1. **Overview:**

To commemorate its 50th anniversary, the Black Caucus of the American Library Association is proposing to host the *"Breaking Barriers: The Future of Black librarianship"* National Forum, a one-day pre-conference event to strengthen support for Black/African American MLIS students. Funding from IMLS in the amount of $100,000 under the LB21 National Forum category will allow up to 50 LIS students, professionals, and educators to convene in order to distill approaches for increasing BCALA's outreach to emerging librarians. The *Breaking Barriers National Forum* will precede the 11th National Conference for African American Librarians (NCAAL), the theme of which is "Inspired by our Past, Igniting our Future" and will culminate in 1.) the design of resources to recruit Black/African American librarians and 2.) the launch of an online, LIS program-independent student group called iBlackCaucus.

2. **History:**

The Black Caucus of the American Library Association was established in 1970 at the urging of E.J. Josey, an activist librarian who addressed the concerns of Black librarians. A 501(c)3 non-profit organization, BCALA became affiliated with ALA in 1992. BCALA serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community. It also provides leadership for the recruitment and professional development of African American or Black librarians. BCALA is the oldest of the national ethnic groups affiliated with the American Library Association. Throughout its 50-year history, the caucus has served as a conscience for the library profession, speaking out on issues that affect librarians and communities of color. For example, BCALA recently spearheaded a joint-statement among peer affiliates that decried racial violence and hatred toward communities of color. The organization also stood in solidarity with APALA in denouncing racial discrimination toward Asian Americans in the wake of COVID-19.

BCALA continues to be a thriving organization of more than 652 members across all 50 states. The organization provides support for Black MLIS students through the E.J. Josey Scholarship, the Smiley Student Travel Fund and scholarships to attend the NCAAL. Moveover, BCALA recognizes the importance of support staff and provides an Outstanding African American Paraprofessional Award as well. It also recognizes outstanding African American Librarians - for example, through the Trailblazer's Award, the highest award granted by BCALA in recognition of a library pioneer whose efforts have blazed a trail in the profession. BCALA has demonstrated the capacity to groom national leaders. Examples include Wanda Brown, 2019-2020 ALA President, and Julius Jefferson, Jr., 2020-2021, ALA President.

Since 1992, BCALA has hosted the National Conference of African American Librarians (NCAAL), the largest professional gathering of African Americans working in library and information science, individuals working in libraries serving predominantly African American communities, and those with an interest in African American librarianship. The conference provides attendees with an array of professional development and networking opportunities. At NCAAL, nationally recognized speakers, authors and leaders present on issues, opportunities, and best practices. BCALA's 50th anniversary represents a time for both reflection and reawakening, as captured in the NCAAL XI conference theme of "Culture Keepers & the Sankofa Experience: Inspired by our Past, Igniting our Future." Although the conference was postponed to 2021 as a result of COVID-19, the spirit and energy remains intact.

3. Statement of Need:

The 50th anniversary milestone has presented an opportunity to gauge future directions especially as it relates to connecting with emerging and future librarians. To investigate a potential strategy, understand the current condition, and devise coherent goals, the Project Leads conducted a Needs Assessment that began with examining the results of the BCALA Comprehensive Membership Report, which pointed to several gaps pertaining to meeting student members' needs. The survey was disseminated among BCALA members in 2018. Of the 248 respondents, 12.93% (n=30) were student members. This segment represents .05% of all current BCALA members (N=652). Student members indicated that they joined BCALA for the following reasons: to advance my career (53.3%; n=16); to find a mentor (43.3%; n=13); to network and build relationships with other African American librarians (83.3%; n=25); and to stay abreast of information about the profession (63%; n=18). Current BCALA student members indicated that they are interested in training on: leadership (86%; n=26); mentoring/coaching (83%; n=25); programming (86%; n=26); community outreach (90%; n=27); and advocacy (93%; n=28). Open-ended responses on the types of events/programs that student members would like for BCALA to host in the future include: "Events for new librarians/library school students"; "New student fellowships and welcoming activities"; "Professional webinar/how to get more involved"; "Events for young, aspiring Black librarians such as myself"; "Mixers, e-workshops, networking seminars".

BCALAs leaders have improved digital membership engagement and created mechanisms for stronger online participation. In addition to ongoing social media outreach, the organization fosters a sense of Community of Practice[1] through online town hall forums and streamed membership meetings along with a Professional Development Digest and Webinar series. However, based on data from the Comprehensive Report, the potential benefits of **launching an online, BCALA-sponsored student organization and designing recruitment resources** became evident. There is a clear need for *student-centered* community-building, culturally-relevant marketing, and mentorship. These efforts satisfy the aims within BCALA's current 2020 Strategic Plan:

a. GOAL 5: BCALA provides an environment, experiences, and opportunities for new and existing members.
i. Key Strategy: Continuously expand BCALA activities such as programs, publications, and events to meet the needs of a growing and diverse membership
ii. Key Strategy: Partner with other professional organizations and organizations/institutions to actively promote librarianship among Blacks and/or African Americans.

Building stronger relationships with current and potential Black/African American MLIS students is a priority. Data from the most recent (2018) Association of LIS Education (ALISE) Statistical Report indicates that out of a total of 8,455 MLIS students, 725 identified as Black/African

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[1] Wenger, E. (2010). Communities of practice and social learning systems: the career of a concept. In *Social learning systems and communities of practice* (pp. 179-198). Springer, London.

American.[2] Yet, only 90 are BCALA members. To remedy this gap, BCALA can adopt an online student engagement model. However, doing so will require collective deliberation and external support.

Need 1: Strengthen student member engagement

Based on the Needs Assessment and ALISE data, there is a clear need to better interact with Black/African American MLIS students. The Project Leads turned to LIS scholarship to comprehend the ingredients for successful student involvement. Based on relevant literature, we recognized that a web-based cohort approach would be promising and viable in terms of engaging with Black/African American LIS students. An interactive, innovative online platform would align with current LIS education delivery. As Robinson and Hullinger aptly put it, "there is no change in higher education more sweeping than the transformation brought about by the advent of the Internet."[3] The shift in LIS education from on-campus to distance-learning delivery means that student involvement must also change.[4] For instance, Al-Daihani's study[5] on the use of social media by University of Wisconsin-Milwaukee LIS students indicate that social networking is favorable for student professional growth. Similarly, Dow[6] found that social presence and interactivity are predictors of LIS student satisfaction. Examples of technology-enhanced LIS student organizations include the University of Maryland's iDiversity student group.[7]

Now that online LIS education has become the norm, it is commonplace for students to also seek camaraderie online, which is reflected through virtual groups such as Libraries We Here, Hack Library School, WoC + Lib, Black Librarians Instagram Group, and Library Twitter. There is an opportunity to introduce a virtual BCALA student organization.. Extracurricular socialization has been found to support librarian professionalization. In their extensive work on LIS student experiences and motivations, Caidi and Dali[8] suggest that "people-related factors" such as "sense of community and inclusivity" greatly influenced LIS students' outcomes. Creating "robust networks of educational resources and technological platforms'' is one of their recommendations. The cohort method, or peer and near-peer community-building, is promising.

Many educators are cognizant of the centrality of the Internet to LIS education.[9] Yet, the presence of online extracurricular organizations within LIS schools is fleeting. Several factors—for instance, the largely solitary and distance-learning nature of LIS education—have resulted in fewer affinity student groups across MLIS programs[10]. Support beyond an LIS programs, that is, within cohorts or communities such as BCALA, can potentially enhance students' professional growth and

[2] Association for LIS Education. (2018). *Statical report.* Available via request or membership via alise.org
[3] Robinson, C. C., & Hullinger, H. (2008). New benchmarks in higher education: Student engagement in online learning. *Journal of Education for Business*, *84*(2), 101-109.
[4] Dare, L. A.,Zapata,L. P., & Thomas,A. G. (2005).Assessing the needs of distance learners: A student affairs perspective.*New Directions for student services*,*2005*(112).
[5] Al-Daihani, S. (2009). The knowledge of Web 2.0 by library and information science academics. *Education for Information*, 27(1), 39-55.
[6] Dali, K., & Caidi, N. (2017). Diversity by design. *The Library Quarterly*, *87*(2), 88-98.
[7] Jardine, F. M., & Zerhusen, E. K. (2015). Charting the Course of Equity and Inclusion in LIS through iDiversity. *The Library Quarterly*, *85*(2), 185-192.
[8] Dow, M. J. (2008). Implications of social presence for online learning: A case study of MLS students. *Journal of Education for Library and Information Science*, 231-242.
[9]Ndumu, A., & Betts-Green, C. (2018). First Impressions: A Review of Diversity-related Content on North American LIS Program Websites. *The International Journal of Information, Diversity, & Inclusion (IJIDI)*, *2*(3).
[10] Ibid.

involvement; in other words, students would be affirmed throughout their careers and groomed as future leaders. This sense of belonging is vital, particularly in light of growing knowledge of how librarians of color experience low morale and microaggressions.[11] A virtual BCALA student organization would bolster connections that can last beyond their graduate study. Indeed, these connections can represent solidarity, cultural identity, and resilience. Students flourish when afforded with developmental activities such as mentorship and group dialogue. The *Breaking Barriers National Forum* would help us realize the goal of better supporting students.

Need 2: Provide recruitment resources

Similarly, there must be LIS program-independent recruitment material to promote librarianship among Black/African American communities. Inattention to promotion negates efforts to foster a supportive space for Black MLIS students. Stated differently, BCALA's endeavors to connect with students must be cyclical or sustained through both community-building *and* fervent recruitment. Supporting Black MLIS students must be matched tools for attracting future librarians, and this essential work can not be left to LIS programs.

Welcoming prospective students would fulfill what Cooke calls radical hospitality in LIS[12], a transformative type of inclusion. Borrowing from a range of educational philosophies—namely, humanizing , feminist engaged, and sentipensante pedagogies—Cooke challenges LIS educators to center students and their experiences in the learning process. A radically hospitable praxis seeks to bring people into community. Attracting students of color to LIS means that we must foster a welcoming and affirming environment. Culturally-reflective recruitment material would fulfill BCALA's pledge to serve as an anchor for current and future Black librarians.

More than this, we recognize that diversity efforts must mature beyond dialogue to action. There is a need for pragmatic, substantive methods of moving forward the racial demographic needle. We are inspired by a charge put forward at the IMLS-funded 2018 *Hampton University Forum on Minority Recruitment & Retention in the LIS Field:*

> Diversity as it relates to LIS provides an opportunity for organizational development through collaboration, team-based decision making and implementation of ideas…Rather than portray workplace diversity within the context of compliance, it can become an organizing principle closely associated with the process of continuous learning.[13]

 It is time for "integral diversity," or "diversity by design," to quote Dali & Caidi,[14] or "a natural state of diversity," according to Hastings.[15] Remedying the lack of representation and inclusion in LIS education necessitates a deliberate, ongoing innovation. BCALA commits to engaging with those who may not have explored LIS or been exposed to its potential. Thus, the *Breaking Barriers National Forum* will

[11] See Kendrick, K. D., & Damasco, I. T. (2019). Low Morale in Ethnic and Racial Minority Academic Librarians: An Experiential Study. *Library Trends*, *68*(2), 174-212; Sweeney, M. E., & Cooke, N. A. (2018). You're so sensitive! How LIS professionals define and discuss microaggressions online. *The Library Quarterly*, *88*(4), 375-390.

[12] Cooke, N. A. (2019). Leading with love and hospitality: applying a radical pedagogy to LIS. *Information and Learning Sciences*.

[13] 2018 Hampton University Forum on Minority Recruitment & Retention in the LIS Field. Available at https://hamptonu.libguides.com/ld.php?content_id=50635086

[14] Dali & Caidi, "Diversity by design," 2017.

[15] Hastings, S. K. (2015). If diversity is a natural state, why don't our libraries mirror the populations they serve?. *The Library Quarterly*, *85*(2), 133-138.

also enhance the visibility of the LIS field by creating downloadable, ready-to-use program-independent videos, brochures, full-size flyers, and postcards as well as tips for recruiting.

4. Plan of Action:

The 2021 NCAAL Conference presents a wonderful opportunity to distill ideas for recruitment material to attract future students along with a virtual BCALA-sponsored group for MLIS students, which we have named **iBlackCaucus**. The *Breaking Barriers National Forum* will convene up to 50 librarians, students, and educators to devise strategies for better student engagement. Community-building undergirds the entire plan. The framework is as follows:

Guiding question: **How can BCALA better serve current LIS students of color? Our strategy is to:**
Objective: 1: Assess the needs of students of color enrolled in MLIS programs
      Activity 1: Prior to the forum, Black/African American MLIS students across the U.S. will be asked to respond to a survey on their educational and professional needs
 Objective 2: Explore best practices for national, virtual student group
      Activity 2: Forum participants will synthesize ideas for an online, program-independent student group

Guiding question: **How can BCALA support the recruitment of LIS students of color? Our strategy is to:**
   Objective 3: Crowd-source recruitment ideas
      Activity 3: Prior to the forum, the Project Leads will crowd-source recommendations for attracting Black/African American MLIS students
   Objective 4: Brainstorm on recruitment material
      Activity 4: In part two of the forum, participants will prototype high-quality material for recruiting students of color

Outcome: **As a result of the forum, we will accomplish the following:**
Deliverable 1: iBlackCaucus online community that will contain student resources and a calendar of activities
Deliverable 2: Downloadable, ready-to-use program-independent videos, brochures, posters and graphics to attract Black/African American MLIS students

Planning Phase

Planning and preparation for the *Breaking Barriers National Forum* will begin with a meeting with the Project Leads, the NCAAL XI conference co-chairs, and the forum facilitators, DeEtta Jones and Associates (DJA). In response to pre-application reviewers' recommendations to include workshop facilitators who can effectively elicit the desired information, DJA was selected due to its leadership in hosting diversity and equity professional development and familiarity with BCALA's mission and goals. Both a quote for services and two-page consultant CVs are available as supplementary material. Together, the PIs, conference co-chairs, and DJA will finalize the program structure and activities.

The Project Leads will create the participant application form, selection rubric, and online submission site while the program's Advisory Board will approve these items. Applications will be accepted from January 6 through March 6, 2021. During this application period, the Project Leads will first survey MLIS students writ large on their professional and educational needs and, secondly, host a Twitter Town Hall discussion on designing effective recruitment material. The hope is to broaden inclusion and glean as many ideas as possible. After the application deadline, the Advisory Board will select participants to attend the forum. Applicants will be notified by April 6, 2021. By the end of May, 2021, forum participants will receive stipends in the amount of $500 to offset travel and hotel accommodations. Conference registration costs will also be covered. The Project Leads will provide a virtual participant orientation in June 2021. Forum participants will also be required to read supplemental learning material. This pre-forum orientation and context-setting will allow us to dedicate the majority of the forum to ideating and collaborating.

Execution Phase

The National Conference for African American Librarians (NCAAL) XI will take place between July 29-August 2, 2021. The pre-conference forum will therefore take place on July 28th. A potential schedule is as follows:

8:00am - 9:00 am	**Registration**
9:00 am - 9:30 am	**Welcome** Shauntee Burns, 2020-2021 BCALA Dr. Ana Ndumu, Project co-Lead Dr. Shaudra Walker, Project co-Lead
9:30 am - 10:30 am	**Introduction of DeEtta Jones & Associates Team** **Tentative Introductions and Team Building Exercise**
10:30 am - 11:30am	**Tentative Activity 1:** *Prototyping Recruitment Material*
	Break
11:45 pm - 12:45 pm	**Lunch & Learn** **Panel Discussion:** TBA
12:45 pm - 1:00 pm	**Break**
1:00 pm - 2:15 pm	**Tentative Activity 2:** *Envisioning iBlack Caucus*

2:15 pm -3:30 pm	**Keynote Closing:** TBA **Open Discussion**
3:30pm - 4:00pm	**Closing Remarks**

The purpose of the forum is to brainstorm on how to create the best possible iBlackCaucus student organization and recruitment material. Our strategy is to reserve participants' verve and attention for collaboration and innovation during the early part of the day. As such, dialogue will take place at the end of the program. To inspire participants to continue the work of diversifying the LIS field, the *Breaking Barriers National Forum* will end with a keynote talk, dialogue, and a closing charge. Among our list of potential keynote speakers are a prominent LIS diversity advocate, a well-known African American political figure, and a celebrated African American novelist.

Dissemination Phase

After the forum, the workshop facilitators (DJA) will be responsible for aggregating and reporting all feedback by September 1, 2021. Their report will be provided to a graphic designer who will create visual content for the iBlackCaucus portal and downloadable, ready-to-use program-independent videos, brochures, posters and graphics. We anticipate that this stage of the project will span six months. The Advisory Board will approve the iBlackCaucus portal and recruitment material. Thereafter, the iBlackCaucus student group portal and recruitment material will be accessible directly through the BCALA website. These resources will be promoted among LIS education programs, conferences, ALA affiliate groups, and social media.
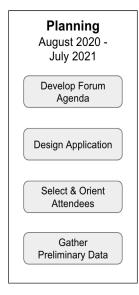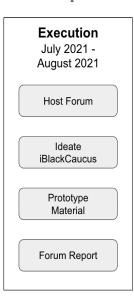
Evaluation Phase

The forum's effectiveness will be assessed through outcomes-based evaluation. Measuring impact will entail four components:

1. Forum evaluations: immediately after the forum, participants will be invited to gauge its success through an anonymous survey
2. Student membership: iBlackCaucus student members will be invited to assess the community's value through a short questionnaire and follow-up interviews
3. Content usage statistics: access data such as site visits and recruitment material download through the BCALA site
4. Artifacts: Photographs, social media posts, and testimonials of impact
5. Field notes: Project Leads' reflections

Planning August 2020 - July 2021	**Execution** July 2021 - August 2021	**Dissemination** August 2021 - Feb 2022	**Evaluation** March 2022 - June 2022
Develop Forum Agenda	Host Forum	iBlackCaucus Portal Design	Forum Evaluation
Design Application	Ideate iBlackCaucus	Recruitment Tools Design	Membership & Content Usage Statistics
Select & Orient Attendees	Prototype Material	Testing & Approval	Artifacts & Field Notes
Gather Preliminary Data	Forum Report	Promotion via Social Media & LIS Schools	Official Launch

5. Resources and Key Personnel:

Funding from the Institute of Museum and Library Services will support the *Breaking Barriers National Forum* through the following:

Budget

The total budget requested is $100,000. The proposed budget includes conference registration ($13,000) and $300 stipends for 50 out-of-town participants ($30,000); procurement of forum venue and supplies ($8,200); compensation for the Advisory Board ($4,800) and Project Leads ($8,000); honorarium and travel for a keynote speaker ($2,000); securing DeEtta Jones and Associates to facilitate the workshop, synthesize feedback, generate a report and provide web/graphic design services ($25,000); and BCALA's indirect cost rate, which is 10% of the total direct costs ($9,000).

Personnel

The *Breaking Barriers National Forum* project will be co-directed by Dr. Ana Ndumu, University of Maryland, College Park iSchool and BCALA Executive Board member; Dr. Shaundra Walker, Interim Director & Associate Professor and Georgia College Russell Library & former BCALA Organizational Director.

Facilitators

DeEtta Jones and Associates is a minority and woman-owned management consulting and training firm. Established in 2005, DeEtta Jones and Associates works with an array of groups to deliver in-person and online professional development services along with organizational and workforce enhancement consulting services.

Advisory Group

The Project Leads were intentional when it came to including library school students, new librarians, emerging leaders, library directors, and LIS educators as advisors. Advisors possess an array of experience and insight. The following individuals have agreed to serve as Advisors on the project:

- Shannon Bland - Recent MLIS graduate, Founder, Black Librarians Instagram Group; Branch Manager, Charles County Public Library System
- Alonzo Kitchens - North Carolina Central University SLIS student; Library Associate, District of Columbia Public Library
- Twanna Hodge - Diversity, Equity, & Inclusion Librarian, U.F. Smathers Library; NCAAL XI Programs Co-Chair
- Andrew Sekou Jackson - former BCALA President; retired Director of the Queen's Public Library; current CUNY Queen's LIS program lecturer
- Dr. Em Claire Knowles - BCALA Executive Board Member; Assistant Dean, Simmons University School of Library & Information (SLIS)
- Tina Rollins - Director, Hampton University Harvey Library; HBCU Library Alliance Executive Board member
- Dr. Aisha Johnson Jones - Assistant Professor, North Carolina Central University SLIS
- Dr. Renate Chancellor - Associate Professor, Catholic University of America; Author, *E.J. Josey, Transformative Leader of the Modern Library Era*

6. National Impact:

The *Breaking Barriers National Forum* will further the LIS field's commitment to fostering an LIS field that reflects the nation's racial and ethnic plurality. The forum and subsequent student group and recruitment tools will improve how LIS attracts and uplifts Black/African American students. The national impact lies in that the project will foster a positive social environment for students. In doing so, the *Breaking Barriers National Forum* will support LIS education and recruitment across the U.S. Given the significant changes in LIS education - specifically, the solitary, online nature of delivery - organizations must identify creative and dynamic ways of relating to students. This results-based approach will also glean residual effects: peer and near-peer mentorship, grooming future leaders of color, and a cycle of continued matriculation of Black/African American LIS students into the field. This project acknowledges two frequently overlooked aspects of diversity: fostering healthy environments and positive initial impressions.

7. Diversity Plan:

BCALA champions equity, diversity, and inclusion. Supporting the next generation of Black librarians is germane to our declared values. The *Breaking Barriers National Forum* furthers our mission of advocating for the development, promotion, and improvement of library services and resources to the nation's African American or Black community. It also furthers IMLS's recommendations of 1.) going where the diversity is and 2.) building relationships between practitioners and educators.[16] The hope is for students to first see themselves represented in the LIS

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[16] Sands, A.E.; Toro, S.; DeVoe, T., Fuller, S., & Wolff-Eisenberg, C. (2018). *Positioning library and information science graduate programs for 21st century practice*. Washington, D.C.: Institute for Museum and Library Services.

professions through vibrant recruitment tools and then thrive and network with peers throughout LIS programs.

8. Communication Plan:

BCALA and the *Breaking Barriers National Forum* Project Leads value openness and will encourage widespread input by crowd-sourcing ideas, surveying of MLIS students across the country, and gleaning ideas during the NCAAL pre-conference event. The resultant iBlackCaucus student group and recruitment material will be shared throughout the U.S. via LIS programs and other ethnic affiliate groups, library organizations and systems and social media. This endeavor has the potential to support the ongoing education and professionalization of future Black/African American librarians.

9. Sustainability:

BCALA will ensure that the iBlackCaucus student group is long-lasting. Continued promotion and improvement are critical to this aim. As with any student organization, student leaders will be encouraged to identify avenues for maintaining iBlackCaucus' relevance and vibrance. Similarly, recruitment material will be kept up-to-date through periodic appraisal and enhancement, for example, through the BCALA Strategic Plan.

BREAKING BARRIERS: NATIONAL FORUM ON THE FUTURE OF BLACK LIBRARIANSHIP
Black Caucus of the American Library Association
IMLS LB21 National Forum Grant
Proposal ID: RE-245164-OLS
Schedule of Completion

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2020								**Phase 1: Planning**				
								Develop forum agenda				
								Design application				
								Gather preliminary data (Twitter Forum/MLS Student Survey)				
2021	**Phase 1: Planning**						**Phase 2: Execution**		**Phase 3: Dissemination**			
	Advisory Board meeting (approve form and review evaluation guidelines)						Host forum		Recieve report from DJA			
	Participant selection						Prototype iBlackCaucus		Design iBlackCaucus			
	Participant orientation						Prototype recruitment tools		Design recruitment material			
2022	**Phase 3: Dissemination**					**Phase 4: Evaluation**						
	Advisory Board meeting (approve iBlackCaucus site and material)											
	Launch & iBlackCaucus					Gather participant feedback						
	Share recruitment tools					Gather student feedback						

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.

If funded, the "Breaking Barriers" National Forum will result in digital marketing material. While BCALA will retain copyright, users will be able to freely access and customize material under a Creative Commons (CCO) license. All rights will be granted and there will be no restrictions on reproducing, editing or disseminating material.

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.

The "Counted In" material will be considered Free Cultural Works, thereby granting users permission to freely use the works (recruitment material) and the information in the works. They can also share the work as well as remixes or derivatives of the work.

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.

Users will be asked to register in order download and customize marketing material or templates. Registration will allow the co-PIs to compile usage statistics and also follow up with users, who will be asked to complete surveys. All of this information will be used to evaluate the project's effectiveness.

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.

The Breaking Barriers National Forum forum will culminate in:
-an online student organization called iBlackCaucus
-free, downloadable and customizable marketing material (e.g., brochures, posters, flyers, bookmarks)

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.

The co-PIs are prepared to partner with DeEtta Jones and Association, a consulting firm, if funded. A quote for their services is available as a supplementary document.

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.

The digital marketing material or templates will be available as edited PDFs, XML, TIFF, and MPEG using a minimum of 640x480 pixels (standard screen resolution). The project website will adhere to all ADA section 508 standards

Workflow and Asset Maintenance/Preservation

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

The digital content will be designed in consultation with the Breaking Barriers National Forum stakeholders such as the Advisory Board member and forum participants (i.e., librarians, LIS educators, and MLIS students from across the country). The co-PIs will meet regularly with the marketing firm in order to ensure fidelity to forum-derived recommendations. Finally, users will be asked to provide feedback through surveys.

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).

Digital marketing material will be archived through the BCALA Archives and website. As a back up, the materialNone will be entered into the Internet Archive.

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).

None

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

None

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).

None

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).

The iBlackCaucus student organization website and recruitment material will be freely available to the public through a project website.

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.

Aside from the bcala.org website, there has been none.

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.

None.None.

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.

None.

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.

None.

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

> None.

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

> None.

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

> None.

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

> None.

Access and Use

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

> None.

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

Name of publicly accessible source code repository:

> N/A

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.

> Recruiment material users and forum participants will take part in anonymous surveys. This would allow co-PIs to obtain usage statistics and follow-up evaluations.

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?

IRB approval will be obtained in order to make it possible to gather registration information and follow-up with users to obatin evaluations. Forum and webinar participants will take part in anonymous surveys.

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.

Registrants will be asked their names, email addresses, positions, and places of work. Registrants' personal information, or the raw data, will be anonymized and stored on a password-protected, encrypted file on a password-protected computer on co-PI Ana Ndumu's computer. Registrants will be assured of their privacy rights andconfidentiality. Each registrant's information will be substituted with a participant number. In all analysis and reporting, only the anonymized data will be utilized.

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?

Registration consent forms will also be secured in a password-protected, encrypted file on co-PI Ana Ndumu's personal computer.

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

Per ALA standards, recruitment material registrant information will be kept secure for three years and then discarded. The anonymous data will be synthesized and reported in the white paper.

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?

Per ALA standards, our data management plan will be assessed every six months by changing passwords and re-encrypting files.