

**Title:** The Community Archives Center for Tacoma

The Tacoma Public Library requests \$247,545 in funding for a two-year IMLS National Leadership Project Grant (Community Catalyst) for the project ‘The Community Archives Center for Tacoma’. The purpose is to bring community members and organizations together to carry out a fully participatory process to ***broaden participation and inclusion within cultural heritage collections***. This will create a ***model for institutions in small- and mid-sized urban areas seeking to enter into collaborative partnerships with diverse groups to produce more equitable archives***. This work supports national needs and IMLS goals by increasing public access to community stories, building library and archival capacity, and promoting lifelong civic learning. To support these goals we have consulted and received support from key local community organizations, including City of Tacoma Office of Equity & Human Rights, City of Tacoma Neighborhood & Community Services, the Tacoma Action Collective, the University of Washington-Tacoma Library, the Tacoma Community House, the Tacoma Historical Society, Tacoma Public Schools, the Tacoma Arts Live, the Washington State Historical Society, and the University of Puget Sound Collins Memorial Library. We have also received encouragement from key national organizations, including the Society for American Archivists and the Public Library Association (PLA). This local and national support and input will help us create a locally-grounded method that can nonetheless be scaled and disseminated nationally.

**Statement of National Need**

For at least five decades, scholars and archivists have illuminated a significant problem with the American historical record: missing from it are the experiences of our marginalized and underrepresented communities (Zinn 1977). Their histories have not just been excluded from the historical record – they have been actively suppressed. In response, there have been ***calls to reformulate archival studies around core values of social justice***. The field has increasingly pursued efforts to make archives more inclusive, to expand and rethink archival concepts and training, to develop community archives, and more. Despite some momentum, ***there remains an urgent need to collect the histories of communities that are still missing from archives, to co-design archives to share these stories, and to reshape the historical record***. This work is made no easier by a social climate characterized by partisanship and racial conflict, nor by financial conditions that have eroded support for public archives. Communities desperately need models for supporting partnerships between public institutions and residents in pursuit of more equitable and just archives. We believe that such a generalizable model will directly respond to the national needs centered within IMLS’s Agency-Level Goals and Objectives: increasing public access to information, building library capacity, and promoting lifelong learning.

***Increasing Public Access to Community Stories*** | In a 2014 article, community archivist Michelle Caswell (2014) introduces her work with a series of questions: “What are the implications of not being able to find any (or very few) traces of the past left by people who look like you, share your cultural background, or speak the same native tongue? What impact do these archival absences have on how you might understand your place in society?” (26) In asking these questions, she highlights how archives have been shaped by structural biases that systematically exclude the stories of diverse members of our nation’s communities. Studies show that representation within educational texts helps students as they form their identities, and also plays a driving role in promoting engagement. Over time exclusions contribute to experiences of discrimination, with long-term impacts on mental health and social well-being. Reversing exclusions, through the incorporation of stories missing within the historical record, is more important than ever given current nation-wide conversations about racial equity and social justice. ***Community archiving is one approach for producing these richly diverse historical records***. It is a method that allows individuals to come together “to document the history of their commonality.” (Caswell et al. 2016, 61) As a highly participatory method, community archiving inherently considers the role that social identity and power play in shaping our understanding of history, and presents accessible tools for enriching historical narratives with missing stories. Community archives are characterized by key principles of broadening participation in archival production; sharing stewardship of archives with community organizations; including multiple perspectives; and supporting socially just communities. Successful community archives have the potential to positively impact feelings of empowerment, expand the

cultural capacity of communities, improve community well-being, and more. This provides a strong reason *to support the expansion of these archives to new communities as a critical national need.*

***Building Library Capacity*** | Libraries have the potential to play a critical role in supporting the expansion of community archives across the nation. To fulfill this potential, though, libraries need access to methods and tools that help them overcome existing barriers to creating archives. Creating inclusive and sustainable community archives can be quite challenging across a range of dimensions. They require sufficient resources and staff trained to follow archival best practices, but *they also introduce difficult new questions.* Librarians must ask, for example, how open and participatory they would like to make the entire archiving project. Do they wish to open metadata standards and tagging practices to community input and, if so, to what extent? Making these processes participatory is consistent with the social justice orientation of community archiving, but can stand in tension with professional standards and best practices of archiving as a field. Community archives also often contain unique materials that must be collected, documented, and stored using specialized techniques. By their very nature, the stories of most interest to community archives are often relatively hidden. To access these materials librarians must develop deep community relationships, go into the community to collect personal narratives and materials, preserve neglected materials, and more. They must also determine the appropriate long-term locations, formats (e.g., digital versus physical), and ownership models for these materials. Given the social justice orientation of these projects, this work can also raise uncomfortable questions around the political neutrality of libraries within their communities. Furthermore, these challenges must be overcome against a backdrop in which libraries remain understaffed, resource-challenged, and faced with budget cuts. Many small- and medium-sized urban libraries have never recovered from the budget impacts of the 2007-2008 financial crisis, and ongoing issues have been exacerbated by closures associated with COVID-19. Taken together, these challenges jeopardize the ability of libraries to fully achieve their potential for transforming the historical records of their communities. They therefore speak to *the deep national need for rigorous models and tools that make community archiving projects more accessible and easier to implement for libraries.*

***Promoting Lifelong Civic Learning*** | Successful community archives do more than represent marginalized stories - they also present lifelong learning for the broader communities in which they are housed. Libraries can leverage these archives to offer civic education programming. Civic education includes instructional programs designed to affect students' beliefs and actions as members of social and political communities. Not only can civic education expand student capacity to engage in civic leadership and democratic behavior, but it also provides them with perspectives and portable skills that support scholastic excellence, job competitiveness, and collaboration across diversity. There is strong evidence that community archives offer educators rich resources for cultivating civic engagement (Hoyer 2020). Production of the archives alone presents opportunities for community members to come together to develop intergenerational and cross-cultural friendships as they share stories. This can help to reverse trends toward partisanship that mark many US communities. Materials from the archives can then be used to support programming that teaches patrons to think critically about their shared histories, develop multicultural understandings, build empathy and unity, and more. Combined, this means that community archives have the potential to foster community well-being, multicultural democracy, and active citizenship. This allows community archiving projects to *respond directly to the national need for lifelong learning opportunities that will help to rebuild civic engagement across partisan lines.*

### **Project Design**

In response to these national needs, we propose the development of the Community Archives Center for Tacoma as *a model for co-producing community archives with historically underrepresented partners.* This research will draw on and expand past and ongoing work of public libraries, including projects funded by the IMLS, to ensure *current significance.* Community archiving remains a relatively young method – although examples increasingly emerged in the wake of the 1960s civil rights movement in the US, community archives did not receive widespread scholarly attention until the early 21<sup>st</sup> century. Over the past twenty years the approach has generated a great deal of excitement amongst academics and practitioners, producing archives that cover topics including race (e.g., the Mujeres Latinas Project; South Asian American Digital Archive; Black

Metropolis Research Consortium), gender and sexual orientation (e.g., the Gerber/Hart Library and Archives; Lesbian Herstory Archives), economic inequality and class (e.g., the Working Class Movement Library), and more. Libraries have been at the forefront of this work, trying to make community archives more accessible and scalable through resources including DC Public Library's *Memory Lab* digital archiving toolkits, Project STAND's *Archiving Student Activism Toolkit*, the Metropolitan New York Library Council's *Culture in Transit Toolkit*, and the Library of Congress's *Personal Digital Archiving Day Kit*. Despite this excitement and growing activity, though, much work remains to be done – particularly in the area of ensuring that the most underresourced libraries and historically marginalized communities have access to this powerful method. This work contributes to greater understanding of how to develop better models of community partnerships for supporting community archives, and to expand knowledge of the impact of archives on urban communities. IMLS has recognized the importance of this work by funding capacity-building work on community archives, including a 2016 *Diversifying the Digital Historical Record* planning grant, a 2017 *Digital Memory in Rural Tribal Libraries* planning grant, and a 2019 National Leadership Grant on *Destination Preservation: A Roadmap for Libraries Leading Participatory Archiving Projects*.

This project builds from that rich body of work ***to produce a model for institutions in small- and mid-sized urban areas to produce more diverse archives in equal collaborative partnership with community groups***. In doing so the project centers explorations of the relationship between community archiving and urban inequality. Our location in Tacoma offers an ideal venue through which to explore such issues. As a port city founded on the ancestral homelands of the Puyallup Tribe, Tacoma has a complex history of both welcoming and excluding the diverse communities that now comprise its population. Neighborhoods to the south of the city are both some of the most racially diverse areas in the surrounding county, and also some of the poorest. This offers an important site for testing collaborative methods that include the histories of diverse populations currently missing within archives. At the same time, Tacoma has historically struggled with issues of digital equity, which makes it an interesting case study given recent calls to leverage digital archives to diversify historical records (e.g., Caswell et al. 2017). The Tacoma Equity Index estimates that as many as 25% of the households in higher needs areas have no Internet access. This requires us to think carefully about hybrid physical and digital solutions that have the broadest reach possible. This ensures that the project will produce a flexible model for archival social justice that can be expanded to other urban communities across the nation. To produce this model we will draw heavily on deep community partnerships and a range of participatory methods.

***Project Team and Partners*** | The core project team is composed of a ***strategic collaboration*** between Tacoma Public Libraries (TPL) and the University of Washington (UW). Taken together, this team represents an interdisciplinary mixture of library practitioners and researchers that have deep ties to the Tacoma community and extensive experience using participatory methods to co-produce knowledge with diverse communities. TPL has locally-grounded knowledge of the local histories of Tacoma, in addition to extensive experience working with archival materials on the city. Their Richards Studio collection, for example, contains over 800,000 photographic negatives documenting the history of Tacoma. This includes significant materials documenting the many ethnic cultural groups in the city. The UW team brings extensive research experience in developing community archives, building the capacity of low-resource libraries, and using participatory approaches to partner with diverse populations. They will provide the necessary methodological expertise to help TPL transform their community knowledge and relationships into an inclusive and sustainable community archive.

The team will be supported by a range of Tacoma organizations, to ensure they engage with wide segments of the population to form a highly inclusive archive. In recognition that projects are most effective when partners are brought into the work early on, TPL has already begun engaging these organizations. Partners consulted in the creation of this proposal include the City of Tacoma Office of Equity & Human Rights, City of Tacoma Neighborhood & Community Services, the Tacoma Action Collective, the University of Washington-Tacoma Library, the Tacoma Community House, the Tacoma Historical Society, Tacoma Public Schools, the Tacoma Arts Live, the Washington State Historical Society, and the University of Puget Sound Collins Memorial Library. These partners were identified to connect us to diverse populations across the city.

**Core Project Team Members** | The core project team members will be responsible for planning and executing all aspects of the project, including through engagement with and support of community partners. To ensure success, this team is composed of individuals with *demonstrated expertise* in areas including community archiving, participatory research design, and library programming. **Kate Larsen (TPL)** is the Director of Tacoma Public Library. With more than 20 years in public libraries, she has led numerous large initiatives and projects, and focuses TPL on sustained responsiveness by developing and nurturing its community partnerships. **Anna Trammell (TPL)** is the Northwest Room Librarian at Tacoma Public Library. In this role, she manages TPL's rare and unique collections. Certified by the Academy of Certified Archivists, she has substantial experience in preservation, archival arrangement and description, and utilizing special collections for outreach and education. Trammell has previously worked on a number of projects aimed at mitigating archival silences using community archives strategies and currently holds leadership roles in the Society of American Archivists. Trammell will serve as the Project Manager for this work, and will oversee all project activities in this capacity.

**Jason Young, PhD (Senior Research Scientist, UW)**, is a social scientist with expertise in using participatory methods to support diverse communities in mapping and preserving socio-cultural resources. Young will manage the UW portion of the team, and he will lead the design of Phase 1 of the project. **Marika Cifor, PhD, MLIS (Assistant Professor, UW)**, is an interdisciplinary information researcher focused on archives and digital studies. Building on her background as a professional archivist, her research investigates how marginalized communities give substance to their identities, collective memories, and social movements through archives. Cifor will lead UW support for Phase II and III. **Chris Jowaisas, MLIS (Senior Research Scientist, UW)**, is a librarian with expertise in developing, scaling, and implementing library programs and services in a variety of settings. Jowaisas will support the research team efforts across all phases of the project.

**Management and Communication Plan** | A key strength of community archiving is its inclusive and participatory nature. However, this is also a critical challenge – effective projects must be effective in managing large numbers of diverse partners, so that their participation in the project is truly empowering. The project team has many attributes that will contribute to success in this area. TPL has extensive experience working with diverse communities across Tacoma, and has already consulted many additional partners in the production of this proposal. TPL is also currently collaborating with UW researchers on a project to expand Internet access to disconnected populations across Tacoma. That ongoing work not only presents possible synergies with this new community archive work, but also demonstrates that this core team will work effectively with one another from day one. Finally, the UW team brings extensive experience collaborating with marginalized communities across the world, with an emphasis on co-producing sustainable solutions to community problems.

The team will also draw on a rigorous management plan to ensure that they can work effectively with community partners to achieve project goals and long-term success. The core team will hold a regularly scheduled, monthly meeting during which they will discuss project progress, review ongoing work, and set future goals. This will be in addition to any ad hoc communication in support of specific project activities. Trammell will then be responsible for coordinating the relationship between the core team and community partners. The goal of this coordination will be to support partners so that they can fully collaborate on the project, while recognizing that they face time and resource constraints that can present barriers to this participation. Trammell will make themselves available to partners through phone and email, and will establish a listserv for sharing regular research updates. They will also host a quarterly teleconference with all community partners, where they will discuss progress, share learnings, coordinate activities, and set goals.

Another critical component of this project is communication of results to wide audiences. Both TPL and the UW iSchool are fortunate to be supported by dedicated communications teams, who will support an effective communications strategy. Project amplification has the potential to reach the target audience with specific messaging – to learn about the project, explore outputs, collaborate, and take action at their local libraries. The team will also partner with national groups like the Society of American Archivists and Public Library Association to distribute project summaries and findings broadly to archives and special collections and public library professionals. This will ensure that the project has broad impact across the nation.

**Goals and Outcomes** | This project has two overarching goals: to produce the Community Archives Center of Tacoma and, based on that work, to produce a generalizable model that other public libraries can adopt for producing their own community archives. Detailed outcomes will include:

- The deepening of relationships between TPL, community organizations, and community members, which will expand TPL’s long-term capacity to serve the community
- Participatory maps documenting underrepresented histories, and related materials, across Tacoma
- Reports documenting the co-design process for the Community Archives Center, including lessons learned and best practices coming out of community workshops
- The implementation of the Community Archives Center, including a traveling exhibit, a digital repository, and associated programmatic events
- Creation of a toolkit that libraries can use to replicate our model. This will be based on rigorous analysis and evaluation of all events associated with the project, and will cover topics including participatory mapping, community workshop design and implementation, archival co-design, community data collection methods, creation of community archives, program evaluation, sustainability, community programming, and more. This digital toolkit will be modeled off of the IMLS-funded ConnectedLib toolkit (Hoffman et al. 2016), which was created by colleagues at University of Washington. It will include educational lessons describing archival methods, descriptions of best practices, templates and tools for implementing community workshops, descriptions of potential challenges, decision trees for facilitating key project decisions, and more.

### **Plan of Work**

#### Phase I: Participatory Mapping and Design (September 2021 – February 2022)

<i>Outputs</i> : Mapping Workshops (~200 participants); Co-design Workshops (~200 participants); Phase I Report						
<i>Activities</i>	2021				2022	
	Sept	Oct	Nov	Dec	Jan	Feb
<i>Planning</i>	Team meeting					
	Partner meeting					
<i>Workshops</i>		Participatory mapping				
			Archive co-design			
<i>Analysis</i>				Analyze data		
					Write report	
						Present findings
						Finalize Phase 2

The team will focus on strengthening existing relationships with community partners, and then on working with those partners to co-design a vision for the Community Archives Center. Major activities include:

- **Convene the core project team to finalize and operationalize the Phase I approach.**
- **Individually engage community partners to update them on the project and share initial plans.**  
This will be followed by a meeting amongst the partners, to formally introduce the project and describe next steps. While the core research team is responsible for carrying out this project, our goal is to elevate these community partners to be equal partners within the project’s decision-making processes, to ensure that our process fully represents the needs and desires of their community stakeholders.
- **Engage community members in a participatory mapping process to identify underrepresented histories for inclusion in the archive.** Participatory mapping is a process through which the spatial knowledge of community members is collected, visualized, and shared. It allows community groups to come together to transform their knowledge and experiences into visually compelling spatial stories. The method has been used to document and share the histories of historically marginalized urban

communities (e.g., Brown and Knopp 2008), and the UW research team has extensive experience with it. We expect to perform six sessions, engaging 150-200 community members, to identify missing histories that should be included within the archive and community resources for telling those histories.

- **Engage community members in workshops to co-design initial plans for the in-person and online components of the Community Archives Center.** Each workshop will begin with presentations from the core research team, where they introduce the concept of a community archive and describe the general approach to creating such an archive. Participants will then break out into small groups to discuss key decisions related to the creation of the archive. Topics will include which community stories to initially prioritize within the project, approaches to take for collecting and cataloguing community data (including issues of ownership, storage, copyright, etc.), how and whether to prioritize physical or digital formats, the format and design of the archive itself, what platform to select for digital archiving, whether and how access should be restricted for sensitive materials, approaches to ensure sustainability, and more. Workshop discussions will be recorded and transcribed for analysis.
- **Analyze data coming from the participatory mapping sessions and co-design workshops. Findings will be summarized in a report and presented back to partners and community members** for additional feedback. At these feedback sessions, we will ask community members to weigh in on their final preferences for decisions that impact Phase II. Based on these findings, we will also finalize the approach for Phase II. These final decisions will be based on a combination of community feedback and feasibility. Our goal is to elevate community members to have high levels of decision-making power within the project, while still ensuring the success of the project.

#### Phase II: Collection of Materials (March 2022 – August 2022)

<i>Outputs</i> : Community Preservation Workshops (~100 participants); Identification of all Archival Material; Phase II Report						
<i>Activities</i>	2022					
	Mar	Apr	May	Jun	Jul	Aug
<i>Existing Material</i>	Identify existing TPL material					
<i>Community Material</i>		Workshops		Collect community material		
		Preservation and cataloguing				
<i>Analysis and Next Steps</i>				Analyze data		
				Write report		
						Present findings Finalize Phase 3

The team will collect and catalogue materials for the Community Archives Center. Major activities include:

- **Identification of existing archival materials from TPL’s collections relevant to the Community Archives Center.** The Library holds extensive archival materials and local history collections that intersect with a wide range of research topics. Guided by the criteria, historical topics, and stories that emerge from partners and community members in Phase I, library staff will identify relevant materials in existing holdings. Much of this content will likely be drawn from the Library’s existing digital collections, which include over 55,000 previously digitized items. Other materials may be identified in personal papers, organizational records, and family histories. Once identified, this content will be highlighted through the Community Archives Center digital platform and/or traveling exhibit.
- **TPL will host a series of two community preservation workshops to gather materials for the Community Archives Center.** These workshops will be held at two different locations across Tacoma to be identified with community partners. These locations may include neighborhood library branches, community centers, and other spaces that are ideal for connecting with potential content contributors. At these workshops, TPL staff will manage a portable “preservation station,” equipped to capture and

record stories and materials for inclusion in the Community Archives Center. The station will include equipment for capturing photographs, scrapbooks, memorabilia, artifacts and other physical materials. Audiovisual recording equipment will be available for participants to contribute their oral histories and personal narratives for the collection. Digital object metadata will be recorded at the time of capture.

- **Collection, preservation, and cataloging of all community materials based on the plan developed with community members in Phase I.** Library staff will work directly with community members to acquire materials in their personal collections that have been identified for inclusion in the Community Archives Center. The specific steps required for the work will be dependent on the outcomes of Phase I and the desires of the individual community member or content creator. Some materials may be donated to the Tacoma Public Library for long term access and preservation. Whether born digital or otherwise, that content will be captured and described following the Library's existing workflows and archival best practices (e.g. housed in appropriate archival storage containers, and described according to archival best practices following existing workflows). These descriptions will be made available through the Community Archives Center digital platform. Other community materials may be temporarily loaned to the Library for inclusion in the digital platform and/or exhibit. These will be managed according to the Library's loan agreement and returned to community members within an agreed upon time frame. The team will take guided notes throughout this process to document challenges, successes, and lessons learned along the way. This is necessary to allow us to iteratively evaluate and adjust our methods, so that we arrive at a mature model for community material collection within the project toolkit.
- **Summarization of lessons learned during the material collection process, to be written in a report and presented back to partners and community members.** At these feedback sessions, we will ask community members to weigh in on their final preferences for decisions that impact Phase III. Based on Phase II findings, we will also finalize the approach for Phase III.

### Phase III: Implementation of Community Archive Programming and Toolkit (September 2022 – August 2023)

<i>Outputs</i> : Digital Platform; Traveling Exhibit (visits 6 sites); Civic Education Program (~200 students); Community Workshops (~200 participants); Toolkit (disseminated nationwide)						
<i>Activities</i>	2022		2023			
	Sep - Oct	Nov - Dec	Jan - Feb	Mar - Apr	May - Jun	Jul - Aug
<i>Implement Archive</i>	Digital Platform					
	Traveling Exhibit					
<i>Programming</i>	Archive Available to Public					
	Design					
			Implementation			
<i>Implement Toolkit</i>			Evaluation			
			Workshops			
			Design toolkit			
					Implement toolkit	
						Disseminate

During Phase III the team will implement the Community Archives Center and associated programming, and also produce a toolkit for other libraries based on our experiences. Major activities include:

- **Implementation of a digital platform which will provide access to the materials gathered and identified during Phase II.** This platform will be a publicly accessible, user-friendly access point bringing together digital materials, video narratives, and archival descriptions of Community Archives Center holdings.
- **Design and implementation of a traveling exhibit highlighting the collections of the Community Archives Center.** The traveling exhibit will be hosted by community partners in Tacoma, moving to different locations during spring and summer 2023. The exhibit will also direct viewers to the project's digital platform and encourage continued community participation.

- **Design, implementation, and evaluation of programming associated with the Archives Center.** We expect this programming to be built around civic education models, to teach community members about histories that have been excluded from dominant historical narratives about Tacoma. Our partners from Tacoma Public Schools (TPS) and the University of Puget Sound (UPS) are particularly interested in creating educational opportunities for their students that are associated with the Archive.
- **Convene workshops to discuss learnings from the process of creating the archive.** Data from workshop discussions will be analyzed to describe a model for successfully implementing community archives. This will include identification of key challenges, lessons learned, and best practices.
- **Design and implementation of a toolkit to describe the model we used to create the Center.** This toolkit will draw on learnings from Phase I and II (as described in the summary reports from each phase), analysis of Phase III workshop data, and evaluation of project programming. It will be composed of a series of modules that take users through each phase of the creation of a community archive. It will cover topics including participatory mapping, community workshop design and implementation, archival co-design, data collection methods, creation of community archives, sustainability, community programming, and more. It will offer lessons, best practices, templates, descriptions of potential challenges, and more for each step of the process. This will enable users, for example, to access templates for consent forms for contributing material to an archive; discussion questions and moderation suggestions for community workshops; descriptions of choices required in the creation of an archive, with pros and cons of each choice; a framework for evaluation of activities; and much more. The toolkit will be hosted by TPL as part of the Community Archives Digital Platform.
- **Convene a working group of library partners for feedback and refinement of the draft toolkit.**
- **Dissemination of the toolkit through TPL and UW websites and social media channels; existing communication channels of partner local and national organizations such as the Society of American Archivists and Public Library Association; and a set of nationally broadcast webinars.** This communication and dissemination strategy is described more fully in the National Impact section.

**Community Engagement and Diversity** | Community engagement lies at the core of this project, alongside values of diversity, equity, and inclusion. Core team members were selected because they have extensive experience working with diverse communities, both domestically and internationally. Our approach emphasizes participatory co-development to empower communities to take control of their own historical record. Every aspect of the project's design emphasizes the importance of building the capacities of diverse local partners and creating spaces for those partners to exchange stories and ideas with one another. For all phases we will work closely with community partners to ensure that we represent the full diversity of Tacoma, with sensitivity to existing community power dynamics across racial, gendered, class, and other intersectional identity positions. Partner organizations were selected based on their deep ties across Tacoma, and they were consulted during the writing of our IMLS pre-proposal and full proposal to ensure that they had an opportunity to define the project's goals and approach. We are particularly excited by our partnership with the Tacoma Action Collective (TAC), which is a partnership of Black community organizers working in grassroots action and education. TAC works to eliminate systemic oppression and structural violence while empowering people to build autonomous communities rooted in equity and justice. They were founded in 2015, when they staged a die-in at the Tacoma Art Museum in response to the white-washing of the exhibition *Arts, AIDS, America*. We believe they will be particularly important in keeping us accountable to the diverse histories of Tacoma. We have also lited closely with national organizations to ensure dissemination of our project outputs to a national community of libraries interested in replicating our participatory model. The project will create a toolkit that other libraries can use to make archives more inclusive, community-driven, and diverse across the nation. This project thereby has the potential to broadly strengthen the library field's commitment to and impact on diversity, equity, and inclusion.

**Performance and Evaluation** | Continuous evaluation of all project activities is a fundamental component of this work, so that we can iteratively improve our methods. This will ensure that the project toolkit is based on the most mature and effective methods possible, and it ensures that the toolkit includes a robust discussion of



lessons learned. It also ensures that the project will comply with the new federal requirements set out by the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Because this project relies heavily on co-design approaches, our project's evaluation criteria and indicators of success must emerge out of collaboration with the community itself. Consultation with our collaborators and discussions during community workshops in Year 1 will determine overarching community goals for the remainder of the project. This will then be used to develop a final evaluation framework that includes specific metrics by which to measure the success of project activities and outputs in achieving those community goals. This framework will then be transformed into specific instruments (i.e., focus group questions and surveys) for collecting performance and evaluation data. **Effectiveness** of activities, outputs, and outcomes will be measured continuously throughout the project using a mixed methods approach. All project workshops will incorporate questions about effectiveness into focus group discussions at the end of the workshop. Audio recordings from these discussions will be transcribed and qualitatively analyzed alongside researcher notes from the workshops, to assess effectiveness. Surveys will be developed to assess the effectiveness of the digital platform, traveling exhibit, archive programming, and digital toolkit. These surveys will be continuously available to viewers of the digital platform and traveling exhibit; will be administered during all library programming associated with the archive; and will be administered during the convening of library partners when evaluating the toolkit. The project team will analyze these surveys on an ongoing basis to evaluate project effectiveness.

The team will develop very similar instruments to assess project **quality**, but this will be administered less frequently to capture success in a more holistic and summative manner. In Years 1 and 2 we will assess quality by administering a survey to organizational partners and community members that participate in the end-of-year meeting. In Year 3, we will develop focus group questions for the final community workshop. These questions will ask all researchers and community collaborators to reflect on the overall success and quality of all three years of the project. Focus groups will also be asked to discuss successes, challenges, and lessons learned throughout the lifetime of the project. Once again, discussions will be qualitatively analyzed and combined with past survey results to achieve an overall summative assessment of the project's quality.

The core project team will also continuously evaluate the **timeliness** and **efficiency** during project meetings, as documented in the Management Plan. At both the monthly meetings and quarterly teleconferences, senior personnel will document project progress against the activities outlined in the project timeline. They will record what tasks have been completed, the percent progress completed on ongoing tasks, and the degree to which tasks are being completed correctly. At the monthly meetings they will also review project expenditures, and make note of any areas where project activities could be better optimized to minimize costs. Meeting notes will serve as data to document these measurements.

**Sustainability** | Project outcomes will help shape the Library's special collections after the project's completion. TPL is committed to developing local collections that reflect the diversity of the Tacoma community and mitigate gaps that currently exist in the city's historical record. TPL staff will continue to maintain the project's digital platform and add additional relevant content as it is acquired or identified. The partnerships developed will be maintained and their input will be regularly sought to help inform decisions on new additions to the platform. The Library will continue to host Community Preservation Workshops which will invite members of the community to contribute to the growth of the Community Archives Center. These events will invite individuals to share their personal stories through an oral history recording booth, digitize their personal photographs and papers for inclusion in the project's digital platform, donate their personal or family papers to the Library for long term preservation and access, or annotate, describe, or transcribe existing project content to improve access and discoverability for other users. More broadly, our community partners have expressed enthusiasm for using momentum from this project to cement long-term partnerships around cultural preservation, in the form of a Tacoma Cultural Heritage Alliance. We believe that this would not only ensure long-term community support for the Archive Center, but could also lead to future project opportunities to build upon and expand the Center. Finally, the Project Team will actively encourage adoption of the toolkit by other institutions through consultations, presentations, and other outreach efforts. The toolkit will be maintained as part of TPL staff duties with new content added based on ongoing experience with the Archive's operation.

***Potential Risks, Including COVID-19 Contingencies*** | This is an ambitious project that requires deep and active engagement with a broad range of community members. We are aware of potential risks associated with such a project, and have plans to mitigate barriers to success. First, there is continued uncertainty over the long-term impacts of COVID-19. Over the past year, TPL and UW have had experience adjusting research projects and programming to online formats. We are confident that we will be able to adjust this project to online settings as necessary. In the event that we cannot hold in-person meetings, community workshops will be shifted to a virtual format held over UW's or TPL's paid Zoom teleconference platform. We will work with partners to identify participants, advertise and solicit participation through digital means, and identify digital equity issues that might impact participation. Some of the voices that we most want to include may be impacted by existing digital divides. With our partners we will develop a digital support plan to ensure participation by broad segments of the community - for example, through digital training, or provision of wifi hotspots and other means to access the Internet. These efforts will be aided by an ongoing digital equity project being carried out by TPL and UW. This project provides low cost access to the Internet and training in Tacoma. These resources would support participation in the workshops, and success of the project amidst COVID-19 restrictions.

Second, challenges with working with diverse communities include issues of gaining trust, building capacity, and creating spaces for equitable dialogue. To mitigate these challenges, we have put together a team that has deep connections to the Tacoma community and experience implementing participatory projects. We have also done the legwork to get support from organizations across Tacoma. Community discussions of equity and social justice can produce discomfort and interpersonal conflict, which can derail work. We will plan project events in careful consultation with community partners, to ensure that we understand local political discussions and contexts that could lead to controversy. The core team has experience conducting research and programming on a range of controversial topics. Involvement of UW researchers ensures that the team will have established detailed Human Subjects protocols for dealing with any ethical issues that arise during the work.

### **National Impact**

This project will achieve ***national impact*** by producing a generalizable model and toolkit that other cities, towns, and communities across the United States can use to collect and share stories that have been missing within mainstream archives. Broad uptake of this method will allow public libraries and their partners to begin to correct the historical record nationwide. These efforts will also serve to combat social isolation through community-building events and activities, by helping people to record their stories, decide how they want them represented, and share them through programmatic events. This civic and community empowerment could not happen at a more critical moment in our nation's history, as we continue to grapple with the ongoing effects of partisan politics and social isolation resulting from the COVID-19 pandemic.

We will ensure this national impact through a comprehensive communication and dissemination strategy. The project will widely and openly share outputs throughout its lifespan to maximize visibility and broader impact. The research team will work closely with dedicated communications teams at TPL and UW to develop and implement a communications strategy that draws on digital, print, and traditional marketing to reach target audiences with specific messaging. We will target a number of discrete audiences, including public libraries, national library and archival associations, LIS researchers, and policymakers. We have already begun consulting with national organizations like the Society of American Archivists, the Public Library Association, and WebJunction to ensure that we can effectively distribute project summaries and findings broadly to archives and special collections professionals, who are the most important target audiences for our findings. In recognition that target audiences consume information through multiple communication channels, we will develop tailored messaging across many different types of media. This multi-channel approach has the potential to reach audiences with quality content meant to inform, engage, and educate. Depending on audience and messaging theme, we will target social media (Twitter, Instagram, and LinkedIn); blog content through a project website; email (e.g., through partnership with the ALA's digital newsletter); earned media (e.g., public library trade publications, academic journals, and conferences); and national webinars. The toolkit will be shared through these channels. This extensive, multi-pronged strategy will ensure broad impact across the nation.





## 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?