

## Abstract

The Internet Archive (Archive-It), in collaboration with a number of partners, requests \$338,940 (cost sharing \$386,144) from the Laura Bush 21st Century Librarian program for a two-year, Continuing Education in Curating Collections project, *Community Webs: Empowering Public Librarians to Create Community History Web Archives*. The project will provide education, cohort support, and technical services for a group of 15 public librarians at 15 libraries to develop expertise in creating collections of historically valuable web materials documenting their local communities. Partners on this project include WebJunction, who will assist in outreach, training, and open educational resources, committed “library leads” from San Francisco Public Library, Cleveland Public Library, and Queens Public Library that will assist with curriculum development, and participants Marshall-Lyon County Library and East Baton Rouge Parish Library. The other 10 librarians will be selected from a national application process that prioritizes regional and institutional diversity and the inclusion of libraries serving ethnic minority and underprivileged communities.

The *Community Webs* project will include in-person and online trainings, applied education and group learning, professional support, cohort-based training, open educational resources, and web archiving services to establish a class of 15 librarians with the skills and capacity to create local history web archives chronicling the lives of their patrons. Many public libraries have active local history collections of print materials documenting their region. These materials, however, are now increasingly published exclusively online. But technical hurdles, the absence of training resources on web archiving for local history collection development, and the lack of an active network of peer practitioners have hindered the capacity of public libraries to expand into community-focused web archiving. Yet the role of public libraries as a trusted community resource makes them ideally suited to assume the role as trusted stewards of digital local history as published on the web. Through training, network building, and technology support, *Community Webs* will empower participating public librarians to fulfill this vital role and the project’s curated collections and open educational resources ensure its outputs can be used by librarians nationwide.

The project will have an immediate impact by fostering a professional cohort of public librarians that can advance practices in digital stewardship and can promote their work nationally through presentations and project activities. The project will also triple the number of public libraries building local history web archives, preserve over 35 terabytes of community heritage materials for long-term access, create open educational resources on a area of librarianship where none currently exist, and explore new forms of local engagement and partnerships through public programming support. The project supports the IMLS goals of “exemplary stewardship” of collections, especially in developing librarians trained in the use of technology to facilitate discovery of digital heritage materials. It also supports the goal of public libraries as community anchors by promoting civic engagement in local history projects and by expanding the capacity of public librarians to preserve collections documenting their communities.

## Community Webs: Empowering Public Librarians to Create Community History Web Archives

*“The library of the future cannot think of itself primarily as a remedial institution that exists to fill social deficits... Instead the public library must become a “sharing” institution that grows social capital by curating and sharing all the information to which it has access, including sources of information that lie in its own community”<sup>1</sup>*

The unrest in Ferguson, the tragedy at the Pulse Nightclub in Orlando, the disastrous flooding in Baton Rouge -- these are just a few landmark events in the lives of the citizens of these communities that will be long-remembered milestones in their local history. The records of these events will also primarily be published on the web, via online newspapers, photo sharing websites, local blogs, social media, and other platforms. Indeed, the experiences, accomplishments, and events of local communities are now chronicled on the web -- local history, like all history, is evermore documented exclusively online. The Internet Archive, a longtime leader in preservation and open access, and its Archive-It service, the most popular web archiving service for collecting and accessing archived cultural heritage on the web, working with partners WebJunction, San Francisco Public Library, Cleveland Public Library, and Queens Public Library, requests \$338,940 (with \$386,144 of cost sharing) from the Laura Bush 21st Century Librarian program for a two-year, Continuing Education in Curating Collections project, *Community Webs: Empowering Public Librarians to Create Community History Web Archives*.

As primary sources about community life continue to be born-digital and web-published, the need to archive these materials becomes an increasingly important activity of the librarians that serve these communities. In reimagining their role as information custodians and community anchors in the age of the web, curating rich web archives documenting the lives of their patrons offers public librarians a unique opportunity to position themselves as the natural stewards of web-published local history. The *Community Webs* project will provide education, applied training, cohort support, and web archiving services for a group of 15 public librarians at 15 libraries to develop expertise in creating collections of historically significant web materials documenting their local communities. Project partners, including three “library leads” will assist with outreach, training, open educational resources, and curriculum development, and two additional libraries, Marshall-Lyon County Library and East Baton Rouge Library, have committed to participate. The other 10 librarians will be selected from a national application process that prioritizes regional and institutional diversity and the inclusion of public libraries serving ethnic minority and underprivileged communities. Working together the project team and participating librarians will gain much-needed skills in curating web archives of local history, inaugurate a cohort peer network, archive over 30 terabytes of online community materials, and establish public librarians as the natural curators and custodians of local memory on the web.

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<sup>1</sup> Garmer, *Rising to the Challenge: Re-Envisioning Public Libraries*, Aspen Institute Dialogue on Public Libraries, pg. 55, <http://csreports.aspeninstitute.org/documents/AspenLibrariesReport.pdf>.

## 1. Statement of Need

The web is now well established as the medium of record for a plethora of information that falls within the collecting mandate of libraries, archives, and heritage organizations. The web is also a source of many types of historical records that have no equivalent in analog form and represent the type of historically-valuable materials that document community life. The broader library and archives profession has reacted by pursuing web archiving in ever-increasing numbers. The yearly Web Archiving Survey of the National Digital Stewardship Alliance (NDSA) shows consistent growth in new web archiving programs. The forthcoming 2016 report shows a 13% increase in the number of overall respondents and that nearly 80% percent of respondents have web archiving programs “in production,” as opposed to only 64% in 2011.<sup>2</sup> Similar growth is shown in professional groups, with SAA’s Web Archiving Section now having 975 members.<sup>3</sup> In addition, the number of institutions using Internet Archive’s Archive-It web archiving service continues to grow around 20% year-to-year, with 67 new organizations using Archive-It in 2016, for a total, as of this writing, of 489 institutions using Archive-It since its launch in 2006.<sup>4</sup>

Yet public libraries constitute an extremely small percentage of the national web archiving community -- a proportion far out of balance with their overall numbers. Many public libraries also have active local history collections and have traditionally collected print and analog materials that document their region. Very few, however, are preserving web materials. Public libraries account for only 7 of the 489 (1.4%) institutions that have used Archive-It.<sup>5</sup> The 2013 and 2016 NDSA Web Archiving Survey shows similar numbers, with public libraries representing only 2% of the national community in each survey.<sup>6</sup> Be it due to the technical challenges, the lack of training opportunities, or the lack of a community of public library-based practitioners, there is a critical national need to develop skills amongst public librarians in digital stewardship activities and web archiving more specifically.

### *Need for Cohort-Based Digital Stewardship Skills Development in Web Archiving*

The 2016 report by Harvard University, “Web Archiving Environmental Scan,” identified a “focus on training and skills development” as one of four critical community needs. Indeed, there are extremely few open training materials on web archiving available online.<sup>7</sup> Archive-It has a video training curriculum and community forums for knowledge sharing,<sup>8</sup> but otherwise there is a dearth of open educational resources, especially around specific topics such as collection development. As the forthcoming 2016 NDSA Web Archiving Survey states, “more than 50% of respondents indicated that the top 3 skills needed are facility with archiving tools... indicated by 69% (67 of 88) of respondents, followed by skills for appraisal and selection (determining what content to select), indicated by 61% (54 of 88).”<sup>9</sup>

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<sup>2</sup> NDSA, *2011 Web Archiving Survey*, <http://bit.ly/2j6sEyR>. The Project Director on this proposal is a co-author of the forthcoming 2016 report and can verify these statistics.

<sup>3</sup> SAA Web Archiving Section About page, <http://bit.ly/2j6rkvu>.

<sup>4</sup> Bailey, *Archive-It 2016 Year in Review*, <http://bit.ly/ait16-pres0>.

<sup>5</sup> Archive-It website, Explore Collecting Organization Types, <http://bit.ly/2jdARTH>

<sup>6</sup> Bailey, et al., *NDSA 2013 Web Archiving Survey*, <http://bit.ly/2jC9GPt>

<sup>7</sup> Truman, *Web Archiving Environmental Scan*, 2016, <http://bit.ly/2imgDTz>.

<sup>8</sup> Archive-It Video Training Curriculum, 2016, <http://bit.ly/2j6r4gn>

<sup>9</sup> NDSA, 2016. Forthcoming.

A successful program should harness the success of cohort and peer-based education, leverage applied and practice-based training, and build on established areas of collecting natural to many public libraries, i.e. local history collecting. The *Community Webs* project will create just such a program to address these needs. Multiple initiatives have shown the benefits of group-based applied learning when developing skills in digital stewardship. The Digital POWRR project noted that “forming a community of support is key to meeting the challenges of [digital preservation]... seeking collaborations helps to overcome these challenges, particularly if the collaborations are regional or multi-institutional.”<sup>10</sup> Similarly, the National Digital Stewardship Residency (NDSR) program has also evidenced the value of applied training and skills development in a cohort structure, “residents consistently identified the cohort experience as a particularly beneficial aspect of the NDSR model. . . . Residents mentioned many concrete ways that the cohort functioned as a supportive group.”<sup>11</sup> Research on digital preservation training also highlights “the importance of face-to-face sessions held over a number of days with numerous social events. . . . Participants learn from each other and gain a great deal of confidence from being part of a digital community and knowing that others share their concerns and problems.”<sup>12</sup> The *Community Webs* project aims to pursue such an approach by structuring its training and practice-based skills development on the proven cohort model and seeding a broader professional network of public librarians with demonstrated web archiving curation skills.

#### *Need for Local History Web Archiving in Public Libraries*

In the IMLS 2015 Focus Report, Amy Garmer, Director of the Aspen Institute Dialogue on Public Libraries, described the evolving role of public libraries in their communities by noting that “library roles are transforming from curating the world for the local community to curating the local community for the rest of the world.”<sup>13</sup> The related Aspen report identifies one of the “15 Action Steps for Community” for public libraries as encouraging patrons to “participate in the library’s platform for curating local history and culture.”<sup>14</sup> Ample resources exist offering guidance to public libraries on building local history collections,<sup>15</sup> however none refer to collecting material from the web. Innovative patron-oriented local collecting efforts, like DCPL’s Memory Lab,<sup>16</sup> have mostly focused on digitization, and projects like Documenting the Now<sup>17</sup> have focused on non-localized communities, such as activist groups, as partners for web preservation. Archive-It has a “spontaneous events” web archiving program that has included public libraries in website nominations, for example working with the East Baton Rouge Parish Library.<sup>18</sup> But overall few systematic programs have synchronized local history collecting with

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<sup>10</sup> Rinehart, et al., *Overwhelmed to action: digital preservation challenges at the under-resourced institution*, 2013. <http://bit.ly/2jdkd6C>

<sup>11</sup> Mink, et al., *Keepers of Our Digital Future: An Assessment of the National Digital Stewardship Residencies, 2013–2016*, <https://www.clir.org/pubs/reports/pub173/pub173.pdf>

<sup>12</sup> Duff, et al., *Digital Preservation Education: Educating or Networking?*, 2006. <http://bit.ly/2j6rdA7>

<sup>13</sup> IMLS Focus, *The National Digital Platform*, 2015, pg. 6, <http://bit.ly/2jCaCDu>.

<sup>14</sup> Garmer, *Rising to the Challenge*, pg. 52.

<sup>15</sup> See ALA’s *Guidelines for Establishing Local History Collections*, <http://bit.ly/2j6v54h> and PLA’s *Historical Collections: Is adding One Right for Your Public Library?* <http://bit.ly/2iqAIRp>

<sup>16</sup> DCPL Memory Lab, <http://www.dclibrary.org/labs/memorylab>

<sup>17</sup> Documenting the Now, <http://www.docnow.io/>

<sup>18</sup> Archive-It Spontaneous Events collecting, <https://archive-it.org/blog/spontaneous-events/>

web archiving in a public library context that includes training, collection building, peer support, and patron engagement.

*Need for Open Educational Resources on Local History Web Archiving Collection Development*  
Finally, as with the lack of a peer network of public librarians doing web archiving, few open educational resources exist linking web preservation with community history archiving. As previously cited, the 2016 NDSA report states that “skills for appraisal and selection” are highly valued by the profession, proving that collection development is a key need for education. Archive-It makes its training materials fully available, and has long-running programs working with K-12 classes and MLIS programs on web archiving education; but few other training programs exist, especially with a local history focus.<sup>19</sup> Though the *Community Webs* project focuses on public libraries, its open educational resources will have an impact far beyond the specific cohort and their individual libraries.

These three key needs -- web archiving skills development for public librarians, advancing public library based local history collecting into the era of the web, and creating a suite of web archiving collection development open educational resources -- inform the *Community Web's* project design and overall goals and outcomes.

## **2. Project Design**

Each library participating in *Community Webs* will receive \$25,000 of web archiving services, equaling 0.50 TB archival data budget per year for five years (extending beyond the two years of this project) to build local history web archive collections. Each will also receive \$3,500 per year for attending cohort meetings, training participation, conferences and professional development, and local events. Select committed “library leads” will receive \$1,000 per year as an extra stipend for assisting with curriculum development and mentorship.

The Internet Archive will provide project management and coordination for the project, supply all web archiving services, and develop the modules for cohort training. WebJunction will develop and maintain an online course space that will house all training materials and open educational resources in an online course format. Three “library leads,” Queens Public Library, Cleveland Public Library, and San Francisco Public Library, will advise on curriculum development, working with the project team and a to-be-hired curriculum consultant who will also conduct two related training modules (Modules 3 and 4, outlined below). Marshall-Lyon County Public Library and East-Baton Rouge Parish Library have committed as participants and additional libraries will be selected through an application process.

### **Goals and objectives**

The three main goals of the *Community Webs* project are education, collection development, and expanding the national capacity for local history digital stewardship and web archiving.

#### *Education*

Through iterative, applied training, cohort building, and open educational resources, the project provides librarians continuing education in the key skills of local digital collection building and

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<sup>19</sup> For Archive-It K-12 & MLIS Educational Programs, see <http://bit.ly/2jpyNG1> & <http://bit.ly/2iqmnmn>.

web archiving. The educational components of the program include a five module series of webinars (see attached sample curriculum in the supporting documents), two in-person all-day meetings, and an online course space to interact with instructors, experts, and fellow participants. These educational activities will result in the following: triple the number of public libraries engaged in web archiving, cohort members graduate from the program as leaders in the field, and all published educational materials will be open access.

### *Collection Development*

The *Community Webs* program is designed to integrate digital curation with the traditional collecting activities of the library. Building collections with community involvement and including partnerships with local organizations both broadens the scope of existing local history collecting and provides a means to engage the public in the act of content selection and curation. The outcome will be over 30 terabytes of web archive collections from 15 different communities, all preserved and publicly accessible into the future, built by local librarians, and informed by the training received in this program.

### *Expanding National Capacity*

Expanding the capacity of public libraries to develop web archiving programs is a third central goal of the *Community Webs* project. Cohort presentations at national and regional conferences provide a platform from which to share project activities with the professional community. Project blog posts and written case studies also serve as a mechanism for real world examples of digital preservation initiatives in a public library setting. These activities will result in freely available online training materials and case studies to support web archiving for local history.

## **Project Workplan**

*Community Webs* employs a training framework that includes in-person meetings and webinars, funded professional development, community building, and applied learning. Training Modules are summarized below, but more details on each module and a full curriculum, can be found in the application's supporting documentation.

### **Phase One: Formation and Orientation June 2017 - December 2017**

#### *Project Activities*

1. The Internet Archive and WebJunction launch a campaign to recruit and select a cohort of ten diverse public librarians to join the five aforementioned committed public librarians.
2. WebJunction creates an online, collaborative course space for training and discussion.
3. Project staff, curriculum consultant, and "library leads" develop educational content and materials.

#### *Trainings*

1. An in-person, immersive training for the cohort is held at the Internet Archive. A draft agenda for this meeting is included in the application's supporting documents.
2. Training Module 1: includes an overview of digital preservation, web archiving concepts, and training in the web archiving tools and services used in the project.

#### *Participant Activities*

1. Orientation is held for cohort members and participant introductions are made.
2. Participants begin to build local history web archive collections.
3. Participants are involved in meetings and discussions via online forums.

## **Phase Two: Training and Collection Building January 2018 - May 2018**

### *Trainings*

1. Training Module 2: includes advanced training in web archiving practices and collection development and appraisal strategies.
2. Training Module 3: includes training in patron engagement, public programming, and events, and community partnerships.
3. Cohort members use funding to pursue additional professional development in digital curation that helps expand upon the project's core activities.

### *Participant Activities*

1. Participants continue to build collections documenting their local communities and begin to explore additional methods of content identification and selection.
2. Participants hold local events to encourage patron engagement and local partnerships.
3. The cohort community continues to develop via active participation in online forums.
4. Participants begin to promote their work and the project through the dissemination of case studies, participation in conferences and writing blog posts, thus allowing for input and buy-in from the broader professional community.

## **Phase Three: Assessment and Refinement June 2018 - December 2018**

### *Project Activities*

1. The Internet Archive plans and conducts the second in-person meeting.
2. Project staff gathers feedback received during the second in-person meeting & further refines remaining project activities and trainings based on cohort input.

### *Educational Activities*

1. The in-person cohort meeting builds upon previously completed work and allows for additional program refinement based on lessons learned and cohort feedback.
2. Training Module 4: the content of training module four is defined in response to cohort feedback received during the second in-person meeting. This allows the program to address specific challenges or questions that have emerged during the course of the project or to cover topics and skills not in the original curriculum.

### *Participant Activities*

1. The cohort continues to conduct community programs, involving patrons and other stakeholders in the selection of online materials for archiving.
2. Participants collaborate through participation in online forums designed to facilitate open discussions and peer support.
3. Participants congregate at regional and national meetings providing additional opportunities for network and consensus building, collaboration, and development.

## **Phase Four: Marketing and Dissemination**

## January 2019 - May 2019

### *Project Activities*

1. WebJunction builds a final full online course including all project materials. The course is published as open educational resources online, made available to other dissemination and access platforms, and promoted as a resource for the library and archives community.
2. A survey of the cohort is conducted to assess the program, provide recommendations for future project activities and identify potential partnerships. The results of this survey are published online as part of the educational resources.

### *Educational Activities*

1. Training Module 5: includes the marketing and publicity of local history programs to foster public engagement and institutional support for programming.
2. Participants deliver brief project presentations and discuss future collecting and professional development opportunities.

### *Participant Activities*

1. Participants produce blogs or articles documenting their experiences.
2. The cohort participates in conference presentations, promotes their work to the professional community, and provides case studies of web archiving in public libraries.

## **Outcomes and Success Metrics**

### *Outcomes*

1. Fifteen librarians will have new skills in the areas of web archiving and digital curation.
2. The development of a small professional community to further advocate and promote digital skills to other public librarians for local history collecting.
3. Open access training materials will expand opportunities for digital curation and web preservation in the larger public library community.

### *Success Metrics*

1. Over 30 terabytes of web-published community history materials will be archived and made publicly accessible in perpetuity as part of this project. These collections will help serve as evidence of the project's training outcomes and as exemplar collections of incorporating web archiving into local history collecting.
2. Thirty presentations about the project will be given at national and/or regional conferences. The active outreach and promotion of the project's participating librarians will help build consensus in the broader community and highlight practice-based digital stewardship skills development.
3. A cohort of 15 librarians will have proven skills in building and stewarding digital collections with their communities and integrating them into existing collection development or patron services. This cohort will be the foundation for an expert class of public librarians stewarding digital materials from the web.
4. A suite of open access training materials on the topic of digital stewardship and local history within public libraries will be made available online. This will be a resource that can be used by a global audience of librarians and heritage professionals. Success metrics will include the publication of these resources on additional platforms, downloads and



views, incorporation of project outputs in other training programs, and promotion of the content by the media and professional community.

### **Risks and Mitigations**

The *Community Webs* project is carefully designed to mitigate potential issues stemming from a perceived institutional or personal lack of digital literacy, technical limitations, or capacity for web archiving. The application process will clarify expectations of the program and identify motivated participants who understand the level of expected involvement (see draft application in supporting documents). Ample training, professional development opportunities and the involvement of other public librarians with domain experience will advance skills and confidence in digital curation. Additionally, the development of a cohort community will provide opportunities for knowledge sharing and mutual support in shared activities. The curriculum and training design is iterative and agile, allowing participant and peer feedback to play a role in the training design and content selection. The project also provides all necessary technical resources and extends technology services to participants for three years beyond the timeline of the grant in order to support the sustainability of activities.

### **3. Diversity Plan**

A principle goal of the *Community Webs* project is to build capacity for digital stewardship and expand the web archiving capability for a diverse group of public librarians. This means the project will take an active approach to recruiting many types and sizes of libraries, from large urban public libraries, to small rural public libraries. It will also pursue participation of libraries serving underrepresented communities by prioritizing these characteristics in application review. The project will have a nationally promoted recruitment campaign for public libraries nationwide to apply to the 10 open spots in the project's cohort. Promotional assistance will come from project partners and advisory board members, many of which were selected for their experience in diversity or minority community training and whose commitment is represented in the attached letters of support. Additional advisory board members will be included prior to the project's potential launch.

In order to develop a diverse cohort, calls for applications will include outreach to consortia and membership organizations such as the Association of Rural and Small Libraries, the Association of Tribal Archives, Libraries, and Museums, and the Sustainable Heritage Network. Project staff recently attended these conferences to help seed interest in the *Community Webs* project and to get input on ensuring diversity amongst potential participants. Other organizations, such as Urban Libraries Council and Public Library Association, will be contacted to help with recruitment. WebJunction will contribute their experience in public library recruitment and applications, such as their work with ARSL on the IMLS-funded "Small Libraries Create Smart Spaces" project,<sup>20</sup> that held a competitive process to select 15 small libraries for their project.

The *Community Webs* project is organized to meet the needs of public libraries to participate in the project, especially smaller or less-resourced institutions, to ensure institutional diversity. These needs include funding for continuing education and travel, challenges in local technology

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<sup>20</sup> WebJunction, Small Libraries Create Smart Spaces, <http://bit.ly/2jdr3tv>.

infrastructure, and the lack of a peer support network when undertaking what, for many, will be a new area of collecting.

Thus, this project provides significant funding directly to participating libraries to offset the expenses, literal or in-person time, involved in taking part in the project. Technology infrastructure can also be a challenge for smaller libraries. Archive-It is fully web-based and includes a public access portal, storage and access in perpetuity, the ability to integrate with local catalogs, and allows users to download archived data. Participating libraries will require no technology investment whatsoever other than the ability to get online. The ease-of-use that Archive-It provides for building web archives will allow smaller libraries to join the project regardless of local technology infrastructure limitations. Archive-It has broad experience working with small institutions, examples of which include Dominican Sisters of Hope, Albert Wisner Public Library, and New England Historic Genealogical Society.

This overall paucity of public libraries doing web archiving impacts both the ability of staff at smaller libraries to leverage peer networks to advance their digital stewardship training, but it also limits the types of born-digital community heritage materials being preserved, privileging a certain type of experience in the historical record and leading to a notable gap in our national collection. In leveraging a cohort model, and abolishing any preconceived limitations in technology or digital skills, we aim to diversify the composition of librarians supporting the preservation and access of web collections representing the uniqueness of their communities.

#### **4. National Impact**

The project intends to have an immediate, national impact by seeding a professional community to advance education and practice in an emerging area of digital curation that can scale nationally. The project will further skills in the public library workforce by building on successful recent continuing education models. The successful cohort model of NDSR, and the training lessons of digital preservation initiatives for smaller organizations like Digital POWRR, will inform the peer-support structure and facilitated learning of the project.

The project will triple the number of public libraries building collections of web-based local history, bringing higher visibility to the activity both through collection building and through the outreach and promotional activities of the cohort. The success of project participants has the potential to serve as an exemplar model, and catalyzing example, for the many other public libraries collecting analog local history materials and help guide them into new curation activities. The *Community Webs* “library leads” will provide the expertise that can support a new group of public librarians, both in this project and beyond, pursuing the transformational activity of archiving web content. The creation of a cohort class of web archiving public librarians will forge relationships and establish a community that also extends beyond the project’s timeline. For further scalability and impact, the project includes funding support for participants to travel to multiple conferences and professional events to present and publicize their work and project outcomes include participant blogging, writing, and presentations that will be widely distributed.

In addition, during the project, participants will archive, in total, over 30 terabytes of web-published local history for long-term access. Participating librarians will also transform practice

by exploring new areas of patron engagement and local, receiving funding to do outreach to local webmasters or hold events or related programming, such as crowdsourcing local website nominations for archiving. The project's open educational resources, released as CC0, will cover a domain of librarianship where none currently exist and will be available and adaptable via multiple platforms, including WebJunction and other training portals such as Sustainable Heritage Network. All training materials will also be publicly accessible in perpetuity via both Archive-It's dedicated Help and User Center and through the Internet Archive.

The main goals of the *Community Webs* project are to give library professionals skills in web archiving and to support communities of practice through curating digital collecting. The project will collect input from the 15 public librarians throughout the training process and will track metrics regarding collection building, professional conference attendance, cohort participation, and published outputs. The growth of communities of practice will be measured through participation in the online course space, contributions at in-person meetings and trainings, and contribution to summary reports and guides. Qualitative feedback will be solicited for iterative improvement of the course materials and data will be collected on extent of materials archived, events held, and the number of local outreach and programming activities.

The project provides value to the library and archives profession by exponentially expanding the number of public librarians trained in web archiving and digital local history collecting and by radically increasing the volume of preserved web materials documenting communities. This outcome will impact the web archiving field by diversifying the type of institutions building web collections, thus offsetting the overrepresentation of large institutions and research libraries. Finally, the project creates publicly accessible educational resources that can be used by librarians worldwide and establishes public libraries as stewards of local history that are actively working with their communities to create collections that document their shared lives and experiences.



## **DIGITAL PRODUCT FORM**

### **Introduction**

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### **Instructions**

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.

**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.

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

### **A. Creating or Collecting New Digital Content, Resources, or Assets**

**A.1** Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

**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.

**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).

## **B. Workflow and Asset Maintenance/Preservation**

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

**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).

## **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).

**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).

## **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).

**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.

## **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.

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

### **B. Technical Information**

**B.1** List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

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

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

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

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

### **C. Access and Use**

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

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

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

Name of publicly accessible source code repository:

URL:

### **Part IV: Projects Creating Datasets**

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

**A.2** Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?



**A.3** Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

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

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

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

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

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

Name of repository:

URL:

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