

Thomas Edison State University, *Cross Cultural Communicators in Libraries*

Proposal to the IMLS FY2018 *Laura Bush 21st Century Librarian Program*

Abstract

The New Jersey State Library (NJSL), and partners, Queens Library (QL), Hartford Public Library (HPL), and California's continuing education provider, Infopeople, a project of the Califa Group, propose this two-year project, *Cross Cultural Communicators in Libraries: Developing Culturally and Linguistically Competent Bilingual Library Professionals*. The project will provide cultural competence training and community interpretation and translation skills training to bilingual (Spanish/English) public library professionals. The proposed project time span runs from July 1, 2018 to June 30, 2020.

The requested grant funds of \$219,451 will support the development and delivery of online and in-person training for 350 Spanish speaking bilingual public library professionals in New Jersey, Queens, New York, Hartford, Connecticut and California. The in-person workshops, regional conference presentations and participant meetups will help build a bilingual library professionals' network in each partner region. All training materials and a toolkit of resources for interpretation and translation in a public library setting will be freely available through an online platform.

The New Jersey State Library and its partners developed this proposed project in response to the prevalence of Spanish as the primary language spoken by many residents in the four partnering organizations and its affect on the ability of public library professionals to deliver community-specific services to their Spanish-speaking community members. While cultural competence, interpretation and translation training is now standardized for bilingual employees in the hospital and legal services industries who communicate with Spanish speakers in the community, to our knowledge there is currently no existing continuing education program in all of these skills designed for bilingual staff in the library field.

Our proposed project to define and offer standard cultural competence, interpretation and translation training for bilingual library professionals will increase their effectiveness in communicating with their Spanish-speaking library users and help them provide the outreach services required of the public library's role as a Community Anchor. Projected outcomes to be measured following the training include an increased cultural competence knowledge and an increased confidence in bilingual library professionals' interpretation and translation abilities. The project plan proposes blended learning opportunities for participating students, including a series of five self-paced webinars addressing the topic of cultural competence and in-person workshops to teach interpretation and translation skills. These in-person workshops, a final virtual wrap-up meeting and participant meet-ups at each of the partners' state library conferences in the final year will encourage the building of a network of bilingual library professionals trained in these important skills. The initial success of the project will be determined by a substantial increase in their knowledge and confidence in their skills as bilingual library professionals. With the placement of training materials onto an online platform, bilingual library professionals throughout the United States will be able to learn these skills on their own. They, in turn, will be able to communicate more effectively with non-English speakers in their own communities, enabling the project to have a broad impact throughout the United States.

The New Jersey State Library (NJSL), and partners, Queens Library (QL), Hartford Public Library (HPL), and California's continuing education provider, Infopeople, a project of the Califa Group, propose a two-year project to provide cultural competence training and community interpretation and translation skills training to bilingual (Spanish/English) public library professionals. The requested grant funds of \$219,451 will support the development and delivery of online modules and in-person workshops for 350 Spanish speaking bilingual public library professionals in New Jersey, Queens, New York, Hartford, Connecticut and California. The in-person workshops, regional presentations and participant meetups will help build a bilingual library professionals' network in each partner region. All training materials and a toolkit of resources for interpretation and translation in a public library setting will be freely available through an online platform.

Statement of Broad Need

The New Jersey State Library and its partners developed this proposed project, *Cross Cultural Communicators in Libraries: Developing Culturally and Linguistically Competent Bilingual Library Professionals* in response to observations concerning Spanish language use and Latino population in New Jersey and across the United States, especially in the states of our partnering organizations. These conditions, described below, have affected the ability of public library professionals to deliver community-specific services to their many Spanish-speaking residents. This project is a practical approach in response to these conditions following guidelines developed by a nationwide professional library association and recommended in academic literature.

Defining Terms

Planning for this project requires the definition of certain terms, including *Latino*, *bilingual*, *cultural competence* and *library professional*.

- *Latino*: Throughout this proposal, we utilize the term, "Latino." According to the U.S. Census Bureau definition, a Hispanic or Latino person is "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race." Speaking Spanish is generally associated with being Latino, but in recounting statistics concerning Spanish speakers, it is also important to note that not all Latinos speak Spanish and not all Latinos are bilingual. In 2016, 34.4% of Latinos were immigrants. As a group, Spanish speakers are not monolithic in their countries of origin, i.e. they encompass many different nationalities, with the top two comprising Mexican (64%) and Puerto Rican (9.6%).
- *Bilingual*: someone who is able to communicate in two languages with equal fluency.
- *Cultural competence*: The authors of *Latinos in Libraries, Museums, and Archives: Cultural Competency in Action, An Asset-Based Approach* define cultural competence (page 23) as "the capacity:
 - to recognize the significance of culture in one's own life and in the lives of others;
 - to acquire and respectfully use knowledge of diverse ethnic and cultural groups' beliefs, values, attitudes, practices, communication patterns, and assets to strengthen LIS programs and services through increased community participation;
 - to bridge gaps in services to communities by connecting them with outside resources;
 - to recognize socioeconomic and political factors that adversely affect diverse populations; and
 - to effectively implement institutional policies that benefit diverse populations and communities."
- *Library professional*: In this project, we use the term "library professionals" to refer to MLS-degreed librarians, and library technicians and library assistants who assist public library patrons and organize

library materials and information. This project will be open to library professionals who are bilingual in Spanish and English and currently employed in a public library setting.

National Conditions: Spanish-speakers and Latino population

About 21 million people in the United States speak limited or no English. A 2014 American Community Survey report noted that about half of the foreign-born population in the U.S. spoke English less than “very well.” According to the 2016 American Community Survey, with 40.5 million people speaking it, Spanish is the most common language spoken at home (besides English) by the most people older than five years of age. Just prior to 2016, the number of people speaking Spanish at home grew at an annual average of 1.8% between 2010 and 2015. This proposed project focuses on Spanish speakers due to this prevalence of the language throughout the United States and particularly in the states of the project partners, as further described below.

State conditions in partner states: Spanish-speakers and Latino population

California has the largest Latino population among the 50 states. In 2015, 15.2 million Latinos lived in California, a 39% increase from 10.9 million in 2000. Following English, Spanish is the state’s most widely spoken language, spoken by 28.76% of the population.

In Queens County, New York (the service area of the Queens Library), 56.7% of Queens’ population speaks a language other than English at home and almost half of those are Spanish speakers. Of the 28.4% of the population that speak English less than very well, 30% are native Spanish speakers.

According to the 2010-14 5-year American Community Survey, 30.3% of New Jersey residents age 5 years and older speak a language other than English at home. Spanish is the most widely spoken language, spoken by 15.6% of those residents.

Prior to the outward migration of Puerto Rico’s population following the fall of 2017’s Hurricane Maria disaster, the state of Connecticut had more residents per capita who were natives of Puerto Rico (7.1% of the overall population, according to the U.S. Census) than any other state. Additionally, the municipalities of Hartford, New Britain, Windham, and Waterbury had the highest percentage of the state’s Puerto Rican residents. Nearly one in three Hartford and New Britain residents are Puerto Rican, according to recent U.S. Census estimates.

Library conditions: bilingual staff

As Community Anchor institutions, public libraries in our partners’ networks have attempted to serve the information needs of their Spanish-speaking residents. In particular, as public libraries in New Jersey, Queens, Hartford, and California play a critical role in welcoming and educating immigrants who arrive in their respective states, library staff are faced daily with residents who need services, and do not speak English.

Municipal and county public libraries in New Jersey and California, along with Queens Library and Hartford Public Library have attempted to bridge this language gap by hiring bilingual staff members and providing information about lifelong learning and civic engagement opportunities in the first languages of their immigrant communities. For example, as revealed by a January 2017 survey of New Jersey public library directors, 38.6% of their library professionals utilized their bilingual language skills “very frequently,” or “frequently” in the course of their daily work. Such library professionals direct their library users to social

services in their communities, lead ESL classes, and provide citizenship information. Queens Library maintains ¡Bienvenidos a Queens!, an online directory for Spanish speakers that provides community information in Spanish on health, immigration, housing, English classes, and other topics useful for new immigrants. Queens Library has a diverse staff who speak over 30 languages including a large number of Spanish speakers at all levels in public service, from technology trainers to customer service specialists and from librarians to adult literacy specialists. Hartford Public Library's strong cadre of bilingual fluent staff, serving in management positions and front-line services, have proven indispensable in responding to daily customer needs. Staff in The American Place, Hartford Public Library's central services for immigrants, handle over forty inquiries a day – many from monolingual Spanish speakers and representing a broad spectrum of nationalities.

Library conditions: current gaps in training

While cultural competence, interpretation and translation training is now standardized for bilingual employees in the hospital and legal services industries, to our knowledge there is currently no existing continuing education program in all of these skills designed for bilingual staff in the library field. Whether or not these library professionals are trained in cultural competence, interpretation and translation skills, they nonetheless attempt to make a culturally sensitive connection and provide desired services to their non-English speaking library users in their native language.

Meeting the needs of bilingual library professionals

Our proposed project to define and offer standard cultural competence, interpretation and translation training for bilingual library professionals will increase their effectiveness in communicating with their Spanish-speaking library users and help them provide the outreach services required of the public library's role as a Community Anchor.

With this project, the New Jersey State Library and its partners will help public libraries fulfill the recommendation in the "Guidelines for Library Services to Spanish-Speaking Library Users" (2006, Reference and User Services Association [RUSA]/American Library Association) to "encourage staff development at all job levels." RUSA recognizes that "library services to Spanish-speaking users can be complex: nationality, regional differences, and culture provide myriad combinations within that community."

The academic publication *Pathways to Progress: Issues and Advances in Latino Librarianship* (Santa Barbara, CA: Libraries Unlimited, 2012), edited by John L. Ayala and Salvador Guarena, particularly recommends hiring bilingual specialists and providing culturally based staff development and training (Chapter 3, Public Library Services and Latino Children). This project will help public libraries fulfill that recommendation.

Cross Cultural Communicators in Libraries addresses a significant challenge faced by public librarians in the states of our partner organization and in many other parts of the United States: how to communicate with and provide necessary services to their communities when substantial portions of their residents do not speak English. This proposed continuing education project addresses the IMLS Community Anchors category by increasing the capacity of bilingual library professionals to support their communities by teaching them the skills to understand their community members' varied backgrounds (cultural competence) and the skills necessary to properly interpret and translate in a community setting. By addressing community members in their own language, library professionals are establishing and deepening relationships with people who might otherwise feel uncomfortable requesting services from the public library.

The project plan proposes blended learning opportunities for participating students, including a series of five self-paced webinars addressing the topic of cultural competence and in-person workshops to teach interpretation and translation skills. These in-person workshops, a final virtual wrap-up meeting and participant meet-ups at each of the partners' state library conferences in the final year will encourage the building of a network of bilingual library professionals trained in these important skills. With the placement of training materials onto an online platform, bilingual library professionals throughout the United States will be able to learn these skills on their own. They, in turn, will be able to communicate more effectively with non-English speakers in their own communities, enabling the project to have a broad impact throughout the United States. This project supports the IMLS agency-level goal in *Creating a Nation of Learners*: recognizing and promoting libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality. The project ultimately aims to strengthen public libraries in meeting the needs of its Spanish-speaking communities by means of training bilingual front-line librarians and library support staff to communicate effectively with non-English speaking patrons.

Project Design

With this project, the New Jersey State Library and its partners will provide professional development training in cultural competence and interpretation and translation skills for Spanish/English speaking bilingual library professionals. Projected outcomes to be measured following the training include an increased cultural competence knowledge and an increased confidence in bilingual library professionals' interpretation and translation abilities. In planning for this project, we assumed that applying participants will self-identify as bilingual and not have received any prior training in the skills of interpretation and/or translation. The success of the project will be determined by a substantial increase in their knowledge and confidence in their skills as bilingual library professionals.

Project Team

The project team includes national leaders in library continuing education and innovative outreach service development.

Project Director Mimi Lee is the New Jersey State Library (staff) Diversity and Literacy Consultant within the Lifelong Learning Unit. Among her responsibilities, she serves as liaison from the NJSL to the New Jersey Statewide Network for Cultural Competence, a group that holds an annual conference and quarterly meetings with representatives from a variety of New Jersey state agencies and nonprofit organizations. During her tenure, Mimi initiated the NJSL's Multicultural Program Award to honor and celebrate public libraries with outstanding multicultural programs that engage cultural and ethnic communities in meaningful and effective partnerships.

Representing Queens Library (QL) on the Project Team, Fred J. Gitner is QL's Assistant Director of New Initiatives and Partnership Liaison for the New Americans Program. Since 1996, Fred has worked on QL's New Americans Program in varying capacities: coordinating the management of programs and services for immigrant populations in Queens, supervising staff responsible for cultural and informational programming, and collection development in languages other than English, establishing partnerships with community organizations working with immigrants and developing and presenting training for system wide library staff on issues related to immigrant services.

Representing Hartford Public Library (HPL), Homa Naficy is HPL's Chief Adult Learning Officer. She is the founder of The American Place at HPL, a nationally recognized program of services for new arrivals serving over 2,500 customers a year. Homa has developed several initiatives to promote immigrant civic integration, including *We Belong Here*, an immigrant civic engagement communications campaign and *#Teens4Citizenship*, innovative strategic partnership with Hartford Public Schools to reach out to immigrant teens.

Lisa Barnhart is the Infopeople Training Coordinator. The Califa Group, which administers Infopeople, is a nonprofit library consortium of more than 230 libraries, and is the largest public library network in California. Since 2011, Lisa has provided instructional design for Infopeople online course instructors, overseen and coordinated all online learning, assisted with special grant projects and new initiatives.

Marisa Gillio is the Founder and CEO of Language Link Corporation (LL), a New Haven, CT, interpretation and translation training provider specializing in Spanish. Fluent in English and Spanish, Marisa has also served as a certified medical interpreter, a medical interpreter trainer, and a professor of Spanish for healthcare providers at Yale University and the University of Connecticut. LL's network of certified trainers span from the tristate CT/NY/NJ region to California.

Martha Kyrillidou, Ph.D., of QualityMetrics, has provided evaluation services for a variety of library programs and grants. As principal, Martha has experience in developing qualitative and quantitative evaluation protocols. She has evaluated a number of IMLS LSTA Five-Year Plans.

A To-Be-Hired Project Coordinator will assist the Project Director in the day-to-day management of the project. NJSL will seek a person with a Bachelor's degree in Project Management or related field or an equivalent combination of education and experience. The successful Project Coordinator will have knowledge of office management, computer applications, and public library operations and skills in written and oral communication, customer service, presentation, creative problem solving and critical thinking and decision-making.

Project activities

Project activities will span two years, starting July 1, 2018 to June 30, 2020.

Project management activities will include:

- NJSL hiring of the Project Coordinator
- first meeting of the Project Team, followed by meetings every other month (GoToMeeting platform)
- development of project website
- finalization of the location of 17 face-to-face interpretation and translation training workshops: initially planned for 5 locations in New Jersey (Paterson, Newark, New Brunswick, Atlantic City and Camden), 3 locations in Queens, 3 locations in Hartford and 6 locations in California (to be determined with the assistance of Infopeople)
- project outreach to potential participants (Constant Contact newsletter)
- development of participant application; selection of participants
- development of participant application for library conference registration support; selection of 8 participants
- with the assistance of the NJSL Chief Financial Officer, management of contracts and subawards

- contracting with Language Link Corp and QualityMetrics for their services described below (\$64,900 and \$10,000, respectively)
- subawards to Queens Library and Califa Group
- purchase of all workshop training supplies
- with the assistance of the NJSL Marketing Department, design and print outreach materials

Curriculum development activities will include:

- Language Link Corp in-person meetings with Hartford Public Library to discuss typical library staff interactions with Spanish-speaking library users; these interactions will inform the role-playing activities embedded in interpretation training.
- Language Link Corp will finalize the interpretation and translation training for bilingual public library professionals.
- Queens Library will customize the Cross Cultural Communication modules developed under the IMLS-funded “Librarian Digital and Information Gateway” grant into a series of five one-hour self-paced recorded webinars on Diversity Training and Cultural Norms, Strategies to Address Language and Cultural Barriers, and Citizenship and Integration Support.

Training activities will include:

- Participants will take the cultural competence training: five one-hour self-paced recorded webinars on Diversity Training and Cultural Norms, Strategies to Address Language and Cultural Barriers, and Citizenship and Integration Support.
- 350 participants drawn from public libraries in New Jersey and California and the Queens Library and Hartford Public Library will attend one of 17 scheduled face-to-face workshops (limited to 21 participants each); Language Link Corp’s trainers certified in community interpretation and translation will lead the workshops.
- Project Director Mimi Lee will attend all five workshops in New Jersey.
- To ensure successful logistics, the Project Coordinator will attend one workshop each in New Jersey, Queens, and Hartford.

Participant activities:

- Volunteer participants will build a clearinghouse of sample, translated library-related documents in Spanish; examples of such might include a library card application form, a patron code of conduct, an internet and computer use policy, and a meeting room rental guide. These documents will be shared on the project website
- Participants will volunteer to join an online directory of Spanish-speaking library professionals.
- Up to two participants from each partnering organization (8 total) may apply to make a presentation on the project with the Project Director at each of the partnering states annual library conferences in year two of the project. The project budget includes support for these eight participants’ conference registration fees.
- All project participants will be encouraged to attend their states’ respective annual library conferences in year two in order to attend a planned participant meet-up at each conference.

Evaluation activities will include:

- Wrap-up meeting for the Project Team and participants utilizing the GoToMeeting platform. The Project Team's members from NJSL, QL and HPL will meet in-person in Newark, NJ; Infopeople and Quality Metrics will participate remotely.
- Quality Metrics will provide outside evaluation services throughout the project as described below.

Activities related to project and product dissemination will include:

- Infopeople will consolidate the cultural competence and interpretation and translation training materials, resources and recorded workshops onto a free, online learning platform
- The American Library Association's Office of Diversity, Literacy and Outreach Services will nationally promote the training materials.
- As described in participant activities, the Project Director will propose presentations about the project to be made at the four states' annual library conferences in year two of the project. The Project Director will additionally propose meet-ups for the participants attending their respective states' annual library conferences.

Tracking progress and evaluation

Martha Kyrillidou, Ph.D., of QualityMetrics, LLC will provide reporting that will review pre-/post-assessment results, qualitative feedback on the training content and implementation, and suggestions for quality improvement. In total, QualityMetrics, LLC will draft and analyze the pre-/post-evaluations of participants over the duration of the training implementation period. Throughout the training, QualityMetrics, LLC will provide summaries of participant feedback and satisfaction and provide a list of suggestions and recommendations that would help increase general satisfaction and learning outcomes of the training. Evaluation of this project will consist of a pre- and post-knowledge test, a participant module feedback and a confidence rubric. Results across training sessions will display growth in content knowledge, engagement and confidence in utilizing the knowledge they gained to interact with and assist Spanish speaking library patrons.

On the IMLS Program Information Sheet, we selected the IMLS Agency-Level Goal 1: Learning with its associated Performance Goal of training and developing museum and library professionals. QualityMetrics will collect the required evaluation data, including the number of participants, the number of total responses, the number of responses per answer option and the number of non-responses to three agree/disagree statements: 1. My understanding has increased as a result of this program/training; 2. My interest in this subject has increased as a result of this program/training; 3. I am confident I can apply what I learned in this program/training.

Dissemination/Sharing of results

Primary communication will be through the project website, which will include details about the project and in year 2, the program modules. We will leverage the extensive professional networks of project personnel, project participants, and the consultants to publicize the website. Project Director Mimi Lee will propose presentations about the project to the annual library conferences in each partnering state. She will also coordinate meet-ups at the library conferences of the participants. These presentations and meet-ups will be an excellent opportunity to solicit feedback and network among project participants, and promote the project's learning materials and resources to non-participants.

Diversity Plan

NJSL focused on Spanish-speaking bilingual library professionals due to the high percentage of Spanish-speaking residents in New Jersey. Project partners joined due to similar demographics in their own regions. While these library professionals are called upon to utilize their bilingual Spanish language knowledge, they typically have not been trained in cultural competence and the skills of interpretation and translation. This project seeks to introduce these skills to an initial group of 350 library professionals as they provide library services to their Spanish-speaking users. In their applications, participants not only will self-identify as bilingual Spanish/English speakers, but they will also demonstrate how their training will impact their library's services to Spanish speakers in their communities. Participants will have to provide statistics regarding their library community's demographics and anticipate how their new cultural competence, interpretation, and translation skills will improve services to this group within their communities. The framework, curriculum, and materials developed through the project can be replicated for bilingual speakers in languages other than Spanish in different library communities across the nation.

Broad Impact

Bilingual Spanish speaking library professionals in public libraries will constitute the direct audience for this project. Pre- and post-training testing and surveys will help evaluate the project's success by measuring the participants' acquisition of specific cultural competence knowledge and interpretation and translation skills and determine a change in their confidence level when communicating with Spanish-speaking library users. This project will build a community of practice and will create a toolkit of recommendations and instructional materials that can be used as a model by other libraries to adopt and modify for their own bilingual library staff professional development. This project will serve as a model for developing culturally and linguistically competent library professionals who serve diverse communities.

Although recommended in academic library literature, such as *Pathways to Progress: Issues and Advances in Latino Librarianship*, cultural competence is often not covered as a topic in Library Information Science graduate programs and is often missing from professional conference programming. To our knowledge, there is currently no existing continuing education or professional development curriculum on the combined topics of cultural competence, translation and interpretation practices in bilingual communication in library settings.

During the grant period, an online network of Spanish-speaking library professionals will be built. This network will help maximize the potential for long-term impact, ongoing colleague resource support. The regional convening at state conferences of project partners will offer participants an opportunity to establish regional peer networks for ongoing support and encouragement.

The cultural competence webinar series, clearinghouse of learning materials and samples and the online network will be available to and maintained for all library professionals after the grant period, extending NJSL and the project partners' reach far beyond those who participated in the project.

Our project will result in the development of online resources and a network of bilingual library professionals, the first of its kind, which will be made freely available online and can be implemented as a model staff development program nationwide.

The NJSL will take responsibility for maintaining the project website and associated materials. The project team is committed to continuing to offer guidance and support for public libraries that will try to model this project for their own staff development training after the grant period ends.

In the future, it is our hope that the curriculum, lesson plan, and training modules developed for this project can be adapted to train bilingual library professionals in other language groups such as Chinese and, Arabic and also in different types of libraries and library settings. While cultural and linguistic differences will vary, the core topics addressed in cultural competence training and basic skills taught in translation and interpretation will remain valid for different library audiences and scenarios. Examples of potential follow-up projects are:

- Cross Cultural Communicators in Academic Libraries: Improving Bilingual Skills When Dealing with International Students and Scholars (academic)
- Becoming Cross Cultural Communicators in Your Chinese (or any language)-Speaking Library Community (public library situated in a community with heavy concentration of immigrants from one particular country of origin)

NJSL plans to make this project and related continuing education initiatives a central focus of its work on an ongoing basis. The grant funds will provide the capacity to develop an infrastructure that NJSL will sustain after the grant period ends.

DIGITAL PRODUCT FORM

Introduction

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

Instructions

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

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

Part I: Intellectual Property Rights and Permissions

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

Created and collected digital content for all activities associated with the *Cross Cultural Communicators in Libraries* project will be freely and publicly available on a project website hosted by Infopeople – <http://infopeople.org>. All materials will be licensed under Creative Commons as stated here: <https://creativecommons.org/licenses/by-nc-sa/4.0/>.

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.

Handouts, slides, webinars and other curriculum materials will be freely available on a project site hosted by Infopeople – infopeople.org and elearn.infopeople.org

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

We do not anticipate that content created will involve privacy concerns, require obtainment of permissions or rights, or raise cultural sensitivities.

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.

The project will result in a website which will enable public access to all curriculum materials. Curriculum materials

including slides, handouts, activities, etc. will be collected from instructors and the project team and hosted in the [Infopeople Learning Management System – Moodle](#).

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.

Curriculum materials developed by the project team and instructors will be hosted online at the [Infopeople online learning site](#) which is a Moodle platform. The project website and accompanying resources will be updated and maintained by NJSL staff.

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).

Curriculum materials will be collected or converted to standard formats accessible to most users, typically .pdf, .docx, .pptx.

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).

The project team and partners will review project products prior to release. Curriculum materials will be available to the participants 4 weeks prior to the event. All training materials will be posted online at the [Infopeople online learning site](#) within 8 weeks.

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).

Infopeople and the New Jersey State Library will collaborate on migrating the project website and its contents from Infopeople's online learning site to the NJSL's website after the grant cycle ends. The NJSL will continue to support the maintenance of, and provision of public access to, products resulting from this project as well after the grant period of performance.

C. Metadata

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

n/a

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

n/a

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

n/a

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software

platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

[Handouts, slides, webinars and other curriculum materials will be freely available to the general public at the Infopeople Online Learning site.](#)

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.

NJSL Literacy Boot Camp: Reboot Literacy @ Your Library
http://www.njstatelib.org/services_for_libraries/training-for-librarians/njsl-literacy-boot-camp/

Infopeople Online Learning Catalog (a list of the online courses that Infopeople has developed)
https://infopeople.org/sites/default/files/IFP_learning_catalog_2017.pdf

Part III. Projects Developing Software

[Part III is not applicable for this project.](#)

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

Part IV is not applicable for this project.

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?