Kina gda gindaasomi, kina gda zhibiigemi: We all read, we all write
Abstract
Lead Applicant: Saginaw Chippewa Indian Tribe
Project Administrator: Saginaw Chippewa Tribal Libraries
Time period: September 1, 2019 – August 31, 2021

This project will strengthen community members' identities as readers and writers and the entire community's identity as literacy-rich through a connection with Indigenous creators and traditional culture and language, a focus on the importance of literacy, providing books for family learning, and the opportunity for community members to create their own books. It will serve the Saginaw Chippewa Tribal Libraries community and will address community member desires to embrace literacy and share their knowledge, creativity, and talents in the form of books.

This project meets the IMLS Agency-Level Goal: Promote Lifelong Learning by supporting learning and literacy for people of all ages. Through the book creation process, which will involve exploration, analysis, and questioning, participants will cultivate critical thinking, creativity, communication, and collaboration.

This project exemplifies the IMLS Project Category: Educational Programming by providing programs that relate to our identified topic, literacy, for library patrons and community-based users through the development, implementation, and evaluation of workshops, events, tools, resources, and other related services to empower community members to create their own books.

The project goals, objectives, and outcomes are:
Goal 1: The Tribal Libraries will promote reading and authorship to support and encourage connection with traditional culture and language.
    Objective 1: Provide guidance and information so community members can learn about the process of and possibilities for creating their own books
    Objective 2: Provide the opportunity for community members to create their own books
    Objective 3: Provide programs that celebrate traditional culture and language
    Outcome 1: Participants will report feeling a connection with traditional culture and language
    Outcome 2: Participants will report a positive association with reading
    Outcome 3: Participants will report feeling confident about creating their own book
Goal 2: The Tribal Libraries will enable connection with authors, illustrators, and others in mentor roles.
    Objective 1: Identify potential authors, illustrators, and other experts
    Objective 2: Engage identified authors, illustrators, and others experts to visit the community and provide mentorship
    Outcome 1: Participants will report feeling a connection with mentors
    Outcome 2: Participants will report an increased understanding of the experience of being a book creator
Goal 3: The Tribal Libraries will promote literacy and lifelong learning by providing books for family learning.
    Objective 1: Provide high-quality, culturally relevant books to support family learning
    Outcome 1: Participants will report satisfaction with the books for family learning
    Outcome 2: Participants will report increased interest in reading and writing

This program will be a community-wide effort involving people of all ages and will radiate throughout the community – it will not just be a library project, it will be a whole community project.

Kina gda gindaasomi, kina gda zhibiigemi: We all read, we all write
Narrative

1. **Statement of Need**

The Saginaw Chippewa Tribal Libraries are operated by the Saginaw Chippewa Indian Tribe (SCIT) and include the Saginaw Chippewa Tribal Library, a public library open to all, the Saginaw Chippewa Tribal College Library, the library at a two-year community college open to all, and the Saginaw Chippewa Academy Library, the library at a preK-5th grade elementary school open to Saginaw Chippewa Tribal members and descendants and members and descendants of other tribes. The Tribal Libraries have 972 cardholders as of March 31, 2019. Our community is focused on revitalizing the language and culture and incorporating the Seven Grandfather Teachings into our everyday lives, and these elements are embedded in all Tribal Libraries operations. The Tribal Libraries have been striving for several years to help make this a literacy-rich community.

The Tribal Libraries provide a variety of services and resources to the membership and reservation community. To promote literacy and lifelong learning, we offer both tangible and electronic resources including popular materials, Ojibwe culture and language materials, Native American focused resources, professional materials, and curricular support materials. Through collaborations with other departments and community groups, the Tribal Libraries offer programming focused on promoting traditional culture and language, hot topics in the community, and, of course, literacy.

The Tribal Libraries are staffed by three full-time employees: one Tribal Librarian and two Library Assistants. The Tribal Library is open to the public Monday through Friday 9am to 6pm and there is always a staff member present to assist patrons and operate the library. The College and Academy Libraries are open to the public and school respectively, but, due to limited staff, are not staffed during all open hours. We consistently provide service at the Tribal Library 45 hours a week and at the Tribal College and Academy Libraries a minimum of 15 hours a week each, usually closer to 30 (the time at each location varies according to patron needs and staff availability). We have provided training for Academy teachers and staff so that they can operate the check-out system when no library staff is present, and recently installed an automated self-checkout system at the College for times when it is not staffed. We also maintain satellite collections, which are operated on the honor system, at the Nimkee Memorial Wellness Center waiting room, the Soaring Eagle Hideaway RV Park, the Andahwod Continuing Care Community & Elder Services facility, and the Elijah Elk Cultural Center for Living Culture and Traditions Seventh Generation Program. Collectively, the Tribal Libraries own over 27,000 items and checked out over 9,900 items in 2018 – this is an increase of 24% over the previous year. We have over 970 cardholders, up 6% over the previous year, so we show a good trend of encouraging new patrons to take advantage of the Tribal Libraries' services.

The Tribal Libraries also provide computer and internet access at all three locations. The Tribal Library has five adult stations and four children's stations with internet access, and five AWE early learning stations with early literacy and learning software for little ones. The Tribal Library also provides access to color printing as well as scanning and copying. The Tribal College has five public access stations available in the library (not including stations located in campus computer labs) as well as free printing, scanning, and copying. The Academy Library has 28 stations with access to the internet and to the printer on the school network.

The Tribal Libraries actively cooperate with other departments and community groups and strive to focus on the culture and language in all aspects of library services; however we are often limited by our lack of space, inadequate staffing, and limited budget. We have found success in working with other departments and groups and through using funds provided through previous grants. While most of our time is consumed by maintaining the basic operation of the three libraries, we are always looking for ways to continue to promote literacy in the community and to act on the feedback we receive from community members. Through

conversations with patrons, colleagues at the Academy and College, and other community stakeholders over the last several years, we have heard that there are many community members who love to read and would like to have an outlet for their writing. To formalize this feedback, the Tribal Libraries conducted a community survey in early 2019, which asked respondents about their identities as readers and/or writers. We have included comments from these survey responses in quotes. 86% of respondents consider themselves readers, 51% of respondents consider themselves writers, and 56% of respondents indicated that they would like to write, illustrate, and/or create their own book. These survey results confirmed what we had learned through conversations in the community: this community values reading, and many community members would like to create their own books. Those who responded negatively to the writing-related survey questions cited a lack of time and a lack of confidence in their ability to write, or a lack of knowledge of how to get started.

"Mentorship of our young authors as writers will improve their writing skills"
The Tribal Libraries also surveyed teachers and staff at the Academy, and they were extremely positive about continued and expanded Tribal Libraries efforts to promote reading and writing. We recognize that a project like this will provide beyond-the-classroom opportunities for children to strengthen their reading and writing skills.

"I would like to create children's books in Anishinaabemowin and I would like to share my life teachings or stories"
We noticed that a number of people indicated that they would like to write children's books in Anishinaabemowin and/or to write about traditional culture and teachings. Many people also expressed the desire to tell their own stories, to share their experiences and the knowledge they have gained through them. Sharing traditional knowledge is valued in this community, and we often get requests from patrons looking for books from local creators and about traditional knowledge specific to this community. Currently only a few such books exist, the most recent of which was produced in 2005.

"Please continue to bring Anishinaabe authors to our community."
Through past grant projects, we have, on a few occasions, been able to bring authors to visit the community. This has been extremely successful and we have received feedback asking us to continue and expand on this. The author visit programs we have hosted have been some of our most well-attended: the October 2018 visit with *The Water Walker* author and illustrator Joanne Robertson welcomed 91 students at the Academy during the school day, and 130 community members at the feast/author talk in the evening, far exceeding expectations.

2. **Project Design**

The purpose of this project, which will run September 1, 2019-August 31, 2021, is to strengthen community members' identities as readers and writers and the entire community's identity as literacy-rich through a connection with Indigenous creators and traditional culture and language, a focus on the importance of literacy, and the opportunity to create their own books. In preparing this application, we have reviewed previously awarded Enhancement Grant projects that involve publishing, language revitalization, reading, and writing. Through exploring these projects and speaking with those involved in some of them, we recognized that it is important that our project utilize a project facilitator so that there is one person organizing the entire effort, that we directly involve language speakers, that we work with educators in the community, that we make copyright and permissions agreements very clear to all involved, and that we celebrate the successes of the participants as part of the project.

This project meets the IMLS Agency-Level Goal: Promote Lifelong Learning by supporting learning and literacy for people of all ages. Through the book creation process, involving exploration, analysis, and questioning, participants will cultivate critical thinking, creativity, communication, and collaboration. We recognize that in

order to meet the needs of school-age learners, we must partner with other educational entities in the community, which in this case will include the Sasiwaans Immersion School, Saginaw Chippewa Academy, and Saginaw Chippewa Tribal College. In this way we can help extend valuable learning experiences beyond the classroom and can help bolster student success in literacy.

This project will also provide benefits that come with intergenerational programs. Intergenerational interaction is inherent to this community, and by welcoming participants of all ages, this project will create opportunities for family members and community members to work together, interacting in different ways over the course of the project. We hope that it will strengthen existing relationships and potentially create new ones. This project will also reflect the importance IMLS puts on diversity and inclusion. Participants will come from the Tribal Libraries service area, which means these individuals may be members or descendants of the Saginaw Chippewa Indian Tribe, of other tribes or nations, or none of these. Community members also have a range of socioeconomic backgrounds, disabilities, and levels of functional literacy and information skills. Many people in the Tribal Libraries' service area live in underserved rural areas.

This project exemplifies the IMLS Project Category: Educational Programming by providing programs that relate to our identified topic, literacy, for library patrons and community-based users through the development, implementation, and evaluation of workshops, events, tools, resources, and other related services. We will ensure that the needs of learners take priority by engaging the services of a project facilitator, who will be responsible for managing the project under the direction of the Tribal Librarian and in cooperation with the Tribal Libraries staff and partners. This facilitator will possess appropriate curriculum development and teaching and facilitation knowledge and skills. This will be a community-wide project that is available to all community members. We will work with the teachers, staff, and administration of the Saginaw Chippewa Academy; the Ziibiwing Center for Anishinabe Culture and Lifeways; the teachers and staff at the Sasiwaans Immersion School; the Anishinaabe Language Revitalization Department; and the Ojibwe Language and English Composition faculty at the Saginaw Chippewa Tribal College, to ensure that this is truly a community project and not limited just to the Tribal Libraries.

At the time of this application, we have not yet completed our existing Enhancement Grant, Bimaadiziwin: The Good Life, through which we have been collaborating with other departments and groups to offer programs beyond the limits of the Tribal Libraries' space and budget. Though that project is not yet complete, we are seeing consistently positive results, measured using outcome-based evaluation methods. Using the Project Outcome system, we thus far have received aggregate scores of 4.4/5 in the category of education and lifelong learning, 4.2/5 for civic and community engagement, 4.3/5 for knowledge, 4.3/5 for confidence, 4.3/5 for application of new skills, and 4.2/5 for awareness of resources. These scores are in line with other successful public libraries using Project Outcome.

After reviewing survey input from the community and researching this type of project, we asked ourselves: How can the Tribal Libraries further support community members' love of reading and connection with traditional culture and language and empower them to create their own books? We identified three goals that we believe will lead us to accomplish this.

"I have life stories I would like to write"
Goal 1: The Tribal Libraries will promote reading and authorship to support and encourage connection with traditional culture and language.

> *"I've known a few writers who wanted to get published but didn't know what steps to take"*
> Objective 1: Provide guidance and information so community members can learn about the process of and possibilities for creating their own books

We will offer a series of programs and workshops where community members will learn about what is involved in the process of creating a book, about ways to shape and edit their content to best effect, and about the craft of writing and/or illustrating.

"Having the opportunity to develop and enhance creative and research-based writing through local workshops would be an awesome opportunity"

Objective 2: Provide the opportunity for community members to create their own books

Community members will create their own books, which will then be published as part of the project. We will print ten copies of each book so that the Libraries can keep it on file and so the creator will have copies to keep and share with loved ones. We plan to utilize a commercial service that allows for print-on-demand, so that the creator or any other reader can purchase copies in the future. Through our research, we learned that a number of such services exist, but that some of them are more reliable than others and the terms can change depending on when one signs up. Because of this, we will make the determination as to which service we will use as part of the project. We learned from speaking with past Enhancement Grant awardees that the issue of making money from the books created through their projects can be a fraught issue. We have thus discussed the issue internally and determined that in this project, we will attempt to come as close as possible to creating the books at a break-even point where the cost of the item is equal to the cost of having it printed, with as little revenue generated as possible. Any revenue will be used by the Tribal Libraries to continue to support these programs after the conclusion of this grant award period. This will hopefully alleviate any concerns about the Tribal Libraries or the Tribe profiting from the project. Participants will retain all copyright ownership over the content they create. The Tribal Libraries will ensure that all digital products created in the process of this project are stored securely on the Tribal Operations network. We will, as part of this project, provide the necessary supplies for participants in the form of access to computers and appropriate software, access to research materials through the Tribal Libraries' collections and interlibrary loan, notebooks, writing utensils, illustration media, and other such tools. We will purchase laptops which can then be used at workshops throughout the community. By providing not only the physical materials needed but also any research materials that participants may need, we hope to solidify the role of the Tribal Libraries as trusted sources of information.

"With our Culture in mind"

Objective 3: Provide programs that celebrate traditional culture and language

Efforts to revitalize Anishinaabemowin are ongoing in this community, and community members consistently request increased opportunities to practice and further develop their own language skills. This program will meet those requests and will create lasting, tangible tools that people can use to start or continue their own language learning.

"Meeting authors at the Anishinaabe Authors Gathering made me wonder if I could be one, too"

Goal 2: The Tribal Libraries will enable connection with authors, illustrators, and others in mentor roles.

"It is exciting to meet Anishinaabe authors as I see them as role models"

Objective 1: Identify potential authors, illustrators, and other experts

We will identify book creators who might be able to visit the community, do author visit style programs, and/or provide mentorship to project participants. We have assembled a list of potential guest creators composed of Indigenous and especially Anishinaabe

authors, illustrators, publishers, children's and adult literature experts, and others with relevant expertise. To compose this list, we identified individuals whose work is relevant and popular in the Tribal Libraries, as well as in the larger world of books and publishing.

"It would be good to meet an author who could tell me about how they wrote their book, so I could know how their process works"
Objective 2: Engage identified authors, illustrators, and other experts to visit the community and provide mentorship

We will create a slate of programs and workshops to feature the expertise of the visiting creators. We will work around major annual community events and will strive to avoid conflicts with other community programs as much as possible. Working with guest availability, we will endeavor to assemble this slate in a way that reflects the process of creating a book, from brainstorming to creating drafts to the final version and publishing, so that it will mirror the process the participants are experiencing. As part of this slate of programs, we will enhance existing initiatives including the annual Anishinaabe Authors Gathering which takes place each February and is a collaboration between the Tribal Libraries and the Ziibiwing Center of Anishinabe Culture and Lifeways.

"Reading has always given me peace, insight, wisdom, and it stimulates my creativity and dreams"
Goal 3: The Tribal Libraries will promote literacy and lifelong learning through books for family learning.

"I enjoy reading. I read every day. If you can read you can do anything"
Objective 1: Provide high-quality, culturally relevant books to support family learning

We will identify titles to be presented to community members, focused particularly on books by the visiting experts, so these books can be used as mentor texts. We will also include books about the craft of writing, illustration, and other related topics. These books will be given in conjunction with expert visit programs, which will provide the opportunity for creators to speak directly about these titles and to sign books if desired.

3. **Impact**

Using the base of knowledge that we have gained through our Bimaadiziwin Enhancement Grant project, we will continue to use outcome-based evaluation, expanding on the Project Outcome system to include outcomes that are not represented in their standard questions. The knowledge we have gained in how to construct effective surveys and our experience using that system will allow us to create our own survey questions to use alongside those provided by Project Outcome (the ability to create non-standard questions is a feature of Project Outcome that we have not utilized during the Bimaadiziwin project).

"My personal goal is to contribute as a writer that connects meaningful personal experiences with our old ways/teachings within a contemporary context that reclaims our wisdom, knowledge, and voice"
Goal 1: The Tribal Libraries will promote reading and authorship to support and encourage connection with traditional culture and language.

"I like to learn more about traditional culture. It makes me feel connected to my community"
Outcome 1: Participants will report feeling a connection with traditional culture and language

Participants will benefit from this specific project because of the focus on connection with traditional culture and language. Successful efforts to revitalize the culture and language have community-specific roots – in order for this connection to happen, efforts must originate within the community. This project will incorporate that local

focus by centering the traditional culture and language throughout and by directly involving language speakers in the project.

"Reading is an important part of growing as a person"
Outcome 2: Participants will report a positive association with reading

> Participants will also experience a positive association with reading and writing as we enhance our efforts to solidify this as a literacy-rich community by focusing our programming efforts on reading and writing throughout the duration of this project. Another benefit from this program will come as a result of the relationships and bonds that will form between participants. We envision reading partnerships, where older students at the Academy might read to younger students, where elders might read to those who wish to learn from them, or any other circumstance that might arise.

"I hope you can somehow offer services to assist people like me to complete writing a book"
Outcome 3: Participants will report feeling confident about creating their own book

> Participants will learn about the process of creating a book, will be able to experience the process of creating their own book, and will be supported throughout this process by this project. We envision community members working together if desired, so that, for instance, someone with artistic skills might partner with someone who wishes to write, and together they can create an illustrated book. The benefits from this project will also reach a much wider audience, in that it will support and strengthen efforts to revitalize Anishinaabemowin which are happening all over, and that the books created will be available for any library or individual to purchase. We plan to share information about the availability of these books widely, working with Tribal Public Relations to spread the word effectively.

"I would like to talk to Anishinaabe people who have written books about traditional culture, so I will know how to write my own"
Goal 2: The Tribal Libraries will enable connection with Indigenous authors, illustrators, and others in mentor roles.

"I would like to write my ideas and share those ideas with other people"
Outcome 1: Participants will report feeling a connection with mentors

> We have seen that mentoring programs in this community are a valued way for learners and teachers to connect, and that these relationships can look a variety of ways. Survey respondents told us that they would like to have the guidance of mentors in order to achieve the goal of writing their own books. This program will provide the opportunity for community members to connect with these mentors.

"I would like to write my own book, and I would like to know how to do it"
Outcome 2: Participants will report an increased understanding of the experience of being a book creator

> Participants in this program will be able to meet and connect with Indigenous book creators who hold a variety of roles including authors, illustrators, publishers, and potentially others. Being able to meet role models with whom they share traits in common will foster a sense of confidence as participants pursue the creation of their own books. This connection will also clarify the process of book creation which a number of survey respondents indicated was a barrier.

"I love to read. It is my number one passion"
Goal 3: The Tribal Libraries will promote literacy and lifelong learning through books for family learning and publicly-accessible library collections.

> *"I have started a collection of books of my own, that I got at the library programs, and I love to read through them"*
>
> Outcome 1: Participants will report satisfaction with the books for family learning
>> It is important to have books in the home, so they are at hand whenever desired or needed. Having access to books has a positive impact on academic success and job attainment. As part of our Bimaadiziwin project, we offered copies of books to start or add to community members' home libraries, and it has been very well-received. We will enhance and build on this effort through this program by offering copies of the books the visiting mentors have created, which can then be signed by the creators and will be a tangible representation of the connection between the community member and the author. We have heard positive feedback from our previous efforts in this area, and we want to enhance and build on that by providing books while enhancing their value through meaningful connections with the authors and illustrators.

> *"Readers want to read about people, places and ideas that are relevant to them"*
>
> Outcome 2: Participants will report increased interest in reading and writing
>> We will survey participants at the start and end of the program to assess any change in their interest in reading and writing. When participants have created their own books, they will see their own book in their home directly alongside those of their mentors, creating a sense of accomplishment and success. We also predict that satisfaction will increase related to the locally-relevant content that these participant-created books will contain. We anticipate that, at the end of this project, participants will report increased interest in both reading and writing.

4. **Communications Plan**

The project facilitator, Tribal Librarian, Library Assistants, and Public Relations Department will be responsible for creating and disseminating all communications regarding this grant, which will be directed to the community served by the Tribal Libraries, including community members, Tribal employees, patrons, and community partners. We will communicate the award of this grant through an external press release issued by the Tribal Public Relations Department, and the Tribal Libraries and stakeholders will share this information through their own departments and organizations. Marketing for the project's activities will be disseminated in the community through internal Tribal Operations email lists and staff intranet, Academy communications to students and families, Facebook via Public Relations, Schoology (Tribal College learning management system), publicly posted fliers, and the Tribal Libraries website. All related promotions will include the IMLS logo and/or acknowledgement.

Throughout the project, we will solicit feedback from participants and visiting experts as well as partners and other stakeholders, to assure that we are on track and can make any necessary course corrections. The two-year design for this project will allow us to establish a process during the first year and further refine it during the second year. Feedback will be solicited throughout so that we can incorporate it on an ongoing basis, using it to inform the way the project evolves. We will utilize outcome-based evaluation surveys as well as informal discussions and conversations to ensure that we are providing an open ear to feedback in a variety of forms. The project facilitator, Tribal Librarian, and Library Assistants will meet regularly to discuss progress and assess the need for changes based on feedback received.

We will celebrate the successes of the participants throughout the project, but will especially focus on a celebration at the close of each year, which will draw attention to the participants' accomplishments and the books themselves. This celebration will highlight the newly minted authors and illustrators and the content of their books.

We will share the progress and results of this project openly. Reports of project activities will be included in the standard monthly reports prepared by the Tribal Librarian and will be incorporated into departmental reports prepared by the Director of Education for the Tribal Education Advisory Board. The project will also be included in the Tribal Libraries Annual Reports, which are disseminated to the public on the Tribal Libraries website. These reports provide a yearly summation of library operations and include federal grant award numbers and information. Information will also be shared with colleagues from other tribal libraries and archives at the Tribal College Librarians Institute at Montana State University in Bozeman (fully funded by a grant obtained through that group and thus not included in this budget), and IMLS-directed travel as determined. We will also apply to present about this program at the Michigan Indian Education Council Critical Issues Conference and any others that are appropriate and feasible. Grant activities and lessons learned will be documented in the interim and annual reports to IMLS and through the summary report we will make publicly available.

5. **Sustainability**

This project will enhance the partnerships and help to sustain the framework for collaborating that we established during the Bimaadiziwin project. With our newly refreshed philosophy for how we create and offer programs in the community now in place, we plan to use this project as a way to enhance what we have started. While this project will have a conclusion, by which time participants will have had the opportunity to see their books published, the structure of the process will have been established and refined, which will allow us to repeat the process in the future. We have established buy-in from community partners including the teachers, staff, and administration of the Saginaw Chippewa Academy; the Ziibiwing Center for Anishinabe Culture and Lifeways; the teachers and staff at the Sasiwaans Immersion School; the Anishinaabe Language Revitalization Department; and the Ojibwe Language and English Composition faculty at the Saginaw Chippewa Tribal College. Having already established relationships with these partners, we know that we can all count on each other to make this project successful and to be able to continue these efforts into the future. Because these partnerships radiate throughout the community, this project will lead to systemic change – it will not just be a library project, it will be a whole community project.

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Schedule of Completion

	2019				2020												2121							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Post position and hire Facilitator	█																							
Identify and engage mentor authors/illustrators		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█		█
Plan, present, and evaluate workshops		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█		█
Work with partners and stakeholders		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Provide resource materials for participants at libraries		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Provide books for family learning		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Evaluate end-of-year successes, revise plans as needed										█	█													
Celebrate end-of-year successes										█	█													
Evaluate end-of-project successes, revise and plan for future																							█	█
Celebrate end-of-project successes																							█	█

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., 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. 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

All applications must include a Digital Product Form.

☐ 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.

> Participants will retain all copyright ownership over the content they create. We will be creating documentation and will make freely available to everyone and grant creative commons status to all final documentation. We will ensure all content released will not contain any traditionally sacred or protected content.

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.

> None. We hope the products created will prove useful to others.

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 will use guidance from expert Tribal community members to ensure that no traditionally sacred or protected content is included in any products.

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 the format(s) you will use.

> We will create documentation potentially including guides to the process and project, presentations about the project, and articles about the project. The documentation, presentations, and articles will use Microsoft Office Suite software formats.

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.

> We will use Microsoft Office Suite to create documentation.

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).

> We will use Microsoft Office Suite files, typically .docx, .pptx, .xlsx.

B. Workflow and Asset Maintenance/Preservation

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

The Project Facilitator and Tribal Librarian will monitor workflow and products to ensure that they are useful and complete by conducting periodic reviews and working with colleagues in Tribal Operations for objective review.

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).

We will utilize the Tribal Libraries networked shared drive storage during and after the award period of performance.

C. Metadata

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).

n/a

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).

n/a

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).

We will share information about this process and system at conference presentations and through articles.

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.

n/a

Part III. Projects Developing Software

A. 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.

n/a

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.

n/a

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.

n/a

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

n/a

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

n/a

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

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n/a
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B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

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n/a
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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.

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

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

Name of publicly accessible source code repository:

n/a

URL:

n/a

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.

n/a

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?

n/a

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).

n/a

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.

n/a

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).

n/a

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?

n/a

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

n/a

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

Name of repository:

n/a

URL:

n/a

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

n/a