

Abstract

Project Timeframe: October 2018 – September 2020

Project Need: Since the Menominee Nation’s tribal status was restored following a catastrophic period of termination by the U.S. government, the Menominee community has taken steps to actively preserve and revitalize traditional Native art forms and knowledge. Grounded in the belief that “Culture is Prevention”, this push to reclaim and celebrate the culture as a way to promote the well-being of the community can be seen in many initiatives.

Intended Audience for Outcomes: The intended audience is the Menominee County/ Reservation. The library will be conducting activities focused on multiple populations to address community traditional Native art forms and knowledge concerns.

Project Activities/Products: The project will give participants the opportunity to create traditional Menominee art forms. During a series of workshops, participants will also learn Menominee language, how supplies were collected to create the art form, and the stories associated with the art form. These learning opportunities are unique and will give apprentices and youth the ability to share traditional knowledge with their peers and their own children as they grow into adults. The intergenerational approach of the workshops will allow elders to mentor youth.

Community outreach will be an important component of the project. Workshops for three art projects will be planned for the first year and two for the second year. Each art project will be modified to make it suitable for youth and will become the focus for program activities offered by the Library in its newly developed Maker Space. The modified projects will give youth the chance to learn a traditional Menominee craft that they may not have been exposed to already.

Each themed workshop will be videotaped to create a variety of videos including “how-to” tutorials. The video footage can be used by youth who participate in the digital media lab to create additional videos drawing on the stories shared by the artist. The video footage will also be used to create “how-to” book tutorials.

In addition to videos and books created from the themed workshops, kits will be created to allow people to try creating projects at home. The kits will include supplies and detailed instructions. Depending on the supplies needed to create a project at home, the kit will either be checked out, or be a “take and make” kit with consumable supplies.

Project Outcomes: CMN’s project will address the restoration and preservation of traditional Native art for a variety of audiences. Community members are drawn to culturally relevant activities and recognize the value in connecting more deeply with the ways of their ancestors through these traditional art forms. The whole community benefits when youth and adults engage in cultural activities, which bring healing and strengthen their sense of who they are as Menominee people. As part of the “Cultural as Prevention” effort, learning from the elder artisans will develop a deeper sense of respect among the youth. Engaging with these traditional activities will in turn empower young people as they prepare themselves to be leaders to meet the future needs of the community.

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Project Narrative

Statement of need

Community Description: The College of Menominee Nation (CMN) library merged with the public library in 2013. The Reservation is located approximately 45 miles northwest of Green Bay, Wisconsin, and shares nearly coterminous geopolitical boundaries with Menominee County. The area is very rural and heavily forested. The residents are mostly Native Americans. Over 40% of the population is under age 18.

Following a catastrophic period caused by the termination policy enacted in 1953 by the U.S. government, the Menominee Nation achieved restoration in 1973, and since then has been rebuilding to overcome significant challenges that resulted from the loss of its tribal status, as well as generations of historical trauma experienced by its members.

Economic Stress Indicators	Menominee Reservation
Food assistance participation	45%
Family poverty level	27.2%
Families with children poverty level	44.8%
Female head of household with children under poverty level	52%

Starting with Tribe’s decline during the Treaty Era and compounded by the effects of termination, the Menominee became one of the poorest communities in the state of Wisconsin. The U.S. Census Fact Finder documents that over one third of the population and over 50% of children under the age of 18 living on the Reservation live in poverty. The Wisconsin Department of Instruction (DPI) reports that 100% of the students attending reservation schools are eligible for free or reduced lunch.

In addition, the community has a significant number of needs. According to findings of the University of Wisconsin’s School of Medicine and Public Health – Public Health Institute, Menominee County ranked last in the overall quality of health since the study’s inception. The county was found to have the highest mortality rate, as well as being ranked the highest among all Wisconsin counties for smoking during pregnancy, obesity rate, teen birth rate, unemployment rate, number of children living in poverty, violent crime rate, and the highest number of single parent households. These indicators and poor health outcomes are a reflection of the loss of cultural identity experienced by members in the community. Years of systematic suppression of the language and culture by outside influences resulted in a loss of knowledge and connection to culture, language, self-care, and traditional forms of art, which negatively affected the well-being of the community on all levels. To address this challenge, the Menominee community has taken steps to actively preserve and revitalize traditional ways including Menominee Native art forms and knowledge.

The Artist in Residence program will continue the work that started with the CMN Continuing Education program and the Library’s new Maker Space project. In the past, the Continuing Education program received funding to create new opportunities for traditional Native Arts community extension activities through the recruitment of traditional Menominee Artisans. Menominee Artisans provided experiential learning opportunities for Menominee community members. These learning workshops were held on the CMN Keshena Campus at the Cultural Center through a series of classes. In 2016, the Library developed a Maker Space with IMLS funding. This funding has allowed the community to create with digital media as well as have access to a variety of tools, materials and staff so that library patrons of all ages can develop new skills or build on their knowledge and experience to work on their own creations. Some examples include guided sessions on upcycled crafts to clay pots to short videos. Students have utilized the Maker Space to work on projects for school assignments using tools and supplies they did not have available at home, along with receiving support from Maker Space staff to complete their projects successfully. By offering a combination of guided project sessions as well as open lab time, patrons now have the opportunity to access the Library’s Maker Space to

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imagine, design, and create in a hands-on environment that allows them to think more broadly and develop new skills. What the Artist in Residence Project will do is to merge the two projects into a new way of revitalizing traditional Native Arts in the community by supporting makers as they learn traditional skills.

Library Description: The Menominee Public Library is located on the CMN campus in a separate three story building, now called the S. Verna Fowler Academic Library/Menominee Public Library. In late 2012, the Menominee Tribal/County Public Library was relocated and combined with CMN's academic library. It provides books and services to the entire Menominee community Monday through Thursday 8am-8pm, Fridays 9am-4:30pm and Saturdays 9am – 1pm. Internet services are also available, along with access to computers. Approximately 2225 patrons have library cards. Only 515 of these patrons are under age 18. Monthly circulation statistics document that an average of 1,241 items are checked out each month by patrons.

Current library resources include four full-time staff, one part-time staff, a three-story facility, and over 30,000 items, worth over \$1 million, are in the library collection. The Library's collection is continuously growing to meet the community needs. Patrons are encouraged to request purchases of any item that they feel would be of value to the library. As part of the campus community, the Library has access to the College's resources, which are very abundant.

Adult programming has focused on a spring and Fall Community Read with programming tied to the theme of a selected book. The Library will spend approximately \$2,500 on copies of a book to be given away to the public and college community to increase literacy. Programming activities are held that relate directly to the current title, and encourage participation from the public and the college population. Different events include book discussions, D.I.Y. activities, and presentations on themes from the book. Advertising is done throughout the community to encourage participation. The Library offers D.I.Y. opportunities that appeal to adults, but are family friendly allowing parents to bring their children with them. The Library also hosted the Native Voices exhibit from March 28th – May 9th 2018. This interactive exhibit gave the Library a new focus for adult programming. Programs included Take Care Thursdays where massages were available, nature walks where plants were identified for their health properties, a workshop on mindfulness, and D.I.Y.s on cleaning alternatives.

The children's library programming is very vibrant and includes a number of options for a wide variety of ages. Many of the programs follow a theme and offer great variety each time following under the broad topic of Full S.T.E.A.M. Ahead, Maker Monday, and Tasty Tuesday featuring healthy foods, Story Time, and Family Night events.

Project Purpose: The American Indian College Fund has noted that Native communities face the risk of losing traditional arts, tribal languages, and cultural knowledge. There is also a national movement for libraries, schools, and museums to offer maker space programming within their facilities. These learning labs are meant to engage youth in mentor-led efforts that allow them to invent, experiment, create and explore a variety of learning opportunities.

CMN desires to offer Artist in Residence opportunities that allow participants to learn a traditional skill that they can work on during the teaching phase and in the future using the Maker Space at the Library. The overall goals are to create methods to pass on traditional knowledge as a step toward lifelong learning, to establish the library as a community hub for participatory learning, and to increase the number of patrons utilizing the library. The Artist in Residence program will reach out to all of the Menominee populations from youth through adults.

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Assessment:

A major focus for the Library has been efforts to increase community use of the Library. To date, the Library has been successful reaching adult populations. Nearly 60% (or 1299) of the adult residents are using the library on a regular basis, checking out over 925 library materials on average each month. What the Library Director and Staff would like to do is to move the success of circulation to success with a wider variety of programming opportunities.

The Library Staff debated the best approach for community engagement. The most successful programs in the Library are family-friendly. As the community is learning about the new Maker Space, programming has initially drawn small participation numbers. However, the Maker sessions have had some success in drawing intergenerational participation. Through these sessions, not only are patrons creating something material, but the programs also provide valuable experiences for building relationships among family members. Participant feedback showed that there was equal excitement and value placed on what was made and the time spent together making it. Intergenerational participation achieves multiple goals including lifelong learning, strengthening family relationships, and expanding the reach of library services. The weekly “Maker Monday” programs offer a guided program challenge. Consistently, the feedback received for these sessions has been very positive. Even when participants found the project to be more difficult, the feedback reflects that participants stepped up to the challenge of learning a new skill and had the satisfaction of trying something that was hard for them.

The Native Artisan workshops offered by Continuing Education found that no matter how many spots were available for people to register for, all spots would be filled and a waiting list was created each time, demonstrating that there was great interest in participating in culturally relevant activities. These workshops appealed to adults and older youth. By continuing the Native Artisan workshops in the Library, patrons will have the benefit of the Maker Space for continued support and access to a workspace. Now that we are engaging people with the Maker Space, we want to connect with the wider initiative that is focused on revitalizing culture and language in the community. Looking at the highly successful traditional craft offerings that were available through the Continuing Education program, Library Staff thought it would be great to merge the two programs into something new. The merged approach will be better for community members who want to work on their projects outside of the class times. In the past, when Continuing Education offered a class, participants were only able to work on their projects during their class time. By using the Maker Space in the Library, participants will be able to work on their projects at any time. This will allow the Maker Space to support Native American artists in the way that is the most convenient for them. Having materials available in the Maker Space will hopefully encourage others to try a new technique. This will be possible because the project will create video and book tutorials for each unique type of art that is taught.

2. Project Design:

The project will have constant oversight and management from the Library Director. The other Library Staff and the Outreach Based Training Specialist will coordinate the events under her guidance. Below is a chart outlining the proposed objectives, along with activities necessary to achieve those objectives.

Obj.	Outcomes	Activities/Methods	Time Frame
		Identify traditional art	Month 1-3

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Offer Artist in Residence programs	Art workshop series offered three times a year	Identify potential artists to teach traditional art	Ongoing
		Offer artists chance to create a proposal with syllabus	Ongoing
		Advertise apprentice opportunity to youth & college students	Month 1-3
		Purchase supplies needed	Month 1-3
		Create flyers to advertise	Ongoing
		Use social media and free outlets to advertise	Ongoing
		Classes are offered with syllabus incorporating history of the art, stories, and language	Starting month 4,
		Register patrons for workshop series	Begin each event
		Pre and post survey	Beg. & end event
		Library staff participate to acquire knowledge to support ongoing making	
		To offer complimentary traditional art programs in the maker space for younger audiences	Weekly makerspace activities during weeks while art workshops are offered
Purchase necessary supplies for programs	Ongoing		
Advertise makerspace events	Weekly		
Coordinate makerspace events	Weekly		
Support ongoing making during library hours	Ongoing		
Showcase participant projects via newspaper, website, community event, posters, photos	Quarterly		
Survey participants to ensure continued quality assurance of programs	Each event		
Videotape each teaching moment during Artist in Residence experience	Each event		
To create instructional tutorials	Videos and books for each Artist in Residence	Edit footage to create videos, including tutorial, history of the art, and stories associated with the art	Ongoing
		Use the video footage to create books including tutorial, history of the art, and stories associated with the art	Ongoing
		Track library use pre/post project	Annually

Objective One is to offer a minimum of five Artist in Residence programs, each lasting up to three months over a two-year time frame. To achieve this, the Library will collaborate with the Outreach Training Based Specialist who works for Continuing Education. She ran successful workshops with funding from the American Indian College Fund that focused on the Restoration and Preservation of Traditional Native Art Forms and Knowledge for the Menominee community. She had a formula for researching potential fading arts, finding artists, setting up the time frame for offerings. She included elders and offered an apprentice option. The apprentice option will be available for both youth and college students.

Combining the Artist in Residence with the Maker Space in the Library will allow the art projects to be continued beyond the workshops. The Library currently has a grant from IMLS to support the growth of the Library's Maker Space. CMN has successfully established its new Maker Space and the community is learning

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what opportunities are available through the Maker Space and the potential for how it can be utilized. The Maker Space labs are meant to engage youth in mentor-led efforts that allow them to invent, experiment, create and explore a variety of learning opportunities. The Maker Space expands learning opportunities by forgoing formal education and allowing learning to take place under the context of fun and play. Not only are individuals accessing the lab for personal use, but groups that serve populations within the community, such as at-risk youth, are requesting special programming in the Maker Space. Many who have experienced the Maker Space have become “regulars” at our “Maker Monday” sessions, thus achieving the overall goal of positioning the library as a community hub for participatory learning and reaching out to new library patrons.

The classes themselves will follow a similar format to ensure key elements are included. The Artist will give a presentation and will include Menominee language terms for the elements of the items being created, an explanation of how materials are collected to create the item/craft, and the process for creating. Examples of the different types of materials used to create the item will be presented as well. In addition, a traditional story connected to the art or craft will also be told.

Objective Two focuses on the Artisan creating a simplified version of what they are working on with adults. The Artisan will thus hold two events per week. By working on a simplified project, youth will be able to create culturally relevant items and be a part of the community move toward “culture is prevention” at a young age. This educational moment will encourage youth to connect with their culture and hopefully inspire lifelong learning as they continue to engage in culturally inspired activities.

For each of the modified youth projects, supplies will need to be purchased, flyers will be created to assist with advertising, a pre and post survey will be conducted each time. These programs will also be videotaped to be used to create educational videos. As projects are produced, they will be displayed in the Library.

Objective Three focuses on producing instructional tutorials. These tutorials will be produced from videotaping the Native Artisans leading two different workshops: one for adults and one for youth that adapts the craft for younger audiences. These videos will be edited and used to create videos that capture the history of the art, how to collect supplies needed, the stories associated with the art, and how to create the art. From these videos, books with a similar focus will also be created. For each DVD and book produced, there will be two copies made -- one copy for use in the Library Maker Space and one that patrons can check out for home use.

3. Impact:

This project supports the following IMLS strategic goals: 1.) IMLS places the learner at the center and supports engaging experiences in libraries and museums that prepare people to be full participants in their local communities and our global society; 2.) IMLS promotes museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality; 3.) IMLS supports exemplary stewardship of museum and library collections and promotes the use of technology to facilitate discovery of knowledge and cultural heritage.

Goals:

The overall goals of this project are to support the community’s interest in culturally relevant activities, supporting the move to culture is prevention, and to engage adults, teens, and youth as library users. At the end of each Artist in Residence program, participants will have learned the skill of a traditional Menominee craft and will be able to share that knowledge with others. Using tools available in the Maker Space along with instructional tutorials, more community members will be able to create in the Library or at home.

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Objectives: There are three project objectives. Objective one is to offer Artist in Residence programs. Objective two is to offer complimentary traditional art programs in the Maker Space for younger audiences. Objective three is to create instructional tutorials in video and book format.

Expected Results: The Artist in Residence programming is geared for adults and teens in the Menominee community, but will also support the interest of youth with the modified craft shared by the Artist in Residence in the Maker Space. The Artist in Residence programs are expected to draw adults, teens, and families into the Library to further establish the Library as a place of learning, creativity, and excitement. Additional benefits include increased reading and use of library materials by our target audience as well as the community in general. Below is a detailed chart of inputs, outputs, and outcomes.

INPUTS	OUTPUTS		OUTCOMES-IMPACT		
	Activities	Participation	Short Term	Medium Term	Long Term
<u>What we invest</u> Staff Partners Parents Family Time Money Materials Other	<u>What we do</u> - Offer Artist in Residence opportunities - Utilize college resources - Provide makerspace activities - Infuse technology	<u>Who we reach</u> - Menominee community - Native Americans Families, Adults, Youth	<u>What the short term results are</u> Artist in Residence programs inspire interest in traditional Menominee art forms	<u>What the medium term results are</u> - Makerspace programs grow to include traditional Menominee crafts - Increased Adult programming and use of library	<u>What the ultimate impact is</u> - Life-long use of community library - Tutorials support interest in traditional art forms

Performance Goals

The assessment and evaluation plan are directly based on the proposed objectives and activities. The summative evaluation and analysis process will include reviewing data collected on a semi-annual basis. The overall project evaluation will determine the following: 1.) Was the project successful; 2.) Did the project meet the overall goal; 3.) What components were most effective; 4.) Were IMLS objectives addressed and what was the local progress towards meeting those objectives.

Additionally, a formative evaluation and analysis process will focus on project implementation and progress. The implementation evaluation phase will track whether the project is being conducted as planned. Progress evaluation will determine to what extent project goals and objectives are being met. The formative evaluation activities will include the following: 1.) Documenting the process of developing and implementing the program; 2.) Assessing the degree to which the project met its goals and the major learning from project implementation; 3.) Determining the value of the project to families and national efforts; 4.) Describing what was learned that can be transferred to other similar efforts. An evaluation matrix follows:

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Obj.	Outcomes	Evaluation Questions	Outcome Measures
To offer Artist in Residence programs	Areas designated for patrons to work on their creations	How many patrons are they drawing in?	1. Pre/post survey for each series documenting knowledge increase. 2. # of persons participating; sign-ins recorded at each event/activity.
To adapt Artist in Residence project for youth Maker Space programs	Weekly Maker Space activities during Artist in Residence programming	How many patrons are they drawing in?	1. Pre/post survey for each series documenting knowledge increase. 2. # of persons participating; sign-ins recorded at each event/activity.
To create instructional tutorials	Video and book tutorials are created	What format is most useful (book or DVD)?	1. Number of DVDs created 2. Number of books created 3. How often are they checked out

In addition, the library will survey participants utilizing the performance goals measures survey as outlined in the IMLS enhancement grant request for proposals under the strengthening museums and libraries as essential partners in addressing the needs of their communities.

Some identified learning outcomes include:

- Learning outcomes for digital media: Patrons will be empowered and equipped with the necessary skills to effectively produce and evaluate content across multiple media platforms (software, equipment, editing, creating).
- Learning outcomes for arts, crafts: Patrons will have the opportunity to express themselves creatively and have the opportunity to share their ideas and talents, while fostering a deeper connection to culture and community
- General learning outcomes for Maker Space learning: Patrons will develop knowledge and skills which will assist them with career development and further education, as well as foster creativity and imagination

4. Communications Plan

CMN has developed the following Communications Plan to provide information to the target audience. The activities outlined in the Communications Plan will continue throughout the life of the program.

Activity	Target Audience	Why Chosen
1. Write Press Release(s) in Tribal/local newspapers announcing IMLS's sponsorship of the program.	Menominee Indian Tribal community, neighboring tribal communities.	To introduce availability of the new program and inform general public of IMLS's interest in their community.
2. Create a calendar of events.	Menominee Community	Provide written materials for distribution to invite participation.
3. Create a link on the CMN web page that connects interested viewers to info on the project, its scheduled activities, as well as provide updates of information.	General public viewing CMN website and program participants.	To show full CMN support of the project by providing a link to an informational web page on the project.
4. On campus marketing of project using banners & signs.	CMN non-traditional students and their families.	Non-traditional students make up a majority of student base.

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5. Create banners and flyers to be posted in the community for each event	Community members who may not attend CMN or with no access to newspapers, computers, and who are not on any CMN mailing lists.	Menominee community is rural and access to information is often limited due to distance.
6. Write articles for tribal/local newspapers, highlighting programs/activities.	Menominee tribal community	Local tribal newspapers are main advertisement method.

The Library Director will oversee the detailed steps taken with the project and a final report documenting all stages of the project, including various project products that will be produced. At the end of the project, dissemination plans include disseminating the project curriculum, plan, activities and results to other key institutions including: Institute of Museum and Library Services, Nicolet Federated Library System, and other Menominee tribal departments.

5. Sustainability

The proposed project is central to CMN’s Land Grant status and mission, and is important to providing the community with lifelong learning activities. It will provide fun and innovative ways to bring additional members of the community into the Library.

The College has given serious attention to the project and ongoing support of the program has been a part of the design from the beginning. During the project, the Library Director will work on developing leveraged partners to provide support and resources post project. Fortunately, the college and library are linked together, which will provide the Library with many more resources than most public libraries. Heating, technology and other maintenance costs of all CMN’s facilities are already covered by the College. Additionally, Program Staff is already supported by the College and will only be minimally budgeted for in the program budget to cover their time allocated to pilot the program. Successful program components and their associated costs will be absorbed into the regular operating budgets of the Library once identified as successful program activities.

The proposed project will build upon the infrastructure of the Library program and give the College the capacity to develop new community-based culturally relevant activities. CMN has successfully integrated many programs into the general operation budgets once the infrastructure was established. This is achieved by: (1) providing opportunities for all stakeholders (College leadership, participants, and community partners); (2) providing input into the project; (3) developing a strong evaluation plan; (4) utilizing the knowledge and experience of the College’s institutional research department; and (5) infusing project components into the fabric of campus activities.

This project will produce instructional tutorials to allow patrons who are unable to attend the workshops the option to learn how to create these traditional Menominee arts with detailed instructions. These tutorials will be in book and video format. The Library will keep a copy for library use and a copy to circulate. The originals will be saved so that additional copies can be made as needed.

Digital Product Form

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.

The digital products that will be created will be the property of the College of Menominee Nation. CMN will hold the copyright but the products will be freely shared and readily available. If we find that there are stories and topics that should be freely shared we will not create a video on that topic. The overall goal is to create resources to inspire and encourage traditional Menominee art, language, and stories. Nothing that we would create will be restricted.

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.

CMN will own the digital products but will not impose any restrictions on use or access. Some products may only be available as a DVD while others might be shared on You Tube and be in DVD format.

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.

It is unknown at this time if there are culturally sensitive issues. The important thing that will happen is a conversation will occur with the Artist and the staff working on the project. If the Artist shares that certain elements are culturally sensitive a digital product will not be created on that topic. The Artists wishes will be honored and culturally sensitive information will not be used to create a video. The overall goal of creating resources that can be freely shared means privacy concerns or culturally sensitive issues will be honored.

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.

Speaking with the photographer/videographer, he said he will be using .move for videos and jpg for photos. He said that the formats are adaptable and that he might also use 4K or high definition.

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.

The photographer/videographer has a Canon 5D Mark III and a Sony 4K XCDAM that he will be using for filming and taking video. The software he will use for editing will be Final Cut Pro and Adobe Photoshop.

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).

The digital file formats include AVCHD progressive, jpg, .move, mpeg-4, AVD/H.264. The appropriate quality standards will be variable resolutions for 4k up to 3840 x 2160 pixels, 1924 x 1080 for high def. video, and stills will be variable megabytes up to 20.

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 staff photographer/ videographer has a great deal of experience with these types of projects. He has taken videos of a number of CMN events as well as photographs. He is able to monitor and evaluate his workflow and products while he is at the event. If he feels that he didn't get a good shot of a certain aspect he will be able to have the artist show a step again and take photos or do another video. He is very conscientious and will look at what he takes weekly in between workshops.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

The digital assets will be saved with CMN resources. As videos are created they will be transferred to DVDs and shared on YouTube. The College has a server to support the photo and video needs of the staff photographer.