

## Oneida Nation 2021 IMLS Library Enhancement Grant Application

**Statement of Need:** The Oneida Nation Library serves a broad American Indian (AI) community comprised of, adults, elders, and youth. Our needs assessments shows a need for engagement at all ages to encourage healthy entertainment, decision-making, and lifestyle choices. We need to direct the community energy and engagement into programs, services, hobbies, and free time opportunities that will benefit and teach the people so we can help our nation battle the substance abuse, physical abuse, emotional abuse, gangs, that affect our community. We believe we can engage the community and help keep members from making negative life choices.

The Oneida community is located on the Oneida Nation reservation, which occupies parts of two counties in Northeastern Wisconsin. Currently 7,354 Oneida tribal members living on and/or adjacent to the Oneida reservation. The economic condition of the AIs living in this area are poor. The most recent (2016) census shows a poverty rate in Brown County, where we are located, of 11.7%, high, but the reported rate for AIs specifically was approximately 33% or 3 x the rate for non-Indians living in this community with as many unemployed. 95% of Oneida children qualify for free or reduced meals. Many Tribal members have significant literacy deficits and pass those deficits onto their children. It is those working poor and their families who are the focus of this program.

We believe we can succeed by expanding our summer program and including more writing in our youth programs and by expanding our efforts related to the PEN, Program for Enhancing Narrative and STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music), for all school aged youth and adults, with a focus on parents and other care providers. We have had success helping below level, reluctant, new readers and readers with learning disabilities to learn the joys of reading and writing. Those successes are recorded in feedback surveys and verbal feedback from youths and their families. We believe these efforts will help to ameliorate some of the pressing issues impacting our school age audience. Their needs are reflected in the following statistics. American Indian (AI) elementary and middle school students rank 22% and 23% in reading proficiency and comprehension. Middle school AI students rank at 16% proficiency in Language Arts. Truancy for Wisconsin AIs is 23% versus 9% for the general population. While we not suggest that all of the problems faced by our youth will be resolved by a single or even a set of approaches, we do believe that encouraging reading and other forms of learning and skill development can be a start, and can lessen these gaps and deficits for some, which is still a program success.

**Culturally and Technology Related Programming:** We believe that culture is a key to the success of our programs. The Oneida libraries seek to improve staff members' cultural and linguistic knowledge via the staff, who disseminate the knowledge to the entire community. For example, the Oneida Language House provides language lessons, translations, and reproductions of materials for the libraries and for use by our staff and the community. In addition to adult literacy, we will promote technological literacy for adults, especially seniors and the parents of young children. We will accomplish this through programs like our Cyber Silvers and Tuesday TECH and GOAL programs. We focus on preparing our constituents for higher education, next generation jobs, and a technology driven future by helping them overcome issues related to their lack of computer skills and by providing access to computer

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technology, media making, and the Internet.

Among the needs that we address are. basic literacy skills, reading, and comprehension, writing, grammatical skills, math, and technology related skills, via our STEAMM programming. Our goals include, family literacy, increasing the civic learning of our teen population so they can become stakeholders in the community and take pride in it. We engage our community with vibrant programs and services, so they seek out learning instead of substances. Currently there is no other program, agency on the Oneida reservation to meet these needs.

The Oneida Nation operates two libraries. Our libraries offer several programs that address the problems we have described to a degree, but our ability to succeed is impaired by limitations in available educational and learning materials and computers and computer peripherals, such as software, printing costs, storage, and storage devices. We believe our staff needs additional training to improve their technological skills to a level where they can assist community learners in advancing their skills. We believe we can promote the desired success by overcoming both the community and staffing needs. We propose expanding our existing programs and developing new ones related to the educational needs described above to meet the needs of our community and prepare our libraries for the future.

The Mission of the Oneida libraries is to provide for the informational and educational needs of the Oneida community while building a collection that reflects our unique Oneida heritage. Our overall goal is to see to it that all persons will have access to current, balanced materials, services, and programs that will enrich their informational, cultural, and recreational lives. Our youth services mission is, to provide the youth of our nation and community, 0-22, cultural, social, recreational, and informational fulfillment through our collections, services, programs, and technology, while they discover the joy of reading and the value of libraries and literacy.

The Oneida Nation's libraries' staff currently consists of 2 full time personnel: a manager and an assistant manager. Due to COVID 19 restrictions the Oneida Nation library is open for service curbside mon-Fri 8am-4:30 pm. Monday, Tuesday and Thursday 10am-4pm. The library provides access to a collection of more than 40,000 volumes and 25 magazine subscriptions. The collection has books and magazines at all age and capability levels. The Oneida library serves a population of 4,102 with over 2,600 registered patrons. The average monthly visitor count is 1,621. In the past our programming has included various youth programs including, learning skills, literacy, Oneida language lessons, and help with homework. Our adult programming focuses on literacy training for parents, guardians, and caregivers for their benefit and to help them grow as a resource for the children in their care. We provide adults and youth with training and access to computers and the Internet. The library currently provides access to 26 computers, printers and wireless internet supplying an average of 1,648 sessions monthly. The library has held many diverse community programs addressing the needs of our community including, art programs for community adults and elders, community gardening projects, and youth comic conventions.

**Goals:** The Oneida Nation is applying for the Enhancement Grant to enhance our services by means of improved technology, increasing the collections for Native American literature, health-based non-fiction, and enriching fictional narratives for all ages, to

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support afterschool, summer, and adult programming. Our focus is **Educational Programming**.

**Collaboration:** The libraries informally collaborate with various Oneida Nation programs such as, Healthy-Start, Head-Start, Early Head-Start, the Nation's day care centers, the Elderly Services Department, the Language House, other Cultural Heritage Departments and the Museum. The tribal Summer Youth Work Experience Program, and the Health Center. We also reach out to our Social Services Departments, Recreation, and the Community Education Center to further enhance and enrich what the libraries and the Oneida Nation can offer the community. The libraries work with non-tribal entities such as, the youth group at Zion Lutheran Church for our community garden, Phia Studios for our Writers' Group and Writer Wretreats, our fledgling BIRD (Budding Indigenous (w)Riter Domain, and the youth's PEN program (Program for Enhancing Narrative.)

Our programs will focus on STEAMM (Science, Technology, writing and authorship incubation opportunities, while furthering our early literacy community involvement using the five literacy practices and sharing ideas with caregivers and parents for the six literacy skills for greater school readiness and generalized use of the skills and practices throughout our local preschoolers' lives and family involvement. We offer art programs, subject to COVID 19 restrictions, such as Cookies & Canvas (cookies are sponsored by the local LOL: Lovers of Our Libraries group,) and technology programs such as Cyber Silvers, Techie Toddlers, and our upcoming Tuesday TECH! (Technology & Engineering Can Happen!)

The time frame for the project is September 1, 2021 – August 30, 2023, but these goals and programs are sustainable and will continue, adapting and modifying as assessments and community needs change and develop. Right now, the community needs addressed by the project include engagement and skill building by means of the above programs, other programs and events, and services. We believe with increased skill building and engagement by means of our offerings, we can involve our youth, elders, and others in the community in relevant, community led, educational offerings. That these offerings will redirect the community from pursuits they may otherwise engage in activities that are less beneficial or even harmful to them. The goals are to increase understanding, interest, and personal confidence in pursuing STEAMM (Science, Technology, Engineering/Maker, Art, Math, and Music) and literary pursuits. Engaging them first at the library, but long-term generalizing that engagement into the rest of their endeavors, broadening the community's skillset and common goals for the betterment of the entire community and Nation. This proposal most closely aligns with the Educational Programming project category.

### **Project Design**

**Work Plan:** The performance goals and objectives include staff education and confidence in providing for the literacy and technological needs of the community and the conceptual design and processes for the libraries. Project include such elements as the preliminary work done communicating with staff, community, youth, families, and the library community to plan and implement programs that the children want to become engaged in. With a focus on various aspects of STEAMM. Our programming will include the necessary safety precautions required by COVID 19. Specific program activities will include:

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**Elementary Programming:** Summer Library Program, including Tuesday TECH (Technology & Engineering Can Happen,) the PEN (Program for Enhancing Narrative) as well as afterschool CRAFT (Creative Reading and Fun Time!) to address community & youth needs.

**Pre-Teen/Teen:** We will continue to provide programming with the skills and practices as, but much of our teen programming is recreational to better engage this target population. We focus on connecting through book and movie tie-ins according to the activity provided. We want to expand our civic programming with the goal of having teens take ownership in their community, pride in their heritage and increase their cultural knowledge. By bridging the technology gap many teens face due to poverty or the lack of 21st Century Skills. Native Americans are severely underrepresented in STEAMM fields. We will continue to have programming that offers resources to connect teens to higher education, and Native Americans currently in the STEAMM fields.

### **Family:**

**Storybook Walk** – The library has trails in and around the main branch library. A story book trail is a way for the library to connect early literacy beyond our physical building. A storybook walk provides activity stations along the trail that families can do together. It provides opportunities to incorporate reading into healthy lifestyle activities. Stories can be cultural and connect our stories with the outside environment. The storybook trail books and materials can be changed for different events or to fit the needs of different age groups. We can have events where we have community members/community programs at each station for “special Walks” where there is a real person interaction.

**Community Reads** – Oneida Community Library would like to provide a Community Read program. The library would provide titles, virtual and in-house programs (if it can be done safely) centered on titles that the community can connect to. Titles can be distributed in different formats to make sure the program is accessible to as many as possible. This is an opportunity to have conversations about community concerns and the social issues it faces. Also, an opportunity to work together to educate and rally for social justice, equality and diversity in our community. We would have correlating guest speakers and authors.

**Social Painting for social Distancing** – Paint programs such as “cookies and canvas” have been very popular at the Oneida Community Library. They been a way for people to be creative and try new skills but also a way for people to socialize and connect with others. Because of Covid-19 safety measures we have had to change how we deliver this program. We are planning to have the painting program outside to ensure we can do the program while observing social distancing. Because of the mobility of this program it can also be offered as outreach.

### **Elders:**

**Reminiscing for Stress Relieve** – Our research has found that Recalling happy memories elicits positive feelings and enhances one’s wellbeing, suggesting a potential adaptive function in using this strategy for coping with stress. “Reminiscence Therapy” (RT) is a treatment that uses all the senses to help individuals remember things from their past. It incorporates sight, touch,

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taste, smell, and sound to encourage remembering. Objects may also be used to help with recall. While RT has been used particularly to help people living with dementia, Alzheimer's, Parkinson's, and Huntington's diseases, anyone can use RT. For people with Alzheimer's and dementia, short-term or recent memories are generally the first to deteriorate. Through sharing from past or long-term memories, people can develop more positive feelings, with a reduction in stress and agitation. This can allow a person to gain confidence in their abilities and provide them with the opportunity to talk about what is important to them. It can also provide relief from boredom and depression and preserve family stories for future generations. We have done this program in the past. We did it in-house and as an outreach program with Elders. We provided vintage artifacts, old print commercials, holiday items, old pictures. Elders were able to have conversations about the items and loved sharing their experiences. We played games like old television theme song trivia and played old music by popular artists in each era, and we even had old nostalgic candies to sample. Feedback from this program was positive and people really enjoyed it. They felt calmed after the program. They enjoyed socializing with other.

**Memory Boxes** – A similar activity was memory boxes. Participants were given a gift box, they were able to take that box home and place items that were important to them and sit that box in a common area of the house. Visitors were asked to look through the box. This encourages intergenerational learning and understanding. Participants were able to share stories and tell their families why these items were important to them. The boxes provided connections and family enjoyment.

The activities required to implement these projects include, community outreach to inform the community about the existence of the various activities included in the project and to solicit participants, as well as outreach to bring the learning to them. We will directly reach out to local school systems through the Youth Enrichment Services (YES) to make them aware of all activities that we are undertaking, programming and service opportunities. We will use various community outreach activities, handing out brochures, posting handouts, posters, and bookmarks in appropriate Oneida Nation locations.

We will obtain the necessary training for our staff members including, the use of computer technology and raising their skill levels as providers of technical assistance. We will purchase new books, videos, audiobooks, educational materials, story time and programming materials and supplies, computer equipment, and assistive technology to increase multigenerational learning. We will expand our current teaching aids to increase the level of learning achieved by all participants focused on preparing them for next generation jobs and the technology driven future.

**Partners:** While we don't have any partnership statements or Memorandums of Understanding with other programs, the libraries works with many of them within the Oneida Nation, **Cultural Heritage** Dept, the History Dept, the Cultural Wellness Dept., the Educational Dept, and the Language House to provide Oneida Language Lessons. We also share and draw from our connections within the Great Lakes Convening Culture Keepers. For **Early Literacy**, we work with BIA-Early Intervention, FACE (Family and Child Education,) Head Start, Early Head Start, Oneida Day Care, and local family (home-based) day cares. For **children and teens**, we work with the 4-H, Zion Lutheran Church, the Summer Youth Work Experience program,

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Oneida Nation Museum and our friends' group, the LOL: Lovers of Our Libraries. For **health** care, wellness care, and health programming, we collaborate with Molina Healthcare and depts within the Oneida Community Health Center and are hoping to expand our partners to include the Oneida Nation Social Services dept and Behavioral Health Dept. For adult and **elder** programming, our partners include, the Oneida Nation Elder Services Dept and the Anna John Resident Centered Care Community who we provide with book club selections. We have also held technology class for them on working cell phones, getting apps and downloading eBooks and audiobooks. We also work with our system, consortia, and state association: Nicolet Federated Library System, OWLS net, and the Wisconsin Library Association.

**Preliminary planning:** The Oneida Nation libraries have preliminarily planned, developed, and modified programs to meet COVID 19 protocols. The programs include, early literacy/learning skills, literacy, technology, and learning skills of children of all grade levels, as well as for their parents and other caregivers and provided access to books, computers, homework help, and other programming to increase their success as students and learners. We strive to increase the lifelong learning and technological literacy of adults and elders in our community by means of Cyber Silvers. The Oneida libraries have worked to improve staff member's cultural and linguistic knowledge so they can improve the knowledge of the entire community. These activities include collaborating with the Language House for language lessons, translations, and reproductions of materials for the libraries, and for use by our staff and the community. We have provided some computer and technology literacy for training for adults. Our Green Earth Branch Library provides elder programming and collaborates with our Housing dept to provide additional programming. For literacy needs, we have book clubs and a Writers' Group. Our "Cookies & Canvas" program promotes art as a creative outlet for coping with insecurities and other problems without resorting to substance abuse.

We have utilized IMLS monies previously in our endeavors, and our endeavors really haven't changed much, as we see good results from what we do. Our goals have always been met during grant awarded years and the community sees value and even meaningfulness in our programs and benefits from them. Approximately half of our feedback expresses they are inspired to make lifestyle changes, such as during our Native Voices exhibit, health programming, and summer library program health and nutrition days, and character/behavior/good habit days. We are proud of what we accomplish with the IMLS monies. We are enriching the lives of our Nation and community! We thank you for that!

**Impact Goals:** Our goals, improving the skill of our staff and increasing the general literacy within the Oneida Community, improving youth reading and comprehension scores at school - which will show up in state statistics. Helping and encouraging parents to become an educational resource for their children, while also assisting participant adults to improve their employability in the local economy will also help their children. We believe those outcomes will be indicated by, increased use of the library as a resource and a community focus, increased use of the library as an educational portal, including the Internet, our wireless statistics and increased confidence and knowledge among community youth and adults.

**Evaluation – 1.** Based on the use of informal pre- and post-testing and questionnaires we hope



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to demonstrate the level of reading, STEAMM skills, and other knowledge shared through this project will have increased; 2. Based on client counts we hope also to demonstrate an increase in use of the two Oneida libraries; 3. Through participant counts and surveying we hope to demonstrate increased participation, satisfaction, perceived value, and benefit in our community elder, youth, and adult programs.

We expect the greatest benefits to be among the youth, as they gain increased reading skills and an increased interest and desire to read. We hope that the youth will show increased success in school and increased interest in learning, and skill growth in the STEAMM categories. We expect that adult participants caring for children will find increased pride and similar skills as they learn to help their children learn, while learning themselves. We expect participants of all ages to increase their knowledge related to the operation of computers as they take part in the learning opportunities that are available to them on the internet. We expect adults to gain new computer skills that may be applicable to improving their income and their family's standard of living. We believe that there will be new and continuing interest in the use of the libraries and all our programs. We expect the most significant increases to be interest in story time and reading programs among the younger youth and increased interest and skills with computers in the STEAMM areas by the older youths.

We will encourage our visitors to assist our evaluation by completing short surveys and pre and post-tests so that we can measure their individual progress. We will also collect observational evaluations from staff members as they assist the participants in learning new tasks such as computer activities, reading, and STEAMM related knowledge. All materials will be collected anonymously and voluntarily to protect the privacy of the participants. We will train our staff in methods for measuring task and program success and assessing collected materials. While working with each other and our informal partners we will measure skill changes and how we need to modify future programs, collection development, and services to better meet our goals and better meet community needs. There are no expected risks

**Communications Plan :** The Library will use community outreach, and virtual outreach via social media, to inform the community about the existence of the various activities included in the project and to solicit participants through the library's website and the local paper. We will also directly reach out to the local school systems to make them aware of all activities that we are undertaking and program opportunities. We will also utilize various community outreach activities include flyers to be handed out at the museum and posted in appropriate locations.

We will submit articles for publication to the local newspaper, contact other media outlets to promote the project and share our success, and we will share reports with the tribal leadership, our consortia, library system, and the IMLS. All participants will be encouraged to offer feedback both formally through feedback forms and informally through comments and emails. We have also held Community Conversations and disseminate the information to staff and stakeholders, to build upon those budding efforts during the grant cycle and beyond. Our Facebook page is becoming more interactive and includes 909 followers, but we plan to expand our efforts there, too, as well as Twitter and Pinterest, where most of our followers are other libraries disseminating and researching right along with us.

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The library manages their own promotion and can work with the Oneida Nation Communication Department to further develop the marketing done. Outreach is generally accomplished by the Library staff. Dissemination is also handled by trained staff members. Results of our surveys, programming, and other measurable outcomes are shared as a measure of our success. We share our information, or have shared it with the public, with the Oneida Nation, with our system, the Nicolet Federated Library System, our consortia, OWLS net, Wisconsin's Department of Public Instruction's Public Library Development Team, the Great Lakes Convening Culture Keepers, UW-Madison's Information School, College of Menominee Nation and the Menominee Nation, and more.

Almost all of our digitized collection is provided by the state at <https://wplc.overdrive.com/> or our consortia at <https://infosoup.org>. The tribal digital collections are handled by the Cultural Heritage's History Department or their Records Management Department. Software is handled by the Nation's MIS Department or our consortia, so none of this is generally a concern.

**Sustainability:** We believe that the ongoing support for the library and its current programs bodes well for our ability to gain the support necessary to continue any program that we start as part of this project. As our museums recover from our closed down, caused by COVID 19 protocols, we will continue to seek support from the Oneida Nation to fund our projects and we also seek funding from other sources.

We believe past attendance at our programs by community youth and their caregivers indicates stakeholder buy-in. Likewise, we believe that the past participation of elders and adults in our adult programming indicates the buy-in of those populations. It is our hope that with the library leading the way to reading success, the gaining of STEAMM skills, and other skills development that there will be a general strengthening of the library as a resource for the community and the expansion of its position as a learning institution. We believe that a strong library can strengthen a community through the promotion of all manners of learning and by the libraries providing access to it.

When it comes to media and collections, we do not take pictures of ceremonies, artifacts, masks, etc. We receive photos, images, likenesses, and other media with permissions and retain the permission on file. We do not create metadata. We take photos of events and programs and offer technological educational programming for the children, teens, & elders. Formats are determined by the technology used to create the material and all materials are securely preserved and protected.



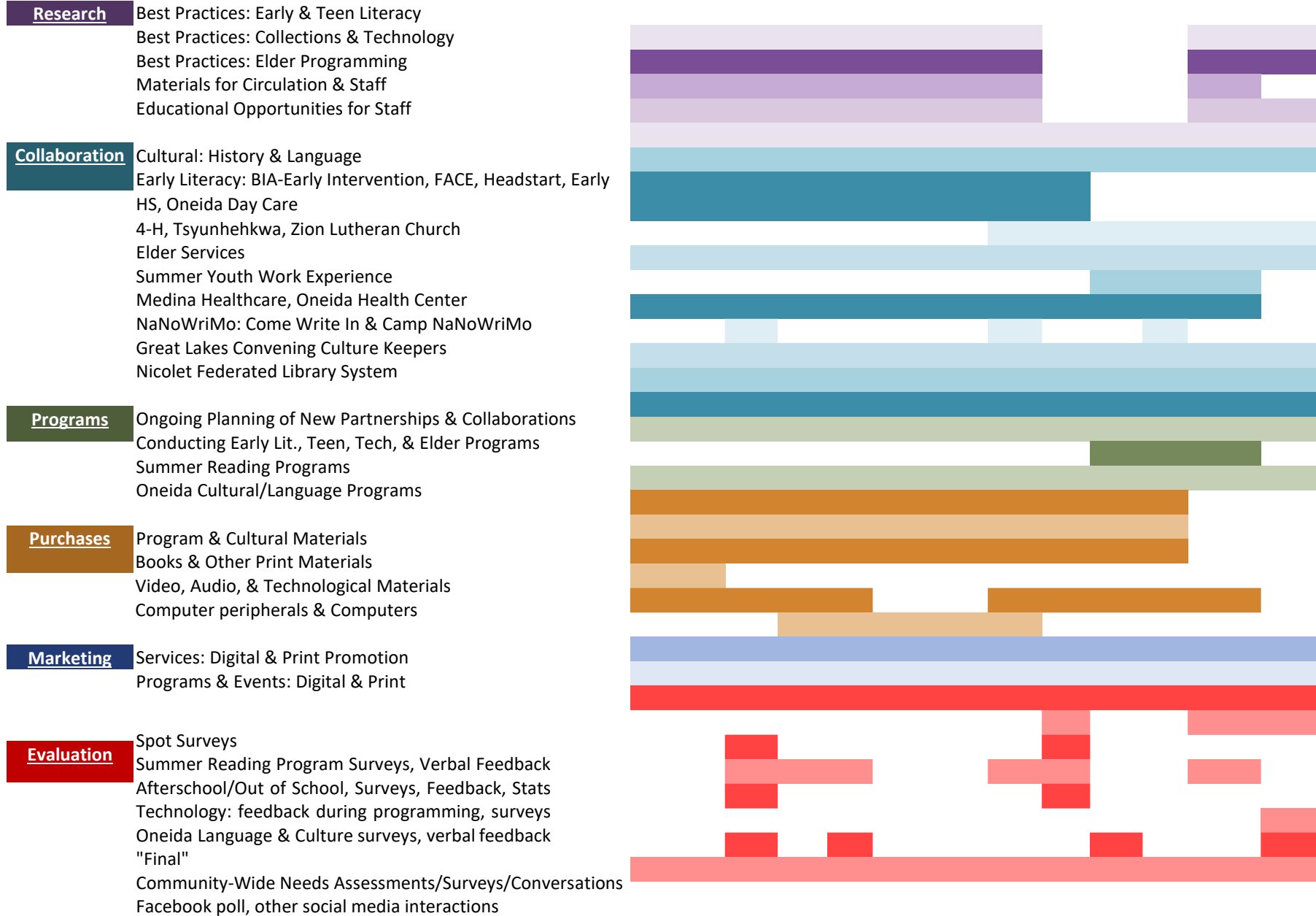
## Schedule of Completion: IMLS Native American Library Services Enhancement Grant 2021 (FY 2021 - 2023)

2021-22 Year 1

Begins

Summer Library Program

Sept 1 Oct. Nov. Dec. Jan. Feb. March April May June July August



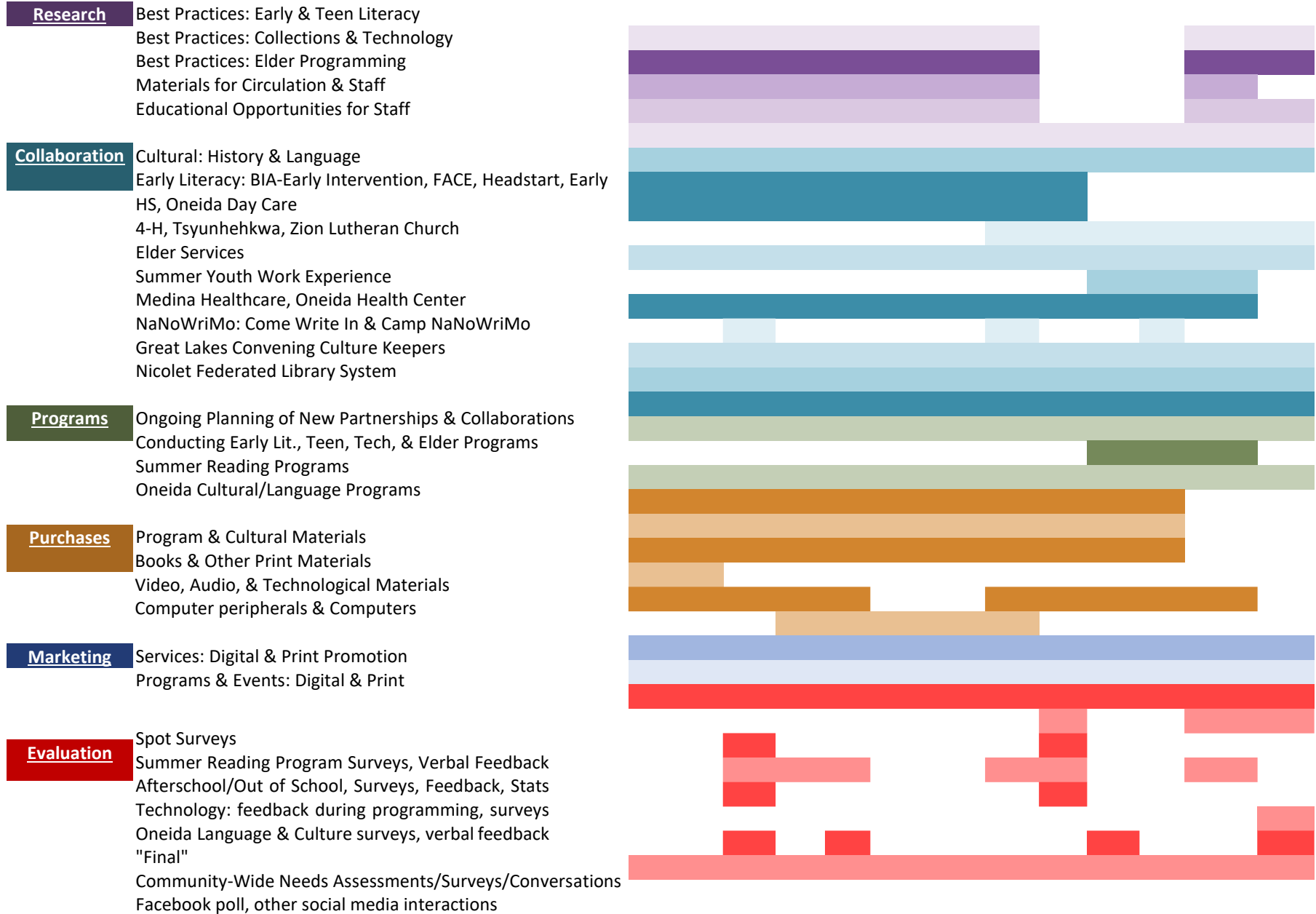
## Schedule of Completion: IMLS Native American Library Services Enhancement Grant 2021 (FY 2021 - 2023)

2022-23 Year 2

Begins

Summer Library Program

Sept 1 Oct. Nov. Dec. Jan. Feb. March April May June July August





## DIGITAL PRODUCT FORM

### INTRODUCTION

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

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

### INSTRUCTIONS

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

#### **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

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

#### **SECTION III: SOFTWARE**

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

#### **SECTION IV: RESEARCH DATA**

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

## SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

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

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

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

## **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**

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

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

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

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

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

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

## **Metadata**

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

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



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

### **Access and Use**

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

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

## **SECTION III: SOFTWARE**

### **General Information**

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

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

### **Technical Information**

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

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

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

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

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

## Access and Use

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

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

Name of publicly accessible source code repository:

URL:

## SECTION IV: RESEARCH DATA

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

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

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

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

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

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

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

**A.7** Identify where you will deposit the data:

Name of repository:

URL:

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