

## Information Justice Institute

Chicago State University (CSU) proposes to lead the Information Justice Institute (IJI) for a one-year period in collaboration with leaders of the non-profit organizations A Way In and Ex-Cons for Community and Social Change (ECCSC). Our goals include: establishing an institute dedicated to justice in the context of library services; collaboratively defining key issues, opportunities, and pathways; identifying target users and their needs; developing promising initial solutions; sharing details of our insights and approaches with other libraries and communities; and evaluating our progress. During the course of the project we will bring collaborators together to consider questions to build understanding and lead to addressing critical community needs. As a planning grant, IJI will solidify partnerships; develop a project work plan; and pilot training materials at a workshop designed to explore critical issues facing librarians, library staff, and other information professionals as they confront injustice through innovative programs and services designed to support community members facing deeply-embedded and complex challenges such as poverty, violence, and incarceration. IJI will serve as a model for other library programs in communities across the nation.

### Statement of National Need

The United States struggles with alarming rates of violence while having the highest incarceration rate in the world. As noted by the Prison Policy Initiative, the American criminal justice system holds almost 2.3 million people in numerous facilities including state and federal prisons, juvenile correctional centers, local jails, military prisons, immigration detention facilities, and psychiatric hospitals (2018). As with violence, incarceration disproportionately affects young people, and racial and ethnic minorities. For example, African Americans make up 12% of the country, but 33% of the prison population – compared to Whites who account nationally for 64% and 30% in prison. The incarceration rate for African Americans is nearly five times the rate of Whites and currently almost 9% of all African American men are behind bars. Cycles of violence and incarceration are deeply rooted in historic inequity, poverty, and enduring community disinvestment.

The impacts of inequity echo across communities. As Petteruti et al. (2015) describe communities with the highest incarceration rates are often those most in need of resources for health care, housing, economic development, and social services. As the findings of the U.S. Commission on Civil Rights' report *Collateral Consequences: The Crossroads of Punishment, Redemption, and the Effects on Communities* (2019) indicate those with criminal histories “face barriers to voting, jury service, holding public office, securing employment, obtaining housing, receiving public assistance, owning a firearm, getting a driver’s license, qualifying for financial aid and college admission, qualifying for military service, and maintaining legal status as an immigrant. The reach of each collateral consequence extends past people with criminal records to affect families and communities.” Further, “collateral consequences are pervasive, broad ranging restrictions on the rights and privileges of people with criminal convictions to participate in society and access certain benefits. These consequences exacerbate punishment beyond the criminal conviction after an individual completes the court-imposed sentence” (p. 133).

According to the report’s Chair Catherine E. Lhamon, thousands of collateral consequences have been identified - and they “ bear no specific relationship to public safety or to the underlying convictions for which the people were incarcerated. These additional penalties separate and apart

from conviction impose heavy burdens on formerly incarcerated persons' ability successfully to re-integrate into free society and in so doing render all of us less equal and less safe. Some of these collateral consequences especially denigrate particular groups of formerly incarcerated people; all of them communicate government disdain for their worth as people" (p. 139). Further, "in addition to affronting the humanity of people with criminal convictions, these restrictions increase recidivism. This increase, as the report describes, has been empirically shown to be true. And it makes logical sense. If you cannot feed your family through employment (a steep climb coming out of prison) or through an assistance program, what will you do? It is unconscionable to increase people's desperation to this level, and it makes all of us less safe" (p. 142). Disparities are illuminated in data and statistics. For example, annual news reports reveal that those being released from prison usually return to impoverished neighborhoods, which are identifiable by zip codes, such as 60628, where CSU is located, and adjacent communities (Marin & Moseley, 2014). Sadly, we have recently seen these disparities amplified in the news from the stories of COVID-19 related to disproportionately high numbers of cases and deaths inside prisons and across low-income communities, and especially for African Americans. As the *Sun Times* reports, "even before the pandemic, the life expectancy gap between black and white Chicagoans was nine years. COVID-19 just makes that shameful inequity more obvious" (2020).

How can libraries effectively mitigate collateral consequences and inequity? As community anchors, libraries support safe and healthy communities. That said, those located in and/or those that emphasise serving underresourced communities, find themselves in the middle of a complex and challenging reality. Research tells us that neighborhoods are safer and experience less crime when residents are engaged in their communities and able to work together toward shared goals (Kubrin and Wo 2015). And research also shows that local, community-based organizations play a key role in providing services and facilitating engagement that strengthens neighborhoods (Lin 1999).

Building on this understanding, Chicago State University (CSU) proposes to lead the IJI for a one year period in collaboration with the non-profit organizations A Way In and Ex-Cons for Community and Social Change (ECCSC). As a planning grant, IJI will bring together library faculty and students from the CSU library and information studies program, leaders and members of A Way In and ECCSC, librarians from the Gwendolyn Brooks Library, and others with interest from adjacent neighborhoods to solidify community partnerships; develop a project work plan; and pilot training materials at workshops designed to explore the critical issues we face in confronting injustice through innovative programs and services developed in collaboration with and designed to support communities facing onerous challenges.

IJI recognizes that libraries serving as partners can strengthen networks by leveraging their expertise and relationships. IJI supports the *Community Catalysts* goal with emphasis on the objective of exploring and developing new, scalable participatory library programming models that engage communities and individuals of diverse cultural and socioeconomic backgrounds. IJI will strengthen civic and cultural engagement and foster community health. Within the project, we will consider outcomes relating to adaptation, expansion, and re-interpretation of our model and methods based on issues of critical significance and expand the boundaries within which libraries impact their communities. Additional details about the program design are discussed in the following section.

## Project Design

IJI aligns with the IMLS Build Capacity goal - to strengthen the capacity of libraries to improve the well-being of their communities particularly to serve as trusted spaces for community engagement and dialogue around challenging issues. IJI is informed by the efforts and understanding across a range of scholarship. For example, IJI is grounded in a profound belief in community resiliency. The development of resiliency is critical to the wellbeing of communities – especially fragile communities. Kulig et al. (2013) indicates the key factors that contribute to community resiliency are positive collective interactions, expressions, and action. IJI will cultivate and mobilize these practices. Additionally, IJI relies on the seminal work of Paolo Friere (1970). Freire contended that knowledge critically and collaboratively constructed is the key to change in practice. This is in line with emancipatory design and pursuit of transformation in order to alter significant, historically-rooted inequity, which IJI aims to achieve. (Carr-Chellman & Savoy, 2008).

IJI draws on the model of community inquiry. According to Bruce, Bishop, and Budhathoki (2014), community inquiry “emphasizes inquiry conducted of, for, and by communities as living social organisms. It implies support for collaborative activity and for creating knowledge connected to people’s values, history, and lived experiences. The inquiry entails open-ended, democratic, participatory engagement. Community inquiry is thus a learning process that brings theory and action together in an experimental and critical manner.” As we move forward with a community inquiry approach, we anticipate engaging in extensive dialogue and asking essential questions like: How can librarians effectively grow trusted spaces to increase community engagement and dialogue? What are critical practices to include the voiceless and others with severe access and engagement limitations? While we can offer initial questions, it is not possible to develop all of the questions in advance - as they will be derived through strategic collaborative engagement.

IJI is also informed by professional library literature. In 2017, the Public Library Association published a short book in its “Quick Read for Busy Librarians” series to introduce librarians to concepts for serving incarcerated populations. This text serves its purpose as a basic introduction, but there is much more to learn and do. After discussing several topics and sharing a few examples, the author, Nick Higgins, poses two insightful questions that serve as a jumping off point for this project: What power do we have as librarians in dismantling systems of oppression – and, more importantly, how do we use that power once we realize we possess it?

While Higgins’ work is centered on public library efforts, IJI is particularly interested in how this question applies to academic librarians and their practices within institutions that serve as community hubs, like CSU. Throughout the project we will ask critical questions and pool knowledge and resources to develop questions in diverse contexts in order to spawn essential justice-based change. As the Urban Libraries Council’s *Civic Engagement: Stepping Up to the Civic Engagement Challenge* report describes, libraries can play essential roles in starting conversations and “identifying challenging community issues, creating forums for sharing opinions, and developing action strategies” as well as serving as centers for democracy in action where “walking, talking, thinking, and acting as the place where democracy, civic engagement, and public discourse happen” (2012). We believe this to be true - and seek to explore these concepts from theory to practice in collaboration with community partners most affected by injustice.

In addition to understanding from public library professionals and urban library understanding, IJI is also guided by an iterative process approach to community engagement described by the Association of College and Research Libraries (ACRL). The 2016 ACRL *Framework for Community Engagement* suggests the initial stage of collaboration focus on determining key community needs to be addressed . We will do this in IJI, and, in conjunction with our collaborators, we will reach out to and engage with diverse stakeholders in the community to seek input regarding our campus and our library services, develop priority lists and prototypes, and seek user additional feedback as we move forward. We will consider and continually assess what has potential to work well given resource limitations, what needs to be adjusted, and options to improve.

The CSU campus is located on Chicago's south side – adjacent to many underserved neighborhoods where 54% of residents are living below the poverty line. The campus serves a diverse blend of predominantly African American and Latinx students. CSU acts as a community hub and, as such, offers many outreach programs through the library, archives, and other units. For example, the Gwendolyn Brooks Center for Black Literature and Creative Writing is located on campus; CSU hosts Louder Than A Bomb (LTAB) slams for the world's largest youth poetry festival; CSU offers ongoing programs and educational opportunities for local secondary students such as dual enrollment and a Summer Bridge Program, designed to provide academic enrichment for high school students as they work toward an early start to college; as well as varied intergenerational programs and events. These initiatives involve thousands of community members. CSU's commitment to rigorous, positive, and transformative educational experience as well as community development including social justice, leadership and entrepreneurship provides a strong base to develop IJI.

CSU is well positioned to act as a hub to build capacity for community engagement, dialogue, and models and methods grounded in information justice. In order to ensure open, culturally relevant, and meaningful conversations that lead to the development of authentic materials and effective practices, A Way in and ECCSC will provide consultation for development throughout all stages of this project. A Way In is a non-profit organization, which assists people with felony convictions navigate the prison-to-school pipeline and gain access to higher education. Members believe that their lived experiences are vital to meaningful conversations around social reform. ECCSC's motto is, "It's Going to Take Us to Save Us." ECCSC is a dynamic Chicago-based coalition involving hundreds of formerly incarcerated individuals who have taken on civic responsibilities to serve communities and push back against recidivism. Members of ECCSC have experience and deep knowledge of mediation and violence de-escalation.

IJI seeks to build collaboration and understanding around community needs in order to affect positive change. Our efforts will not focus on issues of individuals – and we will regularly clarify the need to follow professional protocols and respect privacy considerations by all who are involved in IJI. While some members of vulnerable communities may have special privacy considerations, since A Way In and ECCSC members are adults and active community leaders, their involvement does not require additional consideration.

IJI is exploratory. Our goals include: establishing an institute to critically consider how libraries can work against injustice and promote justice; collaboratively defining key issues, opportunities, and

pathways; identifying target users and their needs; developing promising initial solutions; and sharing details of our insights and approaches with other libraries and communities. During the course of the project we will bring collaborators together to consider questions to build understanding and lead to addressing critical community needs such as:

1. How do libraries prevent violence and support community members affected by violence?
2. How do libraries support incarcerated community members and their networks of support?
3. How do libraries support successful reentry upon release from prison?
4. How do libraries support safe and healthy community development?
5. How do library constituents who are facing the toughest challenges effectively inform library practice?

These questions along with others that emerge in discussion any that stem from an examination of collateral consequences report discussed above will be the focus of a yearlong effort to develop a community plan as well as training materials, available openly online, and a replicable in-person workshop. We expect over 100 participants will be directly involved in IJI during the project period. Additionally, training materials will be added to the CSU website and the workshop will be piloted at CSU in tandem with a national library conference in order to provide access to a wider potential audience. By accessing resources and engaging in focused learning activities during the workshop, librarians will build competency to address critical social issues and act as leaders to remedy existing gaps in library services for those affected by violence and incarceration as well as network with others who are dedicated to these efforts. Additional details are provided below.

IJI recognizes that libraries serve as partners that strengthen the work of collaborators, community members and networks by leveraging their expertise and relationships. IJI supports the *Community Catalysts* goal with emphasis on the objective of exploring and developing new, scalable participatory library programming models that engage communities and individuals of diverse cultural and socioeconomic backgrounds.

CSU is located in a vibrant area of Chicago that has experienced significant disinvestment. Community members face trauma and many related challenges. Fortunately, CSU has a long history of, is committed to, and has strong potential to create positive impact through projects like IJI. Our strategies rely on participation from our library ALA-accredited library and information science program and the Gwendolyn Brooks Library, the CSU academic library grounded in social justice. We are enthusiastic and well prepared to develop and host impactful IJI activities in conjunction with our partners. Additional details are provided in project staff resumes and supporting documents.

IJI will construct a model based on our reality and understanding to design methods and inform practice. Our initial models and approaches may evolve and grow over time as our community does. Our work will also be of interest to and useful to others (e.g., those working in communities facing similar challenges - as well as emergent challenges, those in public libraries, etc.).

IJI will be overseen by a steering committee, which includes the project director (principal investigator), the directors of A Way In and ECCSC or their designees, and a project evaluator. A student worker will assist with project promotion and communication. Additional details are provided in the budget justification. Full descriptions of roles and expectations will be developed

and reviewed at the start of the project. As the project progresses, additional potential collaborators may also be identified and invited to join in conversations to advance our goals.

Below is an outline of twelve key project activities, which will be used to guide progress as well as for developing an evaluation and to measure success:

1. Assemble and establish roles and ground rules (first quarter of project)
  2. Host monthly meetings of IJI steering committee representatives from CSU, A Way In, and ECCSC (ongoing)
  3. Initiate, embed, and conclude project evaluation (ongoing)
  4. Develop guidelines and essential questions to inform IJI activities with consideration of (potential) user motivation, adoption, retention, and application of new skills (first quarter of project)
  5. Develop and conduct community needs assessment and SWOT analysis (first quarter)
  6. Develop a list of key critical issues and priorities we plan to address collaboratively through IJI based on community needs assessment and SWOT analysis (second quarter)
  7. Develop preliminary action plans for IJI priority activities (third quarter)
  8. Design an in-person workshop to share insights gained during the first year of the project with professional colleagues, community members, and others interested in IJI issues (third quarter)
  9. Offer in-person workshop (fourth quarter)
  10. Openly share project activities and artifacts including monthly meeting minutes, guidelines and essential questions, summary documents for needs assessment, SWOT analysis, collaborative priorities and action plans, and workshop activities. Project results will consider outcomes relating to adaptation, expansion, and re-interpretation (ongoing)
  11. Submit a co-authored article for publication to share project results (fourth quarter)
  12. Thank all participants, share project outcomes, and consider next steps (fourth quarter)
- Additional details for project activities are provided in the schedule of completion and budget justification. In terms of project evaluation, specific processes informed by reflective practice will be embedded during IJI (Sen & Greenall, 2014); as well as those necessary to comply with all grant requirements.

### Diversity Plan

IJI is designed to augment participation in the library field by countering historic and systemic barriers that have limited users' access to information resources, competency-building opportunities, and formal and informal networks. We will create change to transform understanding and enable new connections and growth to overcome pervasive cycles of injustice. Librarians and underserved community members will be co-engaged as leaders and participants throughout the project. They will be empowered and co-create inclusive tools and models. Our diverse project team reflects community demographics and possesses the necessary content knowledge, leadership skills, and experience to realize significant shifts across the field and will call on others as appropriate to augment our efforts. IJI will strategically build and enhance access to library and information services. We will share our understanding and methods broadly. The project serves individuals of diverse geographic, cultural, and socioeconomic backgrounds; those with limited functional literacy and information skills; those with difficulty using libraries; and underserved communities, including children from families with incomes below the poverty line.

## National Impact

As noted above, IJI is an exploratory phase project. Our goals include: establishing an institute to critically consider how libraries, particularly academic libraries that serve as community anchors, can work against injustice and promote justice; collaboratively defining key issues, opportunities, and pathways; identifying target users and their needs; developing promising initial solutions; and sharing details of our insights and approaches with other libraries and communities. We anticipate IJI will have far-reaching impact. Within information services, it will provide a physical and virtual hub to access training and support materials. Additionally, it will foster important connections and facilitate rich engagement – time and space for diverse community members to gather and share questions, concerns, strategies, and successes. IJI will serve as an effective model focusing on critical, cross-cultural, interdisciplinary understanding and action. As evident in the supporting documents, the IJI proposal has already been endorsed by our state library association. CSU, ECCSC, and A Way In leaders are dedicated and ready to ensure the project will benefit librarians and constituents – particularly community members who are underserved and most greatly affected by violence, incarceration, poverty, and other facets of webs of injustice in Chicago and across the nation. Through IJI, we intend to co-develop concepts and openly-available, viable, and replicable tools to inform the efforts librarians and other library staff across institutions who are committed to augmenting justice with their communities. Based on professional experience, community embeddedness, and cultural awareness, we anticipate risks associated with project implementation to be low, while the rewards will lead to new and significant justice-based understanding, practice, and impact.

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# **Information Justice Institute**

## **Schedule of Completion**



## 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?