oneida Nation libraries are open for service 5 & 6 days a week and provide 40 and 50 service hours a week. The libraries provide access to a collection of more than 40,000 volumes and 25 magazine subscriptions. The collection has books and magazines at all age and capability levels. The Oneida libraries have a service population of 4,102 with over 2,600 registered patrons. The average monthly visitor count is 1,621**.** The Oneida libraries offer many programs including literacy programs for all ages from pre-school to elders. Our varied youth programs include learning skills, literacy, Oneida language lessons, and help with homework. Our adult programming

focuses on providing literacy training to parents, guardians, and caregivers for their own benefit and to help them grow as a resource who can help the children in their care develop as readers and learners. We also provide adults and youth with training and access to computers and the Internet. The Oneida Nation libraries currently provide 26 public access computers, including printers, with wireless internet access that record an average of 1,648 sessions monthly. The Oneida libraries also hold many diverse community programs that address the needs of our community from art programs for community adults and elders, gardening projects for the community as a whole, and even youth comic conventions.

Need: The Oneida Nation in the state of Wisconsin is applying for the Enhancement Grant so the Oneida Community Library and the Green Earth Branch Library may enhance library services by means of technology, increasing the collections for Native American literature, health-based non-fiction, and enriching fictional narratives for all ages, in addition to their afterschool, summer, and adult educational programming. The focus of our program will be **Educational Programming**.

The libraries informally collaborate with Oneida Nation entities relating to early childhood, such as; Healthy-Start, Head-Start, Early Head-Start, the Nation's day care centers, the Elderly Services Department, the Language House, other Cultural Heritage Departments such as the History Department and the Museum, the tribal Summer Youth Work Experience Program, and the Health Center. The libraries endeavor to reach out to more departments, such as working with Social Services Departments, Recreation, and the Community Education Center to further enhance and enrich what the libraries and the Oneida Nation can offer the community. The libraries also work with non-tribal entities such as the youth group at Zion Lutheran Church for our community garden and other youth programming, as well as Phia Studios for our Writers' Group with Writer Wretreats (since 2013) our fledgling BIRD (Budding Indigenous (w)Riter Domain, and the youth's PEN program (Program for Enhancing Narrative.) We plan to accomplish great and wonderful education opportunities involved in
STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music) writing and authorship incubation opportunities, and furthering our early literacy community involvement by offering programs using the five literacy practices and sharing ideas with caregivers and parents for the six literacy skills for greater school readiness and generalized use of the skills and practices throughout our local preschoolers' lives and family involvement. We offer art programs such as Cookies & Canvas (cookies are sponsored by the local LOL: Lovers of Our Libraries group,) and technology programs such as Cyber Silvers, Techie Toddlers, and our upcoming Tuesday TECH! (Technology & Engineering Can Happen!)

The time frame for the project is focused on Fiscal Years 2019 and 2020, but these goals and programs are sustainable and will continue, adapting and modifying as assessments and community needs change and develop. Right now, the community needs addressed by the project include engagement and skill building by means of the above mentioned programs, other programs and events, and services. We believe with increased skill building and engagement by means of our offerings, we can involve our youth, elders, and others in the community in relevant, community led, educational offerings, which redirects the community from pursuits they may otherwise engage which are less beneficial or even harmful to them. The goals are to increase understanding, interest,

and personal confidence in pursuing STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music) and literary pursuits, engaging first at the library, but long-term generalizing that engagement into the rest of their endeavors, broadening the community's skillset and common goals for the betterment of the entire community and Nation. This proposal most closely aligns with the Educational Programming project category.

Project Design

Work Plan: The library hopes you will access the Budget Justification and Schedule of Completion to better round out our work plan elements, but have plenty to share within the narrative, too. The performance goals and objectives include staff education and confidence in providing for the literacy and technological needs of the community. The conceptual design and processes for the libraries' project include such elements as the preliminary work done communicating with staff, community, youth, families, and library community to plan and implement programs that the children want to become engaged in, especially when we include varied aspects of STEAMM.

Toddlers: Vibrant props, award-winning, diverse, and relatable stories for both collections and story times, parental tips and asides during programming for generalizing the literacy practices and skills at home, and using the lesson plan called SPROUTS to do so: (Sing, Play, Read, Outside or Outside the Box--creativity, Utencil Use--pre-writing, Talk, and close with singing. The lesson plan usually includes a way to implement STEAMM with a display, too.) Please see Supporting Document 6 for an example.

Elementary: Summer Library Program, including Tuesday TECH (Technology & Engineering Can Happen,) the PEN (Program for Enhancing Narrative) as well as afterschool CRAFT (Creative Reading and Fun Time!) are all part of the program for addressing community and youth needs. Our program curriculum actually follows the SPROUTS lesson plan we use for the toddlers, because why not use a research-based, proven formula for school readiness for the youth who still need to be ready for school? Kymberley presented this idea for both her consortia in 2016, and again in 2017 at the Wisconsin Library Association's Annual Conference: see https://drive.google.com/file/d/1Vhzi_WurTbq5nxrPSQeUUWy4p3hXFvLn/view for her research and slide presentation.

Teen: We continue to provide programming with the skills and practices as able, but much of our teen programming is recreational to better engage the age of this target population, and then have book and movie tie-ins according to the activity provided. We want to expand our civic programming with the goal of having teens take ownership in their community, pride in their heritage, increase their cultural knowledge, and bridge the technology gap many teens experience due to poverty or the lack of 21st Century Skills in their home.

The activities required to implement this project include: community outreach to inform the community about the existence of the various activities included in the project and to solicit participants, as well as outreach to bring the learning to them. We will directly reach out to the local school systems and the Youth Enrichment Services (YES) to make them aware of all activities that we are undertaking as well as programming and service opportunities. We will also utilize various community outreach activities including hosting the Oneida Big Apple Fest's Kid Zone activities, posting

and handing out brochures at the museum and other Oneida Nation departments, and posting handouts, posters, and bookmarks in appropriate Oneida Nation locations.

We will obtain the necessary training for our staff members including training in the use of computer technology and training designed to raise their skill level as providers of technical assistance.

We will purchase new books, videos, audiobooks, educational materials, story time and programming materials and supplies, computer equipment, and assistive technology to increase multigenerational learning.

We will expand our current teaching aids to increase the level of learning achieved by all participants. We will focus on preparing our patrons for next generation jobs and the technology driven future.

Partners: While we don't have any partnership statements or Memorandums of Understanding with any other entities, the libraries informally work with all sorts of them! Within the Oneida Nation **Cultural Heritage** Department, we work with the History Department with our November event, PHOTOS (Pictures & History of the Oneida Scene,) and used the Cultural Wellness Department as a resource during last year's Native Voices exhibit and have had them speak at other events the libraries hold. For the Educational Department, we collaborate with the Language House to provide Oneida Language Lessons. We also share and draw from our connections within the Great Lakes Convening Culture Keepers. For **Early Literacy**, we work with BIA-Early Intervention (such as this Lunch and Learn Presentation, https://www.dropbox .com/s/ytb0900pktmvzvn/Promoting%20Literacy%20at%20Home-2013Pelky.pptx#,) FACE (Family and Child Education,) HeadStart, Early HeadStart, Oneida Day Care, and local family (home-based) day cares. For **children and teens** we work with the local 4-H, Zion Lutheran Church, the Summer Youth Work Experience program, the Oneida Nation Museum, and our friends' group, the LOL: Lovers of Our Libraries. For **health** care, wellness care, and health programming, we collaborate with Molina Healthcare and departments within the Oneida Community Health Center and are hoping to expand our partners to include the Oneida Nation Social Services Departments and Behavioral Health Department. For adult and **elder** programming, our partners are varied. We work with the Oneida Nation Elder Services Department and the Anna John Resident Centered Care Community (nursing home) and provide them with book club selections, had a technology class on working cell phones, getting apps, using the card catalog (Infosoup.org) and downloading eBooks and audiobooks from the comfort of their room. For our Writers' Group, we partner with NaNoWriMo: their Come Write In registration and partnership and their Camp NaNoWriMo (see Supporting Document 8;) Phia Studios; and Untitled Town, a Green Bay book fair. That partnership brought in an author and made more connections we hope to continue building upon. We also work with our system, consortia, and state association: Nicolet Federated Library System, OWLSnet, and the Wisconsin Library Association.

Preliminary planning: The Oneida Nation libraries have preliminarily planned, developed, and modified programs aimed at our target populations including early literacy/learning skills, literacy, technology, and learning skills of children of all grade levels, as well as for their parents and other caregivers, provided access to books and computers, homework help, and other programming to help increase their success as students and learners. We strive to increase the lifelong learning and technological literacy of adults and elders in our community by means of Cyber Silvers, which was provided after

numerous community requests to provide more than our informal learning sessions, and provide a date and time when they can come in and have a curriculum, which we do (please see Supporting Document 5.) The Oneida libraries have worked to improve staff members' cultural and linguistic knowledge and through them improve the knowledge of the entire community. These activities include collaborating with the Language House for language lessons, translations, and reproductions of materials for the libraries, and for use by our staff and the community. We have provided some computer and technology literacy for training for adults; Our Green Earth Branch Library provides elder programs and collaborates with Housing at the community center to provide more. For literacy needs, we have book clubs and our Writers' Group. Our "Cookies & Canvas" program promotes art as a creative outlet for coping with insecurities and other problems without resorting to substance abuse.

We have utilized IMLS monies previously in our endeavors, and our endeavors really haven't changed much, as we see results in what we do. We apply for the Basic Grant every year and have been awarded the Enhancement Grant in 2010 and 2014. Our goals have always been met during grant awarded years: people see value and even meaningfulness in our programs, benefit from them, and approximately half of our feedback expresses they are inspired to make lifestyle changes, such as during our Native Voices exhibit, health programming, and summer library program health and nutrition days, and character/behavior/good habit days. We are proud of what we accomplish with the IMLS monies, which is why we continue to apply for the grant funds. We are enriching the lives of our Nation and community! We thank you for that!

Impact Goals: Our goals include improving the quality of our staff as purveyors of information, providers of learning, and technical assistance; increasing the general literacy within the Oneida Community; improving youth reading and comprehension scores at school - which will show up in state statistics, as we are not privy to individual school system records; helping and encouraging parents to become an educational resource for their children; and assisting participant adults to improve their employability in the local economy. We believe that the outcomes of our project will be indicated by increased use of the library as a resource and a community focus; increased use of the library as an educational portal – including the Internet and our wireless statistics; increased confidence and knowledge among community youth and participant adults.

Based on the use of informal pre- and post-testing and questionnaires we hope to demonstrate the level of reading, STEAMM skills, and other knowledge shared through this project will have increased. Based on client counts we hope also to demonstrate an increase in use of the two Oneida libraries. Through participant counts and surveying we hope to demonstrate increased participation, satisfaction, perceived value, and benefit in our community elder, youth, and adult programs.

We expect the greatest benefits to be among the youth, as they gain increased reading skills and an increased interest and desire to read. We hope that the youth will show increased success in school and increased interest in learning, and skill growth in the STEAMM categories. We expect that adult participants caring for children will find increased pride and similar skills as they learn to help their children learn, while learning themselves. We expect participants of all ages to increase their knowledge related to the operation of computers and they take part in the learning opportunities that are available to them on the internet. We expect adults to gain new computer based skills that may be applicable to improving their income and their family's standard of living. We believe that there will be

new and continuing interest in the use of the libraries and all of their programs. We expect that the two most significant increases will be interest in story time and reading programs among the younger youth and increased interest and skills with computers and in the STEAMM areas by the older youths and adults.

We will encourage our visitors to assist us by completing short surveys and pre and post-tests so that we can measure their progress as they participate in the programs. We will also collect observational evaluations from staff members as they assist the participants in learning new tasks or developing new expertise with tasks such as computer activities, reading, and STEAMM related knowledge. All materials will be collected anonymously and voluntarily to protect the privacy of the participants. We will train our staff in methods for measuring task and program success and assessing collected materials (see Supporting Document 12.) We will work with each other and any of our informal partners to collaborate with measurement, ensuring we are on the same page with what we plan to accomplish, what we did accomplish, and how we need to modify future programs, collection development, and services to better meet our goals and better meet community needs. There are no expected risks

Communications Plan : The Library will use community outreach, and virtual outreach via social media, to inform the community about the existence of the various activities included in the project and to solicit participants through the libraries website and the local paper. We will also directly reach out to the local school systems to make them aware of all activities that we are undertaking and program opportunities. We will also utilize various community outreach activities include flyers to be handed out at the museum and posted in appropriate locations.

We submit articles for publication to the local newspaper, contact other media outlets to promote the project and share our success, and will share reports with the tribal leadership, our consortia, library system, and the IMLS.

All participants will be encouraged to offer feedback both formally through the use of feedback forms and informally through comments and emails. We have also held Community Conversations and disseminate the information to staff and stakeholders, and want to build upon those budding efforts during the grant cycle and beyond. Our Facebook page is becoming more interactive and includes 909 followers, but we plan to expand our efforts there, too, as well as Twitter and Pinterest, where most of our followers are other libraries disseminating and researching right along with us.

The library manages their own promotion, and can work with the Oneida Nation Communication Department to further develop the marketing done. Outreach is generally accomplished by the Library Aide, Kim Cackowski and the Librarian, Kymberley Pelky, but is also done by Wanda Boivin and Chantelle Kuchta. Dissemination will be handled by Louis Williams, Kymberley Pelky, and Kim Cackowski, mostly, but all we accomplish and results of our surveys, programming, and other measurable outcomes will be shared by all staff. We share our information, or have shared it with the public, with the Oneida Nation, with our system, the Nicolet Federated Library System, our consortia, OWLSnet, Wisconsin's Department of Public Instruction's Public Library Development Team, the Great Lakes Convening Culture Keepers, UW-Madison's Information School, College of Menominee Nation and the Menominee Nation, and more.

Almost all of our digitized collection is provided by the state at https://wplc.overdrive.com/ or our consortia at https://infosoup.org. The tribal digital collections are handled by the Cultural Heritage's History Department or their Records Management Department. Software is handled by the Nation's MIS Department or our consortia, so none of this is generally a concern.

Sustainability: We believe that the ongoing support for the library and its current programs bodes well for our ability to gain the support necessary to continue any program that we start as part of this project. We will continue to seek support from the Oneida Nation to fund our projects and we also seek funding from other sources.

We believe the attendance at our programs by community youth and their caregivers indicates stakeholder buy-in. Likewise, we believe that increased participation of elders and adults in some of our adult programs indicates the buy-in of those populations. We are sustainable at the current funding and participation, but believe the Native American Library Services Enhancement Grant would do exactly that, enhance and enrich our current offerings for increased engagement and interaction.

It is our hope that with the library leading the way to reading success, the gaining of STEAMM skills, and other skills development that there will be a general strengthening of the library as a resource for the community and the expansion of its position as a learning institution. We believe that a strong library can strengthen a community through the promotion of all manners of learning and by the libraries providing access to it.

When it comes to media and collections, we do not take pictures of ceremonies, artifacts, masks, etc. We receive photos, images, likenesses, and other media with permissions and retain the permission on file. We do not create metadata. We take photos of events and programs and offer technological educational programming for the children, teens, & elders. Formats are determined by the technology used to create the material and all materials are securely preserved and protected.

This is the what, why, how, where, when we do things and who does them! We hope you enjoyed our ideas and plans, and hope you will look over the supporting documentation, because it really helps tell our story!!

Schedule of Completion: IMLS Native American Library Services Enhancement Grant 2018 (FY 2019 and 2020)

2016-7 & 2017-8

FY Begins

Summer Library Program

	October	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	August	Sept.

Research
- Best Practices: Early & Teen Literacy
- Best Practices: Collections & Technology
- Best Practices: Elder Programming
- Materials for Circulation & Staff
- Educational Opportunities for Staff

Collaboration
- Cultural: History & Language
- Early Literacy: BIA-Early Intervention, FACE, Headstart, Early HS, Oneida Day Care
- 4-H, Tsyunhehkwa, Zion Lutheran Church
- Elder Services
- Summer Youth Work Experience
- Medina Healthcare, Oneida Health Center
- NaNoWriMo: Come Write In & Camp NaNoWriMo
- Great Lakes Convening Culture Keepers
- Nicolet Federated Library System
- Ongoing Planning of New Partnerships & Collaborations

Programs
- Conducting Early Lit., Teen, Tech, & Elder Programs
- Summer Reading Programs
- Oneida Cultural/Language Programs

Purchases
- Program & Cultural Materials
- Books & Other Print Materials
- Video, Audio, & Technological Materials
- Patron Bus Passes
- Staff Education/Conferences
- Furnishings

Marketing
- Services: Digital & Print Promotion
- Programs & Events: Digital & Print

Evaluation
- Spot Surveys
- Summer Reading Program Surveys, Verbal Feedback
- Afterschool/Out of School, Surveys, Feedback, Stats
- Technology: feedback during programming, surveys
- Oneida Language & Culture surveys, verbal feedback
- "Final"
- Community-Wide Needs Assessments/Surveys/Conversations
- Facebook poll, other social media interactions

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. 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

☐ Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

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Attribution-Non_Commercial-ShareAlike 4.0 International. We like to share!
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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.

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None other than the CC license. No conditions of use.
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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.

```
We do not take pictures of ceremonies, artifacts, masks, etc. We receive
photo, image, likeness permissions and retain the permission on file.
```

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New 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 format you will use.

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We take photos for events, programs & have technology programs for the
children, teens, & elders. Format is determined by technology used to create.
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A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

Sony Bloggie digital cameras, tablets purchased with the grant, PCs (Adobe)

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions). .mp4, .avi for audio,

.mov for Windows Movie Maker, Adobe file types, .png & .jpg for photos.
resolution, 600 dpi; 960x 540 pixel dimensions for art frames.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

We store work on one hard drive and back up on an external drive. We also
store data on OneDrive & social media. We include info and dates in filenames.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may 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).

The Oneida Nation has a five-year plan in replacing digital storage systems so
that corruption is minimized with created content. Storage is sustainable with

C. Metadata

current budget with or without grant.

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

we do not create enough content to produce metadata.

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

n/a

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).

Oneida-nsn.gov is ranked in Google. The Social Media Committee trains us in
saavy keywording, tagging, how to increase visibility, & when to post content.

D. 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).

Our website, Facebook, Pinterest, Twitter, Youtube.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created. https://oneida-nsn.gov/resources/library
fb.com/oneida.community.library, fb.com/greenearthbranchlibrary, fb.com/
oneidawigoal, fb.com/yukwahyatuhe, fb.com/oneida-home-education-organization,
fb.com/oneidacommunitylibrarybookclub, fb.com/loversofthelibrary,

Part III. Projects Developing Software

pinterest.com/oneidalibrary, pinterest.com/greenearthlib, twitter.com/

A. General Information oneidalibrarywi, youtube.com/oneidalibraryouthsrv

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.

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

B. Technical Information

B.1 List the programming languages, platforms, 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) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). 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.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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n/a
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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 personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?