

Abstract

The State Library of Iowa (SLI) will collaborate with the Iowa Arts Council (IAC), a division of the Iowa Department of Cultural Affairs, to develop the *Iowa Arts Learning in Libraries Initiative (ALLI)*, a one-year project that will build relationships between public libraries located in communities with populations of less than 2,500 with area nonprofit arts organizations to offer free art classes for older Iowans.

Through ALLI, SLI and IAC will partner local arts organizations with rural public libraries to engage older adults with participatory, skill-based arts programs that meet creative, cognitive, and social needs. Nationally there has been an effort to increase creative aging opportunities due to the positive impact these activities have had on healthy aging, like the successful IMLS funded partnership between the Westchester Library System, AARP Foundation, American Library Association's Public Program Office, Selfhelp Community Services, and Lifetime Arts. That project led to the creation of Creative Aging Toolkit for Public Libraries (CAT4PL). As part of ALLI, SLI and IAC will adapt CAT4PL for use in rural communities. The ability to offer this programming in rural areas is particularly relevant in Iowa since 60 percent of residents live in areas with fewer than 2,500 residents and in 2015, 16.1 percent of Iowans were 65 and older and that percentage is expected to grow to 19.9 percent by 2050.

In addition to providing the opportunity for this initial creative aging experience, another outcome for ALLI is for the partnerships between the rural libraries and the local arts organizations to become ongoing. In many situations, the rural libraries are run by a single librarian who has little time to devote to community programming. By working with the arts organizations, the libraries will be able to offer classes more frequently with little additional workload. This project also benefits the arts organizations by offering an opportunity to expand their programming into communities and populations they may not otherwise be able to reach.

TIMELINE:

- August 2017-September 2017 – After notification of award decision, SLI will conduct a call for participation from rural libraries. Once the libraries are confirmed, IAC will confirm participation from the local arts organizations.
- October 2017 – All participating organizations are confirmed. Libraries will conduct a needs assessment.
- November 2017 – Introductory meeting with SLI, IAC, libraries, and arts organizations for training on Creative Aging and to discuss class ideas and schedule.
- December 2017 – Determine class offering at each location.
- January-February 2018 - Promote classes.
- March-May 2018 – Classes at libraries
- June 2018 – Wrap-up conference call with SLI, IAC, libraries, and arts organizations to discuss classes and future improvements.
- July 2018 – Submit final report.

Statement of National Need

According to the report from the 2015 Summit on Creativity and Aging (SCA), held by the National Endowment for the Arts (NEA) and National Center for Creative Aging in conjunction with the 2015 White House Conference on Aging, the United States is undergoing a major demographic shift as older adults become a larger portion of the population (National Endowment for the Arts, 2015). The United State Census Bureau (2017) reported that as of July 1, 2015, the population of people 65 and older had increased to 14.9 percent.

Population projections show that by 2060, one in four Americans will be 65 and older. Projections also suggest that the increase in aging populations will be proportionately larger in rural areas. Baernholdt, Yan, Hinton, Rose, and Mattos, M. (2012) found, “although a sharp increase in adults 65 years and older is expected in the US population as a whole, rural areas are going to see the greatest surge in this age group” (p. 339). This population trend is reflected in Iowa demographics. In 2015, 16.1 percent of Iowans were 65 and older, and that percentage is expected to grow to 19.9 percent by 2050 (Iowa Data Center, 2017). The percentage of rural Iowans 65 and older is even more notable. According to the 2010 census, an average of 18.9 percent of rural residents are 65 and older in the 18 counties targeted by this project; in Monona County the percentage was 24.4 (G. Krob, personal communication, May 25, 2017). Current demographics illustrate the need for increased services to older Americans nationwide, and specifically in states like Iowa where the population of older adults exceeds the national average.

Learning, socialization, and access to resources are critical for seniors’ overall health and wellbeing, especially in rural areas. Baernholdt et al. (2012) reported that older adults living in rural areas have lower scores on social functioning than their urban counterparts, and, as a result, “older rural adults may need interventions to maintain physical and mental health, strengthen social relationships and support, and increase their participation in the community to promote quality of life” (p. 339). The arts are an effective tool in learning and socialization. William Benson, moderator of SCA and managing principal of Health Benefits ABCs, stated that “Learning is important across the lifespan for us to continue to be generative throughout our entire lives. Arts education is not only for children and youth, but for all of us” (National Endowment of Arts, p. 27). According to Brody (2016), “when older people become involved in culturally enriching programs, they experience a decline in depression, are less likely to fall and pay fewer visits to the doctor” (n.p.). Brody (2016) also noted that “Social engagement, which nearly all these programs provide, has been repeatedly found in major population studies to prolong life and enhance healthy aging. Clinically, the programs have been linked to lowered blood pressure, reduced levels of stress hormones, and increased levels of the ‘happiness hormones’ that are responsible for a runner’s high” (n.p.).

In order for rural older adults to benefit from activities such as creative arts, they must have access to arts resources. Currently, gaining access to these resources in rural areas is challenging. The NEA recently released a working paper, “Leveraging Change: Improving Access to Arts Education in Rural Areas” (Donovan & Brown, 2017). The paper focused on rural youth’s access to arts education opportunities in public schools. In their literature review, Donovan & Brown identified the following barriers preventing access: poverty and lack of economic opportunity, geographic distance, lack of funding for arts education, and recruitment of teachers (p. 19-25). These same barriers are also affecting access for older community members.

Public libraries are one of the few places in rural areas where people can come together to learn, socialize, and have easier access to arts education resources. According to Swan, Grimes, and Owens (2013), “many small and rural libraries are accustomed to linking what might be considered traditional library services with a variety of other social, educational and economic development programs” (p. 9). This assessment of rural libraries is advanced by identifying them as community anchors. The Institute of Museum and Library Services (2016) acknowledges that libraries may not fit a broad definition of what constitutes a community anchor because they do not have the same economic impact as other community institutions. However, in rural America public libraries do fill a gap left empty by changing economies. In addition to taking jobs, when manufacturers leave rural communities they take population and resources.

In 2015, Iowa State University Extension and Outreach (2015) reported, “twice as many of Iowa’s rural counties lost manufacturing jobs to those that gained them” (p. 2). In communities that have lost manufacturing, public libraries have continued to provide entertainment, lifelong learning opportunities, and community space to people who have suffered the economic repercussions. Nationwide, rural public libraries struggle to meet the needs of their communities because of dwindling resources, reduced hours, and limited staff (Swan, Grimes, & Owens, 2013). In Iowa, the average number of full time employees in the rural public libraries that serve communities of fewer than 2,500 people is 1.08, which leaves staff little opportunity to do much more than keep their facilities open, provide a minimal amount of programming, and maintain small collections (S. Dermont, personal communication, November 22, 2016).

Despite the challenges of providing comprehensive programming for their communities, rural public librarians in Iowa recognize the need to offer programs and services to their aging residents. Peich conducted an informal e-mail survey of 16 directors at libraries in underserved counties identified by the Iowa Arts Council (IAC), and asked whether they currently provide programs for adults aged 65 and older, and if they believed arts programming for older adults would be well-received in their communities. The intent of the short survey was to collect qualitative information to support the intent of ALLI. Consistent with qualitative data collection methods, the sample was purposeful; the directors were chosen based on the size of their communities (population of less than 2,500), and to represent an even distribution across the

underserved counties. Of the 14 responses, 12 indicated that such programs would be well-received, and that there was a need for more programming directed at their older community members. Two of the respondents indicated that they had recently completed strategic plans that included goals for increased outreach to older residents. Although informal, the e-mail responses indicated that Iowa librarians in the counties identified by IAC are aware of the need for the type of program envisioned by the State Library of Iowa (SLI) and the IAC, and are invested in providing their older adults with more library programs and services.

Iowa Arts Learning in Libraries (ALLI) is structured to address the challenges librarians face when designing programs, including: the need for libraries to be community anchors, provide lifelong learning opportunities to underserved senior citizens, and offer cultural engagement in rural communities where opportunities are limited. Knowing that rural libraries have limited resources, ALLI will be a catalyst to develop initial partnerships between rural public libraries and nonprofit arts organizations that will lead into long-term relationships. Creating rural networks like these partnerships is one of the promising practices that Donovan and Brown (2017) identified in improving access to arts education. They noted that the first step in creating these networks is to identify a convener and even stated, “Natural backbone (convener) organizations are regional or statewide groups with the capacity to coordinate.” (p. 35). SLI and IAC will act as the backbone organization for the libraries and arts organizations within the region to partner in offering greater access to arts education opportunities. In addition to these partnerships, ALLI will also become a programming model for libraries nationwide.

Although we are focusing the work in Iowa, this model will be able to be replicated in rural libraries on a national level. ALLI will utilize the Creative Aging Toolkit for Public Libraries (CAT4PL), created as part of a successful, IMLS funded partnership between the Westchester Library System, AARP Foundation, American Library Association’s Public Program Office, Selfhelp Community Services, and Lifetime Arts. The planning and implementation components of the toolkit will be scaled to meet the needs of rural public librarians as they create partnerships, plan, implement, and evaluate their arts programs. Because CAT4PL was developed to serve the needs of libraries serving much larger communities, it will require adjustments based on the resources available to rural librarians. For example, in the implementation section of the toolkit, advice on coordinating logistics suggests distributing work among various staff members and integrating programs across library systems. With an average of only 1.08 full time employees in rural Iowa public libraries, all of the work associated with a program typically falls on one person. Additionally, Iowa only has two library systems, making advice about how to integrate a program in a branch and across a system irrelevant. With adjustments, the planning and implementation components of CAT4PL will provide rural librarians with a framework to use to successfully participate in ALLI and create partnerships with arts organizations.

Program Design

The SLI will partner with the IAC to develop the Iowa Arts Learning in Libraries Initiative (ALLI), a one-year project that will build relationships between 18 public libraries located in communities with populations of less than 2,500 with area nonprofit arts organizations to offer free art classes for older Iowans.

Through ALLI, we will accomplish three primary goals: partner local arts organizations with rural public libraries to engage older adults with participatory, skill-based arts programs that meet creative, cognitive, and social needs; help rural public libraries develop ongoing partnerships with local arts organizations; and adapt the Creative Aging Toolkit for Public Libraries (CAT4PL) for rural communities. Participating libraries will conduct a needs assessment to understand the interests of their older adult population. The libraries will work with the participating local arts organizations to develop and implement a series of arts programs.

Both SLI and IAC will identify components of CAT4PL that can be scaled to meet the needs and available resources of rural public libraries and arts organizations. SLI will distribute the toolkit to Iowa's rural public libraries and provide toolkit training to libraries. IAC will distribute the toolkit to Iowa's arts organizations. The adapted CAT4PL will also assist in planning and implementing future programs and services. SLI staff will provide training for the participating librarians to ensure that they are familiar with the toolkit and will use it to guide their ALLI program planning, implementation, and evaluation. Both the librarians at the participating libraries and teaching artists from the local arts organizations will be required to participate in an initial in person meeting and training based on the National Center for Creative Aging Online Artist Training in Arts and Aging. This training will ensure the classes will be appropriately structured for older adults.

Although there are numerous benefits of creative expression to healthy aging, this project assumes that the older adults in these communities are interested in attending an arts class. There is a slight risk that we may not get the participation from the community that we are hoping to achieve. A needs assessment conducted by the participating librarians will help mitigate this risk by getting community feedback and buy-in prior to developing and scheduling the classes. An additional risk is that both the rural libraries and the arts organizations may have limited experience offering classes specifically for older adults. We will mitigate this risk by having the librarians and teaching artists participate in the introductory, in person meeting with SLI, IAC, the librarians, and arts organization staff to discuss the types of arts classes that would be the best fit for their community and ways we will work together to promote and encourage community participation.

SLI and IAC have developed a list of 20 underserved Iowa counties to be the focus for ALLI. These counties are considered underserved by IAC because they have not received any IAC grant funds in the past two fiscal years. Eight of these counties do not have an arts organization located within their county, which may factor in their lack of access to state arts funding and artistic activities. From the list of 20, SLI eliminated two counties: one had only one library and it was in a community larger than 2,500 and another had recent librarian turnover in several of the county's libraries. SLI will invite the remaining 61 libraries to submit an application to participate in ALLI. Library selection will be based on their location to ensure we will reach all library districts, and the library's experience offering adult programming. SLI has successfully used a similar selection approach with other projects. Both of Iowa's Smart investing @ your library programs successfully recruited librarians to participate using a short application. Additionally, Iowa's ILEAD USA project successfully recruited and filled five teams using an application process.

IAC has already contacted several arts organizations across Iowa to participate in ALLI, including the Cedar Rapids Art Museum in Cedar Rapids, Wilson Performing Arts Center in Red Oak, Pearson Lakes Art Center in Okoboji, and the Central Iowa Arts Association in Marshalltown. Each of these organizations are from different areas of the state and have varying populations. These organizations are experienced in offering arts classes and are interested in partnering with the rural libraries in their area. They will be hiring the teaching artists to lead the classes based on the library's needs. Most of the organizations are more focused on the visual arts, but the Wilson Performing Arts Center will most likely focus on performing arts.

Once the 18 libraries are selected, SLI will ask them to conduct a needs assessment with the older adults within their community. The needs assessment will measure the type of artform(s) the community is interested and the schedule for classes. The arts classes will be 60 minutes long and run for four weeks. Many creative aging programs and resources like CAT4PL recommend the classes run for eight weeks. However, since many rural libraries have limited experience offering classes for senior citizens, offering the classes for only four weeks will be more manageable. Classes will take place between March - May 2018. SLI suggested this timeframe based on feedback from libraries on program timing.

Each participating library will be responsible for the class registrations. Participants will need to contact the library to sign up for the classes. SLI, IAC, and the arts organization partners will work with them to help promote the classes. SLI will create poster templates for each library to use for posters, fliers, and other marketing collateral. The libraries will be encouraged to contact their local senior center, nursing homes, and churches to increase participation.

SLI and IAC have prepared an initial work plan for ALLI:

- August 2017-September 2017 - After notification of award decision, SLI will conduct a call for applicants from rural libraries to participate in the program. Once the libraries are confirmed, IAC will confirm participation from the local arts organizations.
- October 2017 - All participating libraries are confirmed. Libraries will conduct a needs assessment.
- November 2017 - Introductory meeting with SLI, IAC, libraries, and arts organizations for training on Creative Aging and to discuss class ideas and schedule.
- December 2017 - Determine class offerings at each library.
- January-February 2018 - Librarians promote classes.
- March-May 2018 - Classes offered at each location.
- June 2018 - Wrap-up conference call with SLI, IAC, libraries, and arts organizations to discuss classes and future improvements.
- June - July 2018 - Evaluate program and submit final report.

SLI Continuing Education Consultant Alysia Peich and IAC Arts Learning Manager Jennie Knoebel will co-direct the project. Additional SLI staff will assist by providing training and support to participating librarians. ALLI will be implemented and managed in part by the local libraries and the arts organization partners.

Peich has experience successfully implementing a grant-funded, statewide financial literacy program to rural Iowa public libraries and will recruit librarians to participate. She will use SLI communication tools to promote the project, host informational sessions, and create an application process. Peich will work with her SLI colleagues and with Knoebel and staff at the IAC to select 18 libraries to participate in ALLI. SLI staff will train and support the librarians as they build partnerships, plan, implement, and evaluate their programs.

Prior to working at IAC, Knoebel was the Executive Director of the Austin Area Commission for the Arts in Austin, MN. While there, she launched a similar program throughout the Mower County Libraries and will use this past experience to build this statewide program. Knoebel will assist in facilitating the partnerships with the local arts organizations or artists.

Attendance at classes will be one method we will use to track progress toward our goal to engage older adults in artistic activities. Since each community is unique, we will ask the librarians how many adults normally participate in their programming and base our goal numbers off their response. Each librarian will survey their participants after the class to gather more detailed information about their experience and if it met their creative, cognitive and social needs. After the class series has concluded, SLI and IAC will host a conference call with the libraries and the arts organizations for a concluding discussion on how the partnership worked, if they will continue their partnership, and improvements for future programming. The results will be shared

in a formal summary report with the participating libraries and arts organizations and with SLI and IAC to determine if this program should be expanded in the future.

National Impact

By facilitating partnerships between rural public libraries and arts organizations, ALLI proposes to engage older Iowans with arts programs that meet creative, cognitive, and social needs. Although the scope of project requires that ALLI remains focussed on the needs of older Iowans, the goals and outcomes are transferable to other states with a high percentage of rural public libraries. As indicated in the statement of need, aging rural demographics are not unique to Iowa, suggesting that similar needs exist among older rural residents in other states.

The project will benefit three audiences: older adult rural residents; participating libraries and their staff; participating arts organizations and their staff. To achieve these goals, SLI and IAC request an IMLS investment of \$25,000 to meet the following goals:

Goal #1: Partnering with local arts organizations, rural public libraries will engage older adults with arts programs that meet creative, cognitive, and social needs.

Outcome #1: Participating rural older adults will experience creative, cognitive, or social benefits from arts programs offered by their local libraries.

Measurement: A short survey consisting of two to three open-ended questions intended to measure behavior or attitude changes will be distributed by participating librarians to program attendees at the conclusion of the programs. In addition, Peich and Knoebel will interview librarians via telephone or e-mail to collect their stories about their interpretation of the impact of the programs on the attendees.

Outcome #2: Participating libraries will assess the arts programming interests of their older adult populations, develop arts programs with partner arts organizations, and implement a series of arts programs.

Measurement: Participating librarians will complete a short survey at an in-person training event kicking off the project. The survey will measure what they currently do to assess the programming interests of their older populations, the extent of their partnerships to provide programming, and the current programs that they offer older adults. A parallel survey will be distributed to librarians at the conclusion of the project, and will be used to indicate changes in programming and assessment skills as a result of the project. Additionally, librarians will report the number of attendees at their programs.

Outcome #3: Participating arts organizations will develop arts programming for rural older adults based on needs assessments performed by libraries, and implement a series of arts programs

Measurement: Participating arts organizations will report the number of programs they offered and the number of participants at the programs.

Outcome #4: Participating library staff will complete in-person training adapted from the Creative Aging Toolkit and NCCA Online Artist Training in Arts and Aging, and understand the arts programming needs of older adults in their communities.

Measurement: Participating librarians will complete a short survey at an in-person training event kicking off the project. The survey will measure what they currently understand about the impact of arts programming for older adults. A parallel survey will be distributed to librarians at the conclusion of the project, and will be used to indicate changes in their understanding of arts programming for older adults.

Outcome #5: Participating artists will complete in-person training adapted from the Creative Aging Toolkit and NCCA Online Artist Training in Arts and Aging.

Measurement: Participating artists will complete a short survey at an in-person training event kicking off the project. The survey will measure what they currently understand about the impact of arts programming for older adults. A parallel survey will be distributed to artists at the conclusion of the project, and will be used to indicate changes in their understanding of arts programming for older adults.

Goal #2: Rural public libraries will develop ongoing partnerships with local arts organizations.

Outcome #1: Participating libraries will develop and maintain partnerships with local arts organizations.

Measurement: Number of partnerships will be recorded. Peich will conduct exit interviews with librarians that include questions to gauge changes in attitudes towards developing and maintaining partnerships with arts organizations.

Outcome #2: Participating arts organizations will develop and maintain partnerships with rural public libraries.

Measurement: Number of partnerships will be recorded. Knoebel will conduct exit interviews with artists that include questions to gauge changes in attitudes towards developing and maintaining partnerships with libraries.

Goal #3: SLI and IAC will adapt the Creative Aging Toolkit for rural communities.

Outcome #1: SLI will identify components of the toolkit that can be scaled to meet the needs and available resources of rural public libraries, distribute the toolkit to Iowa's rural public libraries, and provide toolkit training to Iowa library community via webinar.

Measurement: SLI will produce a toolkit and make it available on their website, offer at least one webinar, and report the number of webinar attendees.

Outcome #2: IAC will identify components of the toolkit that can be scaled to meet the needs and available resources of Iowa arts organizations, and distribute the toolkit to Iowa's arts organizations.

Measurement: IAC will post the toolkit on their website for arts organizations to use as a resource. Additionally, IAC will work the content into a professional development webinar for arts organizations who want to work with older adults. This webinar will then be posted on the IAC website for future reference.

In addition to the three audiences identified in the above goals, a Creative Aging Toolkit adapted for rural public libraries could be shared with other states. Peich is an active member of the CE Coordinators Cohort, a group of continuing education coordinators from across the country who meet regularly to share resources and collaborate. The Cohort maintains pages at the Public Access Technology Community (PAT-C) Ning, which is a resource maintained by the Chief Officers of State Library Agencies (COSLA), and can serve as one option for sharing the toolkit. In addition, the Cohort holds bi-monthly webinars to highlight statewide continuing education projects, providing Peich with the opportunity to present her work with ALLI. The CE Coordinators Cohort also meets for an annual conference, where members present and hold roundtables to share projects. Knoebel is a member of the National Assembly of State Arts Agencies' Arts Educators Cohort. She will share the toolkit with this group as well for use within their own states.

Schedule of Completion

| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Jun. | Jul. |
|---|-------|------|------|------|------|------|------|------|-----|------|------|
| Call for library applicants | | | | | | | | | | | |
| Confirm participating arts organizations | | | | | | | | | | | |
| Confirm participating libraries | | | | | | | | | | | |
| Libraries conduct needs assessment | | | | | | | | | | | |
| Introductory meeting and training with SLI, IAC, libraries and arts organizations | | | | | | | | | | | |
| Determine class offering at libraries | | | | | | | | | | | |
| Class promotion | | | | | | | | | | | |
| Classes offered | | | | | | | | | | | |
| Wrap-up conference call | | | | | | | | | | | |
| Evaluation and 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 (i.e., 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. However, applying these principles to the development and management of digital products can be challenging. 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

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.

All of the digital products created as a result of this project will be made freely available, without copyright restrictions, on the website of the State Library of Iowa. The Iowa Arts Council will link to the toolkit on the State Library's website.

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.

There will not be any conditions imposed on the use of digital products made available on the State Library of Iowa website.

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.

N/A

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

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

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

A digital Creative Aging Toolkit will be created as a result of this project. The Toolkit will consist of a series of web pages, downloadable documents to print on-demand, videos, and images.

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.

Plone, an open source web authoring tool, will be used by State Library staff to create the web pages. The web pages will be hosted on servers owned by the State Library of Iowa.

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

The toolkit may use downloadable PDFs, Mp4 recordings and JPEG image files.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

Toolkit will be evaluated by State Library of Iowa communications staff.

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).

State Library staff will regularly evaluate the toolkit to ensure the links and other resources are operational. All content will be available indefinitely as the State Library does not adhere to an archive schedule.

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).

N/A

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

N/A

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).

N/A

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).

Content will be openly available online using standard web browsers.

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.

<http://www.statelibraryofiowa.org>

<https://iowaculture.gov/arts>

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.

N/A

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.

N/A

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.

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

C.3 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: N/A

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.

N/A

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?

N/A

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).

N/A

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.

N/A

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).

N/A

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?

N/A

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

N/A

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

Name of repository: N/A

URL: N/A

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

N/A