

## **Privacy Advocacy Guides for Libraries**

Libraries have long acted as strong privacy advocates for their users; building a charge and commitment to upholding a person's right to privacy into their ethical code of conduct and the Library Bill of Rights. As technology has become more pervasive, so has the conversation grown in the national dialogue surrounding privacy. Libraries have situated themselves as their community's privacy advocates, but many frontline staff, trustees, library technologists, and administrators are struggling to find the right resources to ensure they are protecting their patrons' privacy and understanding the issues.

With the creation of ever-larger datasets and methods to track user's every movement in the library, we are in dire need for librarians to have a deep understanding of privacy, confidentiality, and security. Library staff should have access to real, actionable tools that walk them through privacy related situations. The Privacy Advocacy Guides will make it easier for libraries to be advocates of a safer and more secure space for everyone, especially those who are most vulnerable and use the library as their primary access to information.

Armed with the knowledge gathered during the IMLS-funded Library Values & Privacy National Digital Strategies planning grant, the Alameda County Library, along with partners from the American Library Association's Office of Intellectual Freedom, Data & Society Research Institute, and librarians from across the country with extensive privacy knowledge plan to actualize the findings in a real-world, practical application: Privacy Advocacy Guides.

These web-based and print guides will utilize the professional skills of a senior graphic designer and include a strong advocacy and communication plan to ensure they reach a broad audience. Traditionally, tools that have been created at the national level have been built by and focused on larger library systems. In order for these guides to be effective nationally, we feel it is vital that a broad range of voices be heard. We plan to go beyond ALA traveling to regional conferences in states where members may not have regular access to national conferences. Our library testing sites will include a broad range of libraries including public (big and small), school, and university.

We expect that these guides will help librarians become privacy advocates, giving them clear guidelines and discussion points for engaging with library leaders, vendors, boards, local government, and other stakeholders about privacy-related topics. Another outcome will be an increase in libraries creating privacy policies, performing audits, negotiating privacy conscious vendor contracts, and educating users about privacy and security.

The project will commence on July 1, 2019, and be completed in one year, seven months. In January, the first set of guides will be presented at Midwinter and distributed to libraries across the country. We will work with a UX Advisor to develop an implementation strategy for use and feedback from these test sites. Final guides will be released at ALA Annual in 2020. The project team will also be presenting the guides at several regional library conferences.

## **Privacy Advocacy Guides for Libraries**

### **I. Statement of National Need**

Libraries have long acted as strong privacy advocates for their users; building a charge and commitment to upholding a person's right to privacy into their ethical code of conduct and the Library Bill of Rights. As technology has become more pervasive, so has the conversation grown in the national dialogue surrounding privacy. Libraries have situated themselves as their community's privacy advocates, but many frontline staff, trustees, library technologists, and administrators are struggling to find the right resources to ensure they are protecting their patrons' privacy and understanding the issues.

In January of 2019, the American Library Association (ALA), in response to the growing number of privacy related concerns and issues (inside and outside of libraries), adopted a new article to the Library Bill of Rights. The seventh article states, "All people, regardless of origin, age, background, or views possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information." While ALA has maintained a charge to librarians to protect privacy in the Code of Ethics for 80 years, this new addition to the Bill of Rights states the commitment directly to library users.

However, libraries are often ill-equipped to be the privacy champions the national organization says they are. While a plethora of information exists about how to institute privacy policies and procedures in libraries, it is difficult to navigate and hard to use. Libraries now have access to more powerful tools than ever before. We are witnessing libraries utilizing data analytics software, tracking student's computer usage, university's analyzing student library usage, movement trackers, and combined Integrated Library Systems and Customer Relationship Management platforms, often without the proper knowledge, policies, and procedures in place to maintain user privacy.

With the creation of ever larger datasets and methods to track user's every movement in the library we are in dire need for librarians to have a deep understanding of privacy, confidentiality, and security. Library staff should have access to real, actionable tools that walk them through privacy related situations. The Privacy Advocacy Guides will make it easier for libraries to be advocates of a safer and more secure space for everyone, especially those who are most vulnerable and use the library as their primary access to information.

The Privacy Advocacy Guides will build off of the work from previous IMLS grant funded projects including "Library Values & Privacy in our National Digital Strategies Field guides, Convenings, and Conversations" and the work being done with the "Library Freedom Institute." These library privacy and security focused projects have laid the foundational groundwork that will enable the success of the guides. Library stakeholders from across the country have participated in surveys, trainings, workshops, and focus groups, providing input and guidance about the content and format of these guides. Much of the content already exists on the ALA website and

in training documents, but is too dense and academic to be useful to frontline staff. The Privacy Advocacy Guides seek to eliminate the barriers libraries face when trying to create a privacy conscious organization.

## **II. Project Design**

The goal of this project is to create focused, actionable, and usable guides for the library community by synthesizing the content from the ALA Privacy Tool Kit and the information gathered from the National Forum grant “Library Values & Privacy in our National Digital Strategies Field guides, Convenings, and Conversations” which brought together librarians, technologists, funders, and influencers to determine specific next steps and needs for the profession. The guides will be sustained through our partnership with ALA Office of Intellectual Freedom’s Privacy Subcommittee.

The objectives are to:

- Turn privacy literature and guidance into useable and straightforward guides.
- Help librarians become privacy advocates, giving them clear guidelines and discussion points for engaging with library leaders, vendors, boards, local government, and other stakeholders about privacy related topics.
- See an increase in libraries creating privacy policies, performing audits, negotiating privacy conscious vendor contracts, and educating users about privacy and security.
- Engage librarians to bring their expertise to the creation of the advocacy guides.

To accomplish this, the project will create web-based and print guides with a strong advocacy and communication plan to ensure a wide reach. This will be executed in three phases, a planning, authoring, and designing phase, a feedback, iteration and production phase, and a distribution, communication, and evaluation phase.

### **Part One: Planning, Authoring, & Designing**

During this part of the project the team will determine the best topics for the Privacy Advocacy Guides, based on key issues identified to be of the most import to potential audiences. Topics include, but are not limited to privacy audits, library analytics, cloud-based library systems, and vendor contracts. We will then begin to invite experts who will author the guides. Confirmed authors include Erin Berman, Bonnie Tijerina, T.J. Lamanna, and Becky Yoose. There is also interest amongst ALA Privacy Subcommittee Members to work on the first round or future guides.

During this part of the project, we will bring in reviewers to look over the content and give feedback. This “peer review” by other experts in the field will enhance the quality of the guides and ensure nothing critical is missing. Potential reviewers include: one or more graduates of the Library Freedom Institute, a LIS professor teaching the next generation of librarians, and representatives from school, rural, urban, and academic libraries.

At the same time, we will search for and hire a senior graphic designer. Together, the designer and the project team will design web-based and paper-based templates for the advocacy guides. Directive will be given to ensure they are visually interesting, full of content, and easy to understand and use. We feel the skills and advice of a design professional will enhance the guides and teach the team how to best use space and visuals to communicate effectively.

Additionally, a pre-guide survey will be sent to a representative sample of libraries across the country. This survey will ask about current privacy knowledge and practices. We will be contracting with a UX Advisor to assist us in creating surveys and designing a plan for implementing with the test libraries and evaluating their feedback.

### **Part Two: Feedback, Iteration & Production**

With draft guides and a designed template in hand, the team will bring the guides to the ALA Midwinter Conference for feedback from the library community. The team will bring these to the Office of Intellectual Freedom's Privacy Subcommittee, the Intellectual Freedom Committee, LITA's privacy committee, and other interested groups. The team will also distribute guides at a variety of library types in the US. These libraries will serve as a testing ground for the guides, with frontline library staff and library administrators giving feedback. Library types may include University, Community College, Elementary and High School, and Public (city, rural, suburban, county).

Based on the feedback from ALA members, regional librarians, and technologists, the team will work with the graphic designer to iterate on the guides. We will also use the remaining time with the designer to create easy-to-update templates for future print and digital guides.

### **Part Three: Communication, Distribution, & Evaluation**

The team will create a communication plan for discussing and distributing the guides to as broad an audience in libraries as possible in partnership with ALA's Office of Intellectual Freedom.

The team will produce a run of the printed and laminated guides to be discussed and distributed at ALA Annual Conference in 2020, two regional conferences, and the Association for Rural and Small Libraries annual conference. The team also has a goal of sending a sample guide to 20,000 libraries across the country: academic, public, and school, with a message to the library director on how to use the guides at their library and where to download more.

A post-guide survey will be created to disseminate to libraries surveyed in Phase One. These surveys will be sent one year after the guides have been published. The Privacy Subcommittee will lead the survey distribution, using the feedback to continue iterations.

*Outcomes, Assumptions, & Risks*

A successful outcome of this project will be seeing an increase in confidence among library staff regarding privacy topics. Additionally, we hope to find an increase in libraries implementing new privacy policies, procedures, and user education programs.

Our assumption is that this is an issue that resonates and has a growing audience of interested librarians. This is based on the feedback from the National Forum grant “Library Values & Privacy in our National Digital Strategies Field guides, Convenings, and Conversations” and our experiences engaging in the field. While there is a risk that the guides seem irrelevant to our audience, we do not see that happening, especially with privacy concerns still regularly in the news and with the addition of Article VII in the Library Bill of Rights.

### *Project Plan, Personnel, & Resources*

This project will be co-led by Erin Berman, Learning Group Division Director at Alameda County Library, and Bonnie Tijerina, affiliate at Data & Society Research Institute. They will implement and manage the project.

Deborah Caldwell-Stone, the Deputy Director for the American Library Association’s Office for Intellectual Freedom and Michael Zimmer, Associate Professor in the School of Information Studies at the University of Wisconsin-Milwaukee and Director of the Center for Information Policy Research, will serve as primary consultants for the project, providing guidance on regular calls. Additional team members include T.J. Lamanna, Becky Yoose, and Julie Oborny.

The team members’ expertise is shown below:

**Erin Berman** is the chair of the American Library Association’s Intellectual Freedom Committee’s Privacy Subcommittee, creator of the San Jose Public Library Virtual Privacy Lab, and Learning Group Division Director at the Alameda County Library.

**Bonnie Tijerina** is an affiliate at Data & Society, a research institute in NYC. There, she works on projects related to online privacy and ethics in data research. Prior to that, Bonnie worked in libraries for over a decade.

**Deborah Caldwell-Stone** is the Interim Director for the American Library Association’s Office for Intellectual Freedom, where she does research, education and professional development projects for ALA’s intellectual freedom programs, with an emphasis on law and policy.

**Michael Zimmer** is Associate Professor in the School of Information Studies at the University of Wisconsin-Milwaukee and Director of the Center for Information Policy Research. His research focuses on online privacy, the ethical & policy dimensions of social media & internet technologies, libraries & privacy, and internet research ethics.

**T.J. Lamanna** is Emerging Technologies Librarian at Cherry Hill Public Library. He is a member of the Privacy Subcommittee and has worked extensively with the Library Freedom Project.

**Becky Yoose** is a Library Data Privacy Consultant at LDH Consulting Services which she recently started. Prior to consulting, she worked as the Library Applications and System Manager for Seattle Public Library where she became an expert in data management, privacy, and security.

**Julie Oborny** is a Web Librarian for San Jose Public Library. She authored a chapter on social network sites, surveillance, and RFID in *Protecting Patron Privacy: A LITA Guide* and instructs the Infopeople course “Getting Started with User Experience: Improving Library User Interactions”.

In order to create the Privacy Advocacy guides, we estimate a need of \$140,928. An allocation of \$52,500 will be used for hiring a senior graphic designer to work with the team and to create 5-6 guides and a template for future guide creation. \$8,000 will cover funding contractors for the writing of four privacy guides. \$17,000 will be needed for production and postage costs, \$34,833 will go toward project coordination and management, and \$14,420 will cover travel for team members to attend two ALA Midwinters, ALA Annual in 2020, the Association of Rural and Small Libraries conference, and two regional conferences. The team also budgeted \$1500 for catering expenses for light food at a conference session. Indirect costs calculated at 10%, reflecting Alameda County Library’s rate.

### *Timeline*

The project will commence on July 1 2019, and be completed in one year, seven months. Below is the timeline:

#### **July - December 2019**

- Coalesce content from the key topics that were identified to be most important to our audiences. Bring on authors who have expertise in topical areas to author guides.
- Hire and begin to work with a senior designer to develop advocacy guides templates.
- Send pre-guide surveys to libraries across the country.
- Invite reviewers and have them review content and provide feedback to authors.
- Hire UX Advisor to plan surveys and implementation plan for testing phase.

#### **January - April 2020**

- Present the first set of designed guides at ALA Midwinter and gather feedback.
- Distribute to staff at various library types across the United States for use and feedback.
- Iterate with the graphic designer.

#### **April - June 2020**

- Create a Communication Plan with ALA’s Office of Intellectual Freedom.
- Launch guides with a communication plan at ALA Annual and other regional conferences.
- Present and distribute at regional conferences

#### **July 2020 - January 2021**

- Present and distribute at ARSL Annual Conference and another regional conference.
- Evaluate Communication Plan.
- At ALA Midwinter 2021, host a gathering to uncover new and emerging topics, hear initial feedback, and celebrate the project.
- Write the final report.

### *Communication & Dissemination*

We will disseminate physical and web-based guides at conferences and to libraries. We have a goal of sending at least one guide to all libraries in America. We will start with rural and small libraries which may be less likely to attend ALA. We will partner with appropriate associations, such as Association for Rural and Small Libraries in order to reach those libraries.

The team plans to present at ALA Annual but also at three regional library conferences to increase visibility beyond those who can attend a large national conference. In addition, we plan to utilize official ALA communication channels as well library publications such as American Libraries, Library School Journal, and Library Journal for announcements and possible articles.

The ALA privacy website, ChoosePrivacyEveryday.com, will host the Privacy Advocacy Guides amongst other privacy resources. In addition, the guides will live on ALA's website in the Privacy Tool Kit which will be revamped to feature these guides as the main tool. While we support open access and Creative Commons licensing, we know these are complex topics and we have put into place a stringent review process. As such, we believe we should not have these guides be open for anyone to change. However, we will look into a feedback process so libraries can submit ideas for future guides or updates to current ones.

The Privacy Subcommittee plans to keep this work on their agenda. The team will provide guide templates so the committee can create new guides and edit the originals. The Subcommittee will be tasked with regularly auditing the guides for content updates and adding new guides as technology and laws change.

In addition, we plan on using our individual social and professional networks for broad dissemination.

### **III. Diversity Plan**

Traditionally, tools that have been created at the national level have been built by and focused on larger library systems. Also, more attention is often given to public libraries. In order for these guides to be effective nationally, we feel it is vital that a broad range of voices be heard. This means looking towards who the underserved are within the library community and ensuring that we are intentional about including them in the process and dissemination of the guides.

We plan to go beyond ALA, creating a partnership with the Association for Rural and Small Libraries and traveling to regional conferences in states where members may not have regular access to national conferences. Our library testing sites will include a broad range of libraries including public (big and small), school, and university. We also plan to include staff beyond librarians, ensuring that the guides are valuable and work for all impacted stakeholders.

In addition, the guides and presentations will specifically address the importance of privacy for underserved and marginalized library patrons. Alameda County is part of the Government Alliance for Racial Equity (GARE) network and the library has instituted an Equity, Diversity, and Inclusion (EDI) Team internally. We understand the importance of intentionality in EDI and that without a specific focus these groups continue to be left behind.

## **VI. National Impact**

Libraries in the United States have come a long way in a short time in turning their attention to the online privacy concerns of patrons and considering their roles as supporters and educators. Grant-funded projects and hardworking teams have helped this be a central issue in the library community. Our team believes libraries are poised to go even further by becoming strong local advocates for the online rights and privacy of their communities. The impact of wide distribution and use of the privacy advocacy guides has the potential to make a true and lasting impact on own communities.

The team anticipates increased awareness of key issues at the level of governing boards, front line staff, and other library stakeholders. Evaluation metrics will be established at the beginning of the project to monitor the usage of the guides and to check if libraries are reporting an increase in their confidence and ability to tackle privacy issues. Several libraries will be chosen to pilot the guides in order to iterate and respond to front-line needs. With guides in hand, libraries can better communicate on privacy topics and advocate for privacy-protecting practices and policies

### *Sustainability*

Sustainability and reuse of the designed materials is key for the team. The project team will work closely with ALA's Privacy Subcommittee to ensure regular updates are made to existing guides. Many team members are already members of the Privacy Subcommittee. In addition, the designer will create templates and best practices for the web and print guides so they can be reused for other topical issues that arise.

The guides will be easily accessible on [ChoosePrivacyEveryday.com](http://ChoosePrivacyEveryday.com) and will replace the current version of the ALA Privacy Tool Kit. The Privacy Subcommittee in conjunction with the Office of Intellectual Freedom will be responsible for regular updates to the guides. One-year after the guides have been released to libraries, a post-guide survey will be released. This survey will analyze the effectiveness and reach, identifying opportunities for iteration and expansion.

Schedule of Completion

Privacy Advocacy Guides for Libraries

Project Year 1: July 2019 - June 2020

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Part One: Planning, Authoring, &amp; Designing</b>												
Bring on authors and begin writing guides	█	█	█									
Hire senior designer and develop guide templates	█	█	█	█	█	█						
Pre-survey distributed												
Invited reviewers to review draft of guides						█						
UX Advisor works on implementation plan for testing			█	█	█	█						
<b>Part Two: Feedback, Iteration &amp; Production</b>												
Present first set of designed guides at ALA Midwinter							█					
Distribute to staff at various libraries for use and feedback							█	█	█	█		
Iterative with graphic designer								█	█	█		
<b>Part Three: Communication, Distribution, &amp; Evaluation</b>												
Present and distribute at regional conferences									█	█	█	█
Create a Communications Plan									█	█	█	█
Launch guides with communication plan										█	█	█

Schedule of Completion

Privacy Advocacy Guides for Libraries

Project Year 2: July 2020 - January 2021

	July	Aug	Sept	Oct	Nov	Dec	Jan
<b>Part Three: Communication, Distribution, &amp; Evaluation, cont.</b>							
Present and distribute at regional conferences		█					
Evaluate Communication Plan		█	█		█		
Host gathering for feedback and emerging topics			█	█	█		
Write final report					█	█	



## DIGITAL PRODUCT FORM

### Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. 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

All applications must include a Digital Product Form.

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

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

### Part I: Intellectual Property Rights and Permissions

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

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

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

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

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

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

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

**A.3** List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

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

**B.1** Describe your quality control plan. 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 of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

## **C. Metadata**

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

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

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

#### **D. Access and Use**

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

**D.2** Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

### **Part III. Projects Developing Software**

#### **A. General Information**

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

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

## **B. Technical Information**

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

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

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

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

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

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

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

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

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

Name of publicly accessible source code repository:

URL:

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

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

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

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

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

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

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

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

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

Name of repository:

URL:

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