

Stephen H. Hart Research Center's Co-Created Model for Community Collections

Abstract

History Colorado is requesting an IMLS NLG-L, Community Catalysts project grant for \$250,000 to support History Colorado's Stephen H. Hart Research Center's development of a model co-created with Latino and Hispano communities to interpret, preserve, and make accessible their own historical past. This project for traditional libraries and archives will break down preservation and access barriers, and contribute to the field's attempts to shift the paradigm of our archival work from custodianship to cooperative stewardship.

The project will co-create a framework that will be tested in three communities. This will result in a replicable model and toolkit for centering communities in the archival work of: selection and appraisal; arrangement and description; access; preservation and care; and outreach and advocacy.¹ This project embraces the need for archivists to learn from communities about how they tell, validate, preserve, and share their collective pasts. This project also supports creating more comprehensive, inclusive, and accessible historical records for the general public.

The Stephen H. Hart Research Center is History Colorado's public access point for our archives, which is a 15 million+ item collection that serves more than 12,000 people each year. A priority of the Research Center, in line with History Colorado's strategic plan, is to provide access to an inclusive and contextualized collection that reflects a more robust and accurate representation of Colorado's diversity.

Founded in 2016 in response to community needs, History Colorado's Museum of Memory creates opportunities for the least-heard communities in Colorado—those historically impacted by systems of oppression and inequality—to explore their past in their own terms through memory sharing workshops, community storytelling activities, grassroots collecting efforts, and community share-backs involving the arts such as murals or exhibits. Communities participating in this IMLS project have been working with the Museum of Memory for the past two years. Cultural engagement is a central component of health-equity and community-building efforts that align with community catalyst work contributing to on-the-ground well-being.

The Research Center will work with three communities participating in the Museum of Memory community-based public history initiative. Communities participating in Museum of Memory hold the expertise and authority for their history and create the foundational partnerships for this project. These southern Colorado community partners are grassroots health-equity community outreach organizations in the predominantly Hispano² communities of Antonito (*Antonito Together*) and San Luis (*Adelante San Luis*) in the San Luis Valley and Avondale (*Avondale Resident Team*) in Pueblo.

¹ "Academy of Certified Archivists Role Delineation statement."

<https://www.certifiedarchivists.org/get-certified/role-delineation-statement/>

² Historically, communities in Southern Colorado have referred to themselves as *Hispanos*, a term that embraces the cultural hybridity resulting from the mixing of Spanish colonial and indigenous cultures.

The products will be published on History Colorado’s website and disseminated through local and national conferences, publications, and webinars. Institutions can adapt the framework to meet the unique needs and challenges of other underserved groups, such as low-income, refugee, BIPOC, and communities experiencing gentrification.

Statement of National Need

Underrepresented communities have expressed a well-documented desire to remember their experiences and collective pasts in their own terms rather than having those experiences filtered through the existing cultural framework in museums and archives. Existing collections may use inaccurate, missing, and/or offensive cataloging, which makes the collections less accessible and discoverable both for the community featured in the collection and future users. A collaborative approach to archival work that brings together traditional archivists and community members will enable institutions to meet the demands of this important moment of social change.

Boundaries between historically underserved communities and traditional libraries and archives need to be critically examined. The questions driving this examination are: How can archives inject community-centered values into their practices? How can we reconceive the relationship between the repository and community authors as interdependent? How do we collaborate with communities to challenge the assumption that community and traditional institutions are adversaries? What role can archives play in the memory-making process of communities? Efforts toward public engagement need to be accompanied by changing attitudes toward how traditional libraries and archives become community-centered.

This project builds upon scholarship and practice that critically explores the archivist's responsibilities towards the authors of community collections and examines the power dynamics associated with caring and making decisions for archival materials of marginalized communities.³ Relevant work in this area from the last decade includes the VIA (Voice, Identity, Activism) framework proposed by Anne Gilliland (2014)⁴ and Cook’s (2013)⁵ consideration of the importance for archives to learn from how communities are documenting themselves.

While community-based archives have already covered a lot of ground on this journey, traditional institutions need sustainable and equitable tools to orient archival work towards the community. After conducting a literature review, History Colorado staff identified the lack of a comprehensive start-to-finish framework for integrating community members with the archival process. Examples such as the “Archivist in a Backpack” kits from the Southern Historical Collection at the University Libraries at the University of North Carolina-Chapel Hill provide

³ Light, M. 2019. “From Responsible Custody to Responsible Stewardship” in C. Weideman & M. A. Caldera (eds) *Archival Values. Essays in Honor of Mark A. Greene*. Chicago: Society of American Archivists; Cook, T. 2013. Flinn A, Stevens M, Shepherd E. 2009. “Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream. *Archival Science* 9:71–86.

⁴ Gilliland, A. 2014. *Conceptualizing 21st-Century Archives*. Chicago: Society for American Archivists.

⁵ Cook, T. 2013. “Evidence, Memory, Identity, and Community; Four shifting Archival Paradigms”. *Archival Science* 13 (2-3): 95-120

tools to address underrepresentation in traditional archives but are missing components such as final processing and ongoing access.

Because of our Museum of Memory work, the History Colorado staff often get requests for advice from other institutions on how to build relationships with local partners. As a result, our staff has identified that library and archive professionals often do not know what steps to take to engage community groups with archival collections. We can more easily respond to this demand by creating a resource that includes a tested and true-to-process basic framework.

Finally, this project builds on Museum of Memory's experiences facilitating community-based memory projects over the past five years. The *Co-created Model for Community Collections* departs from lessons learned in Museum of Memory work and responds to feedback from community partners who express both greater interest in interpreting their own history and a more central role in how this is archived.

Project Design

The *Stephen H. Hart Research Center's Co-Created Model for Community Collections* project has two goals:

1. To co-develop a framework with three rural, Latino and Hispano communities that can guide libraries and archives to manage community collections in a culturally responsive and community-driven manner.
2. To share the framework with other libraries and archives nationally so that they can implement it with similar rural, Latino and Hispano communities. Alternatively, institutions can adapt the framework to the unique needs and challenges of other underserved groups, such as low-income, refugee, BIPOC, and communities experiencing gentrification.

María Islas-López, the Museum of Memory manager, will lead this project. Trained as a cultural sociologist and a qualitative researcher skilled in participatory methods, Islas-López has experience designing and implementing community-engaged projects and evaluation in ethnically diverse and low-income communities. An interdepartmental project team with stakeholders from the Research Center and Museum of Memory will implement this project. The project also includes contributions from three community fellows hired with IMLS funding that will support research, community engagement, and administrative efforts.

Phase One- Co-design the framework with library/archives and community partners. (12 months)

1. Meet with the project team for the first three months of the grant period to create the recruiting process for the community fellows, establish roles and expectations, prepare partners for the project, set up the protocol for the learning conversations, design the participatory evaluation protocol, and develop workflows for the project.
2. Connect with academic partners to hire a cohort of three Community Fellows. The cohort, ideally bilingual and enrolled in an archive or library program, will be solicited from the San Luis Valley location (Antonito and San Luis), the Pueblo location (Avondale), and the History Colorado central Denver location (Stephen H. Hart Research

Center). The Community Fellows will augment the work with the communities and assist in the process of co-creation and community authorship. Fellowship onboarding will include training on community-engaged and archival practices. The core project team will facilitate additional opportunities for collaborative learning through regular project check-ins and “lunch and learns” throughout the fellowship tenure.

3. Complete two series of complementary assessments that identify and address needs. These assessments will be participatory in nature and, inspired by Anne Gilliland’s Voice, Identity, Activism framework,⁶ center on exploring community interest, motivations, needs, emotions, and well-being. We will establish a workflow using the preservation and access tasks and objectives of the Museum of Memory and the Research Center to establish roles and responsibilities and collaborative steps.
 - a. Community assessments: what are community needs, emotions, and desires in preserving and keeping a record of their own history through a community collection? We will host at least 3-6 in-person and virtual discovery sessions (1-2 for each community) that include learning conversations and workshops to establish expectations and needs, define roles, and set evaluation mechanisms. The core project team will lead these sessions.
 - b. Library and Archive assessments: what are the needs of the library and archive professionals for implementing community-centered archival practices? We will host one or two virtual discovery sessions with partners from the Denver Public Library, the Colorado State Library, and at least one library or archive from each of the three community locations. The core project team will lead these sessions.
4. Establish smaller community advisory groups to plan the memory projects and collection work for Phase Two. We will host at least 3-6 in-person and virtual group sessions (1-2 for each community) to plan for Memory Projects including co-designing activities, timelines, deliverables, and evaluation. The core project team will lead these sessions.
5. Introduce existing History Colorado collections to the three community partners. Gather information about adding representation, corrective authorship, interpretation. Confirm the process and methods for community authorship and additional collecting. Curatorial and Collections staff with the Community Fellows will identify these collections and lead this work.
6. Evaluate using a participatory approach involving relevant stakeholders in evaluation design, data collection, and analysis. Evaluation-related activities and reflection will happen at key steps during project implementation and at the end of each phase to adjust and correct the *Model* as necessary. Continuous process evaluation (i.e. tracking inputs, activities, and outputs) will ensure the project remains on schedule.
7. Summarize the results and finalize the framework pilot design.

Phase Two- Implement the framework in three pilot projects. (19 months)

1. Implement the co-designed pilot framework, created in Phase 1, using the collections of the three community partners with input from the community partners and archive advisers. The core project team and community fellows will document the similarities, differences, obstacles, and success for each community.

⁶ Gilliland, A. 2014. *Conceptualizing 21st-Century Archives*. Chicago: Society for American Archivists.

- a. Conduct memory workshops that specifically focus on existing collections with the goal for community members to support the interpretation and description of the collection to result in community collections authorship and representation. These workshops may include collecting opportunities for archives or personal items, document scanning for those wanting to keep originals, and oral history recordings. Finally, these sessions are interspersed with opportunities to create moments of reflection, discovery, and spark learning. The existing collections and their current interpretations deployed during these events will prompt remembering and generate stories that community members want to add or correct. Led by Project Director, completed with the project team and Community Fellows.
 - b. Complete preservation and interpretation work for collected items during workshops including collecting and organizing paperwork, accessioning, final processing, cataloging, metadata creation, transport, and archiving or storage. From prior Museum of Memory work, we anticipate processing hundreds to thousands of new collection items. Completed by Curatorial and Collections staff with the Community Fellows.
 - i. Process using History Colorado standards which rely on Dublin Core, Describing Archives Content Standards (DACS), and Encoded Archival Description (EAD) cataloging guidelines for the archive materials and Chenhall's Nomenclature and Getty Vocabularies cataloging standards consistent with historical collections for the artifacts and photographic materials. The finding aids will be DACS-compliant. The item-level records capture a detailed level of processing and cross-referencing, which includes descriptive metadata, subject headings, descriptions, context, and other searchable keywords.
 - ii. Align digitization with established protocols and metadata capture based on Dublin Core standards to create master files and surrogates with varying levels of access and preservation. Audio recordings can be digitized internally in our Sound Studio, and our project staff is trained to do this. Audio file formats will be converted into digital MP3 master files and WAV access files.
 - c. Re-catalog existing collections with the information gained during the pilot framework to ensure community authorship. Additional processing, rehousing, or archiving will occur at this time using the same guidelines and protocols as listed above and led by Curatorial and Collections staff with the Community Fellows.
 - d. Conduct access and sharing-back work as identified in the process and based on community or institutional needs. Access will include online availability and physical access through our Research Center. Completed by the project team.
2. Lead evaluation of key steps during community work and at the end of Phase Two to adjust, correct as necessary, and aid in all collaborator comfort levels. Completed by Project Director.
 3. Summarize and work on the co-created and participatory framework steps and resource tools to ensure alignment with priorities. Completed by the project team.

Phase Three- Finalize and evaluate the framework and toolkit (5 months)

1. Lead summative analysis of data from evaluation activities across the past three years, including participatory analysis of activities and outcomes of projects and products with partners. Completed by Project Director.
2. Complete a final draft of the framework and resource toolkit drawing on lessons learned and best practices emerging from project implementation in communities in Phase Two. Early in this phase, the core project team will meet every two weeks to complete the content of the framework (i.e. organize the content and resources into a logical format to build a cohesive document).
3. Refine the *Model* based on feedback from community partners and librarians. Completed by Project Director.

Phase Four- Publish and Disseminate the completed framework and toolkit (6 months)

1. Design and publish the *Model* with the framework and resource tools. The Project Director and History Colorado's web designer complete this online component and share it with partners.
2. Disseminate the *Model* through various History Colorado web and marketing channels with the goal of reaching archive and library professionals who could adopt the *Model*. History Colorado project team will submit at least two conference presentations, two scholarly publications, and host at least three informational webinars.

We created the project design with time and space for respectful partner interactions and trust-building. Project timelines don't always fit in with individual participants' schedules, and we want to build in the time to do this in a way that isn't rushed and allows the process to unfold in a meaningful way for everyone. Throughout the project, we will ask partners for feedback on the workflow and process and make changes along the way to best accommodate unforeseen preferences. The three-year time period also accounts for contingencies related to the COVID-19 pandemic. History Colorado has maintained successful health protocols as they apply to the current collaboration activities with San Luis, Avondale, and Antonito and the open operations of the Research Center. Since the epidemic has disproportionately affected BIPOC communities,⁷ we will continue using appropriate health protocols and safety measures while making these connections in person. Contingencies for scheduling, risk assessments, and digital meeting options are steps we can take to accommodate COVID-19 concerns.

To ensure the *Model* will be truly co-created and meet the needs of shared stewardship for collections, the project engages partners with different perspectives and areas of expertise:

- **Library and Archive Professionals** - We will connect with professionals in the Society for American Archivists on both national and local/regional scale to build a community collections framework that can be scaled to multiple institutions and multiple levels. Our sister agency, the Colorado State Library, and partner institutions—Denver Public Library, Colorado State University-Pueblo, and Adams State University—will help us network as well as share our results with a national audience.

⁷ <https://nchc.org/the-impact-of-covid-19-on-communities-of-color/>

- **Local Universities** - We will partner with Adams State University in Alamosa and Colorado State University in Pueblo, federally recognized Hispano Serving Institutions, as we seek to hire the Community Fellows.
- **Community Fellows** - The Fellows will be a part of the Hispano community and also part of an academic program in archives, history, museum studies, or similar fields of study. The cohort of three Fellows will assist with collections processing and interpretation, as well as co-facilitation of partner meetings. The Fellows will work with History Colorado staff to bridge the gaps between the communities and the archives' catalog and will participate in the arrangement and description of the materials. This practical experience will help these Fellows to potentially participate in the field in a professional capacity in the future. Because this is a core tenet of the project, we will document the procedures we used to evaluate and select these interns, as a part of the replicable framework for other institutions.

Target Communities

Latino and Hispano communities in Colorado and libraries, archives, and history-keeping institutions nationwide are the primary targets for this project.

The project reaches three predominantly Hispano and Latino low-income communities in the towns of Antonito and San Luis in the San Luis Valley, and Avondale in Pueblo County, all of which are rural and census-designated places in southern Colorado. Geographically isolated rural southern Colorado communities like these, while rich in cultural heritage with families living in these communities for generations, have the state's highest rates of income inadequacy, particularly in Latino/a households.⁸

The first phase of our project design includes convening with partners from the Denver Public Library, the Colorado State Library, and at least one library or archive from each of the three community locations. Their input and needs will help us design the *Model* and resulting framework and toolkit resources. The toolkit itself will be written in a way that is accessible to institutions of all sizes and experience levels, from small volunteer-run historical societies to large academic institutions.

The project's success will be reflected in its products:

- A step-by-step co-created **framework** that acts as a process guide for community collections, including:
 - Guides for each step of the process, including workshops
 - Process recommendations based on success and failure
 - Definitions and roles
- Resources in the form of a **toolkit** including:
 - Procedures, equipment, run-of-show guides, and standards for collection events and memory workshops
 - Procedures for identifying and examining existing community collections

⁸ Colorado Center on Law and Policy, 2018.

- Procedures for re-cataloging and/or correcting existing collection records with community authorship and information
- Outlines and run-of-show guides for sample sharing back programs
- Examples of mechanisms to share back to the community such as exhibits or educational products like primary-source sets, classroom memory exercises, or taking collections into schools
- Discussion guides to facilitate partner conversations
- Examples of identity lists and definitions
- Access guides for navigating and using community collections at traditional institutions
- Budget and resource examples for project implementation and sustainability
- Guides for connecting with partners such as academic institutions, library or archive networks, museum networks, or other communities
- Sample job descriptions for similar staffing models such as for Community Fellows
- Co-designed **Community Collection Access** with newly acquired, reinterpreted, and updated collection items in History Colorado's archives. For reporting and development of future projects, we will track the number of collections added, records corrected, and lexicon terms/subject headings updated based on community input.

Museum of Memory employs a participatory approach to evaluation that seeks input from the project stakeholders in evaluation design, implementation, analysis, and reporting.⁹ This approach provides opportunities for all partners to determine the effectiveness of the grant project, serving as a mechanism for empowerment and learning. María Islas-López, Ph.D.—the project's manager, research scientist, and evaluator—will facilitate a participatory evaluation process to capture consensus from all partners as a learning tool. Data collected through process evaluation on project activities will be collected through reflective debrief facilitation with partners and also support the reporting of overall project success.

There are two areas of results sharing included in this project. **The first** is to return investment in the form of collections, knowledge, and resources to the community so that the relationship becomes an exchange and not primarily a one-sided collecting initiative. The existing community collections that are re-cataloged and the newly donated community collections will be processed and made available for access through our free and open-to-the-public Research Center, our online portal, and also through various share-back methods included in the process framework. Additional forms of share-back will be identified as a part of this project process, starting with ideas such as local lending resources, hyper-local curriculum development, or youth programs.

Secondly, the project concludes with actively sharing the framework and toolkit resources nationally. They will be available online for download on our website. We will promote the toolkit in partnership with the communication channels of the Society for American Archivists,

⁹ As a bottom-up approach to evaluation, this is guided by those involved in projects/programs (eg. participants, staff and community members) . See Zukoski, A. and M. Lulaquisen. 2002. "Participatory Evaluation. What is it? Why do it? What are the challenges?" *Community-based Public Health: Policy and Practice*. Apr (5):1-6.

Society of Rocky Mountain Archivists (SRMA), and the Colorado Association of Libraries (CAL). To increase the visibility of the project, History Colorado archive and research center staff will apply for submission in scholarly publications such as *Journal of Western Archives* and the *American Archivist* and apply for national and regional conferences such as the Colorado Association of Libraries, the Society of Rocky Mountain Archivists, and the Colorado-Wyoming Association of Museums. This dissemination will also focus on the state level by using local networks for small and rural libraries in which we can consult and fine-tune how these products can assist them with their community outreach.

National Impact

The *Stephen H. Hart Research Center's Co-Created Model for Community Collections* will advance best practices by providing a scalable model for institutions to increase community authorship in archival collections. It will help archives and libraries become trusted community repositories through collaborative authority, planning, social engagement, and public history.

Since this project includes partner involvement from *Antonito Together*, *Adelante San Luis*, *Avondale Resident Team*, professionals from the library and archival fields, and local institutions, the process and deliverables will be co-developed based on the needs identified. As this project focuses on communities in rural areas and our partners include local institutions, the step-by-step framework for community work and the toolkit of resources will be especially applicable and relevant to smaller library and archive institutions in similar geographically diverse areas or consortium institutions serving those areas.

The *Co-Created Model for Community Collections* framework and toolkit will be available on the History Colorado website for easy use and reference. The products will be usable in their entirety or by individual pieces based on the need of the institution and the level of existing collaborations.

Library and archive institutions and Hispano and Latino residents in *Antonito*, *San Luis*, and *Avondale* are the primary communities for this project. We will work with library and archive institutions on implementing our model in similar rural, Hispano and Latino communities across the country. We believe with further work other institutions could adapt the *Model* for use with other underserved communities. We think this model can be applied to any community because it's based on asking people what they want to see happen in an archive and with their history. By asking people and getting them involved in every step of the archiving process, the *Model* is flexible to meet different needs. We will leverage our local and state networks to disseminate the *Model* through newsletters, industry websites, conferences, scholarly publications, and word of mouth.

In addition to promoting the *Model* through newsletters, scholarly publications, and at conferences for library and archive professionals, we will work with our local and national contacts to host webinars focused on how to use this model. During the last project phase, we will host at least three webinars with partners such as the Society of American Archivists, SRMA, the Colorado State Library, and other similar networks to encourage adoption of the

Model and help with onboarding. Our project staff will offer other institutions assistance and answer questions about the *Model* implementation on an ongoing basis.

This grant covers the start-up costs needed to develop the framework and toolkit and promote it through library and archive professional networks. Once resources are listed on our website, no additional financial resources will be required to make them accessible to other institutions in the long term. In the years following the funding period, staff will continue to promote the *Model* through professional networks and refer other institutions to the resources for download.

Additionally, History Colorado will sustain the co-designed community collections for Colorado by working with *Antonito Together*, *Adelante San Luis*, and *Avondale Resident Team*. These collections will support our development and delivery of hyper-local Colorado curricula and other educational programming. History Colorado is committed to continuing to collaborate with these three groups and to exploring further follow-up projects with them.

The *Stephen H. Hart Research Center's Co-Created Model for Community Collections* responds to the disparities that have been emphasized by the socio-political environment, the Black Lives Matter movement, and the COVID-19 pandemic. Our *Model* will have a national impact on archival workers' ability to address community representation and authorship and will shift the paradigm of archival work to accept community-based epistemologies. The *Stephen H. Hart Research Center's Co-Created Model for Community Collections* will provide assistance for libraries and archives to do this work and truly become collaborators for shared stewardship.



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

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

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

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

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Workflow and Asset Maintenance/Preservation

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

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

Metadata

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

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

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

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

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

Technical Information

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

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

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

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

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

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

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?